



COLORADO
Department of Education

Adult Education and Literacy Grant Program Evaluation Report

Submitted to:
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Colorado State Board of Education
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The Joint Budget Committee of the Colorado General Assembly
Colorado Senate Business, Labor, and Technology Committee
Colorado House Business, Labor, Economic, and Workforce Development Committee

By:
Dr. Allyson Garcia
Director of Adult Education
[Garcia Allyson@cde.state.co.us](mailto:Garcia_Allyson@cde.state.co.us)

Laura Anderson
Adult Education Program Manager
[anderson l@cde.state.co.us](mailto:anderson_l@cde.state.co.us)

Katelyn Sedelmyer Lyons
Adult Education Program Coordinator
[sedemyer k@cde.state.co.us](mailto:sedemyer_k@cde.state.co.us)

Kirby Stein
Adult Education Program Coordinator
[stein k@cde.state.co.us](mailto:stein_k@cde.state.co.us)

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Office of Adult Education Initiatives
201 E. Colfax Ave., Denver, CO 80203
303-866-6635
aei@cde.state.co.us



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Executive Summary

Purpose

In an effort to meet workforce, educational attainment, and poverty-reduction goals, the state of Colorado authorized the Adult Education and Literacy Act (AELA) Grant Program in 2014 (HB 14-1085). On July 8, 2020, SB 20-009, “Concerning Expansion of the Adult Education and Literacy Grant Program” was passed. The bill expanded the AELA grant program beyond its original focus on employment to include services which also:

- assist adults in attaining basic literacy and numeracy skills that lead to additional skill acquisition and which may lead to postsecondary credentials and employment and
- assist adults in providing academic support to their own children or to children for whom they provide care.

The Office of Adult Education Initiatives (AEI) at the Colorado Department of Education (CDE) manages the AELA grant.

Learners Served

In 2021-2022, the AELA grant program served 2,272 learners. Eligible learners are at least 17 years old; are not enrolled in a public or private secondary school; lack a high school diploma or its equivalent or need English language instruction; or lack sufficient mastery of the basic literacy and numeracy skills necessary to enable the person to function effectively in the workplace. Grant recipients (grantees) serve areas along the Front Range, the Western Slope, and in the Southwest corner of the state. Grantees are adult education providers, which may include school districts, community-based nonprofit agencies, state institutions of higher education, libraries and Indian tribes.

Outcomes

To evaluate AELA impact, grantees measure performance outcome goals for each learner and progress towards those goals through progress measures. Performance outcomes include post-secondary entrance and credential attainment, post-test educational functioning level gain, and obtaining employment, among others; performance outcomes and progress measures are listed in detail in [Appendix I](#). Individual learners may meet multiple performance outcomes.

In 2021-22, the first year of the AELA 2021-2025 grant cycle, the 2,272 AELA learners achieved 1,338 total performance outcomes. Learners achieved 688 employment-related outcomes, 435 test-based outcomes, 91 secondary credential or equivalent outcomes, and 73 postsecondary outcomes, among other categories of outcomes. Learners also met progress measures associated with these performance outcomes. Because some learners achieved multiple outcomes, the total outcomes achieved, 1,338, when compared to the funds expended for the year, \$1,234,437, returns a per outcome cost of \$922.59. Per learner funding equated to a state average of \$543.32.

Conclusion

The expansion of the Adult Education and Literacy Act provided AEI and grantees with the opportunity to better serve learners through expanded services focusing on two-generation strategies (which ensure that adult learners’ education has benefic impacts on the children that they care for) and civic opportunities in addition to workforce and educational attainment goals. Because of this, hundreds of learners were able to attain employment, a living wage job, and secondary credentials, allowing for increased socio-economic mobility for themselves and their families.



The Adult Education and Literacy Act Program

Introduction

The Adult Education and Literacy Act (AELA) was enacted in 2014. The Act established the AELA Grant Program that awards state funds for public and private nonprofit adult education and literacy programs. With the passage of SB20-009, “Concerning Expansion of the Adult Education and Literacy Grant Program” on July 8, 2020, the AELA program expanded in several ways. Previously, AELA-funded programs had to partner with at least one local education provider, one postsecondary education or training provider, and one adult workforce development provider. Since 2020, programs can apply for funds as either an Educational Attainment Partnership, a collaboration that assists adults in attaining basic literacy and numeracy skills that lead to additional skill acquisition, or a Workforce Development Partnership, a collaboration that assists adults in attaining basic literacy and numeracy skills leading to additional skill acquisition, postsecondary credentials, and employment.

Previously, there were seven outcomes AELA learners worked towards under the grant. With the revision of the law and its emphasis on additional measures of adult learner progress towards educational and workforce goals, additional performance outcomes and associated progress measures were added to the menu of options for grantees. The categories of performance outcomes and associated progress measures are listed below; new categories for 2021-22 are starred. Please see [Appendix I](#) for a complete detailed list of performance outcomes and progress measures.

- Postsecondary entrance
- Postsecondary credential attainment
- Obtaining employment or employment in an in-demand sector or industry
- Post-test educational functioning level (EFL) gain
- Secondary credential or equivalent attainment
- Earning a livable wage¹ or leaving public assistance*
- Military entrance*
- Work-based learning completion*
- Civic engagement*
- Two-generation strategies*
- Wrap-around services*

Obtaining adult or postsecondary education, certificates, or training is a proven strategy in poverty reduction. Research consistently demonstrates that obtaining additional education after high school results in increased socioeconomic mobility and decreased instances of unemployment. This is further supported by national and state-wide employment data, which indicates that by 2025, two-thirds of all jobs will require some level of postsecondary education or technical skill training. Approximately 47% of Colorado’s jobs are classified as “middle-skill,” requiring some level of postsecondary education or training, but not mandating a four-year degree. As only 36% of Colorado workers have the training necessary to fill these positions, adult education providers are positioned to connect adult learners with the education needed to pursue in-demand careers while promoting equity and socio-economic mobilityⁱ.

¹ Livable wage is defined in the [2020 Colorado Talent Pipeline Report](#) as meeting Tier 1 wages (\$25.88 per hour) for a family of three with two adults—one working—and one child; or Tier 2 wages (\$13.43 per hour) for an individual.



Before Colorado can meet its workforce, educational attainment, and poverty-reduction goals, the state must address the need for adult education. Among adult Coloradoans, approximately 250,000 individuals lack a high school diploma or its equivalentⁱⁱ. In addition, as most postsecondary programs and employment opportunities assume a certain level of basic literacy and numeracy, many adult learners must first improve these skills to effectively participate in postsecondary education or the 21st-century workforce. Developing these skills also allows adult learners to better support their children's education, which is essential for present and future workforce development and socioeconomic mobility in Colorado.

To successfully execute the mission of adult education and literacy programs in Colorado, extensive collaboration is required among agencies and organizations that support adult, postsecondary, and K-12 education, training and credential attainment, workforce development, economic development, and human services. Large scale collaboration ensures that these programs will enable organizations to effectively serve more learners, leading to improved educational and economic outcomes for multiple generations of Coloradans.

Grant Competition

In Spring 2021, the AEI Office held a competitive Request for Application process to award four years of AELA funding to eligible providers. The grant cycle spans from July 1, 2021, through June 30, 2025. The awarded grant funds are distributed to meet the following goals, defined in SB 20-009:

Grantees applied as either Education Attainment Partnerships or Workforce Development Partnerships. An

To enable more low-skilled, low-income adults attain the basic literacy and numeracy skills that they lack so that they may improve their own and the next generation's abilities to participate in the current and future in-demand sectors of employment, function effectively in supporting and advocating for their children's education, and actively participate in society.

Education Attainment Partnership (EAP) is a collaboration that assists adults in attaining basic literacy and numeracy skills that lead to additional skill acquisition and may lead to postsecondary credentials and employment. At a minimum, EAPs consist of at least one adult education provider (Community-based nonprofit agency or organization, Indian Tribe or Nation, Library, Literacy Council or other Literacy Institute, Business or Business Association, Volunteer Literacy Organization, Local Work Force Board, or One-Stop Partner) that partners with at least one elementary or secondary school or school district, a public or private institution of higher education, a local district college, or an area technical college. A Workforce Development Partnership (WDP) is a collaboration that assists adults in attaining basic literacy and numeracy skills leading to additional skill acquisition, postsecondary credentials, and employment. Workforce Development Partnerships include one adult education provider (School District, Board of Cooperative Services, State Institution of Higher Education, Local District College, Area Technical College, Community-Based Nonprofit Agency or Organization, Indian Tribe or Nation, Consortium of Adult Education Providers, Charter School, Library, Literacy Council or Other Literacy Institute, Business or Business Association, Volunteer Literacy Organization, Local Work Force Board, or One-Stop Partner), one postsecondary education or training provider, and one workforce development provider.

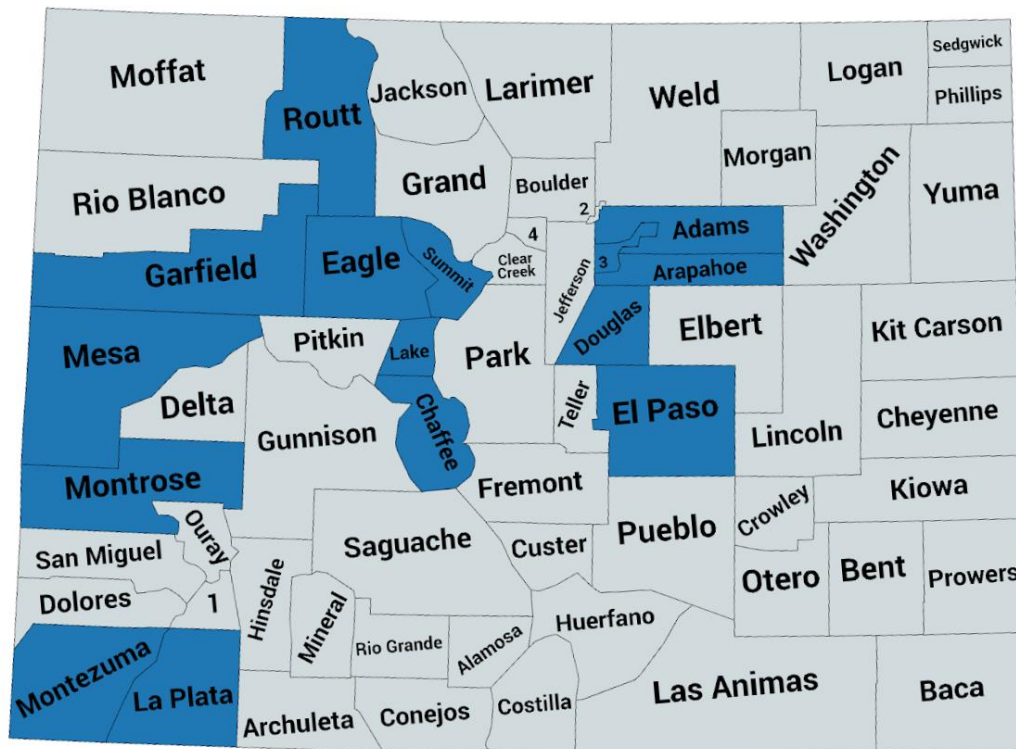
Seventeen adult education programs across the state submitted applications and 14 were deemed fundable by an independent scoring review. For program year 2021-22, 14 AELA grantees serving 15 counties across Colorado were awarded a total of \$1,456,792 in combined AELA funding, with \$820,884 in state funding and \$635,908 in time-limited federal State and Local Fiscal Recovery Funds (SLFRF) to specifically serve adults

disproportionately impacted by the COVID-19 public health emergency. In year one of the grant, all grant recipients received the amounts they requested in their applications. Awards ranged from \$76,757 to \$165,145.

Grantee Makeup

In 2021-22, the 14 grant recipients served areas along the Front Range, the Western Slope, and in the Southwest corner of the state.

Figure A: Counties served by AELA Programs, 2021-22



The 14 grantees represented six community-based organizations, five community colleges/institutions of higher education, two school districts, and one library. There were 8 Education Attainment Partnership grantees and 6 Workforce Development Partnership grantees.



Table 1: Grantee Name, Type and Counties Served

| Grantee Name | Grantee Type | County/Counties Served |
|---|-----------------------------------|---|
| Asian Pacific Development Center | Education Attainment Partnership | Adams |
| Colorado Mountain College | Education Attainment Partnership | Chaffee, Eagle, Garfield, Lake, Summit, and Routt |
| Community College of Aurora | Education Attainment Partnership | Arapahoe |
| Community College of Denver | Education Attainment Partnership | Denver |
| Durango Adult Education Center | Education Attainment Partnership | La Plata, Montezuma |
| Emily Griffith Technical College | Workforce Development Partnership | Denver |
| Focus Points | Education Attainment Partnership | Arapahoe, Denver, and Douglas |
| Harrison School District 2 | Education Attainment Partnership | El Paso |
| Mesa County Libraries Adult Learning Center | Workforce Development Partnership | Mesa |
| Metropolitan State University Family Literacy Program | Workforce Development Partnership | Denver |
| Mile High Youth Corps | Workforce Development Partnership | Denver |
| Montrose Adult Education Center | Workforce Development Partnership | Montrose |
| School District 11 Adult and Family Education | Workforce Development Partnership | El Paso |
| Spring Institute | Education Attainment Partnership | Denver |

Adult Learner Demographics

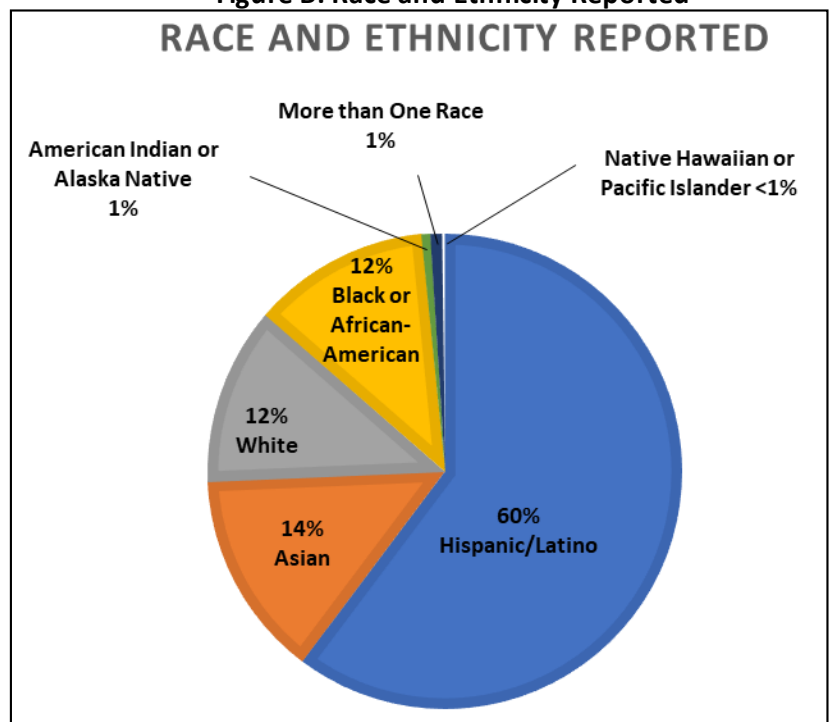
In year one of the grant cycle, 2,272 adults were served in AELA-funded programs which is a 75 percent increase from 2020-21. This increase is due to the increased number of AELA-funded programs serving learners in the new grant cycle, from eight grantees in 2020-21 to 14 grantees in 2021-22.

Among the 2,272 adults served, 64% percent were enrolled in English as a Second Language (ESL) classes which offer instruction to read, write, and speak in English. Fourteen percent were enrolled in Adult Basic Education (ABE) classes which focused on instruction below the High School Level; and 18% were enrolled in Adult Secondary Education (ASE) classes which focus on instruction at the High School level as well as transitioning to postsecondary education or training and employment. Additionally, three percent of adult learners were enrolled in Family Literacy classes, which focus on engaging family members across multiple generations in literacy activities. Learners engaged in services such as workforce preparation workshops, postsecondary preparation activities, and 2 Generation strategies to increase parental involvement in youth learning. Grantees also provided wrap-around services to reduce barriers to attending adult education classes.

Race and ethnicity data reported at entry show that AELA learners identified largely as Black, Indigenous, and People of Color (BIPOC), which positions the grant program as a key contributor for closing racial disparities through increased access to career navigation, training programs in high-demand career pathways, and industry-recognized and postsecondary credential attainment within Colorado.

Other demographic characteristics showed that the majority of adult learners served (59%) were between the ages of 25-44, followed by ages 17-24 (24%), ages 45-54 (13%), and the remainder above the age of 54 or with no age reported. Those who identified as females made up 71% of learners compared to those who identified as males (29%).

Figure B: Race and Ethnicity Reported

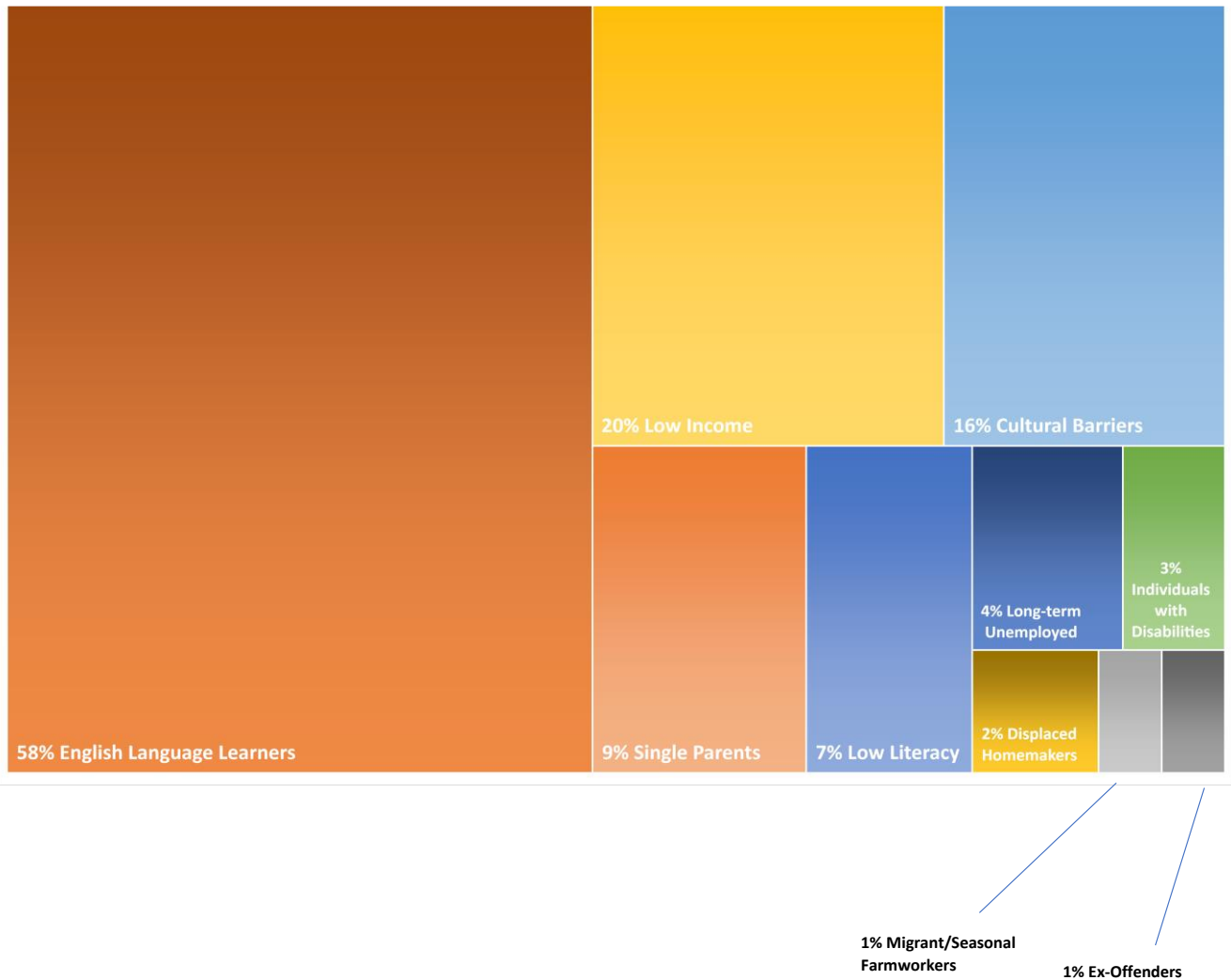


The majority of learners, 59%, were already employed while participating in classes. Twenty-two percent were unemployed and the remaining 19% were not looking for work or declined to report employment status when starting classes.

Learners in the program reported facing significant barriers to employment; learners could report more than 1 barrier (see Figure C). Fifty-eight percent reported that limited English had been a barrier to employment, while 16% reported cultural barriers, and 7% reported that low literacy or numeracy skills were barriers to becoming employed or improving their employment (full-time work, promotions, wage increases, better hours, less seasonal variation, etc.). Twenty percent reported having a low income as a significant barrier to employment. Smaller percentages reported other employment barriers.

Figure C: Percent Reporting Employment Barriers

Percent Reporting Employment Barriers



The demographic data suggests that the AELA grant program is a promising place to target resources for building career pathways to transition adult learners with low-wage jobs with large concentrations of immigrants and people of color into higher wage and less vulnerable jobs.

Performance Tracking Process

In order to meet the requirements outlined in C.R.S. 22-10-104 and 22-10-105 of the Adult Education and Literacy Act, the AEI Office created a menu of options for establishing goals and reporting on the effectiveness of each program that received a grant. The menu includes nine types of performance outcomes and eleven types of progress measures, associated steppingstones to the performance outcomes, to more fully capture the



impact of programming. Prior to the start of each program year in the grant cycle, grantees select which performance outcomes and progress measures their intended programming will be designed to achieve (see Table 2 below). Grantees also submit enrollment and performance target projections to the AEI Office for review and approval.

Education attainment partnership grantees are required to select *a minimum of two* of the following performance outcomes:

- Post-test educational functioning level (EFL) gain
- Secondary credential or equivalent attainment
- Two-generation strategies²

Workforce development partnership grantees have the following required performance outcomes:

- Postsecondary entrance
- Postsecondary credential attainment
- Obtaining employment or pivoting to employment in an in-demand sector or industry
- Earning a livable wage or leaving public assistance

Each type of applicant may select as many optional measures desired to demonstrate effectiveness of their program. The additional performance outcomes for all grantees include the following:

- Enter military service
- Complete one year of apprenticeship
- Complete one year of pre-apprenticeship
- Complete an on-the-job training
- Complete paid internship or work study
- Obtain Green Card
- Obtain US citizenship
- Obtain driver's license
- Vote in congressional, state or local elections

All performance outcomes and associated progress measures for 2021-22 are listed in Table 2 below. Outcomes marked with one asterisk (*) are required for EAPs; outcomes marked with two asterisks (**) are required for WDPs.

² In year one of the grant, there were no performance outcomes for the two-generation strategies category. Learners worked towards two-generation strategies progress measures: Increased involvement in children's education and/or increased involvement in children's literacy activities.



Table 2: AELA Performance Outcomes and Progress Measures, 2021-22

| Performance Outcome | Associated Progress Measures |
|---|---|
| Postsecondary entrance** | <ul style="list-style-type: none"> • Taking an admissions tour • Completing an academic/career interest inventory • Completing an enrollment application • Applying for state or federal financial aid • Passing an entrance exam |
| Postsecondary credential attainment** | <ul style="list-style-type: none"> • Transcript or report card progress – postsecondary • Earning stackable credentials or certificates leading to a degree or industry-recognized credential • Passing a credential exam |
| Obtaining employment or pivoting to employment in an in-demand sector or industry** | <ul style="list-style-type: none"> • Taking an employer tour • Completing an academic/career interest inventory • Enrolling in a state-sponsored employment system • Workforce preparation workshops • Completing job applications and interview |
| Earning a livable wage or leaving public assistance** | <ul style="list-style-type: none"> • Taking an employer tour • Completing an academic/career interest inventory • Enrolling in a state-sponsored employment system • Workforce preparation workshops • Completing job applications and interview |
| Post-test educational functioning level (EFL) gain* | <ul style="list-style-type: none"> • Post-testing • Scale score increase |
| Secondary equivalent credential attainment or Secondary credential attainment* | <ul style="list-style-type: none"> • Passing an Official Practice Test • High School Equivalency (HSE) subtest score increase • Passing an HSE subtest • Transcript or report card progress - secondary |
| Military entrance | <ul style="list-style-type: none"> • Passing score on the Armed Services Vocational Aptitude Battery |
| Work-based learning completion: <ul style="list-style-type: none"> • Completion of one year of an apprenticeship or pre-apprenticeship • Completion of On-the-Job Training (OJT) • Completion of a paid internship or work study | <ul style="list-style-type: none"> • Work readiness certification • Work portfolio or capstone project • Unpaid internship |



| | |
|---|---|
| <p>Civic Engagement:</p> <ul style="list-style-type: none"> • Obtaining a Green Card • Obtaining US citizenship • Obtaining a driver's license • Voting | <ul style="list-style-type: none"> • Applying for a green card • Taking a citizenship test • Taking a driver's license exam • Registering to vote • Organizing or participating in neighborhood meetings, clean ups, or cultural festivals • Volunteering • Attending city council meetings or giving testimony at public hearings • Participating in meetings or forums to discuss community issues |
| <p>2 Generation Strategies*</p> | <ul style="list-style-type: none"> • Increasing involvement in children’s education <ul style="list-style-type: none"> • Increasing contact with children’s teachers • Increasing involvement in children’s school activities • Helping more frequently with school • Increasing involvement in children’s literacy activities <ul style="list-style-type: none"> • Reading to children • Visiting a library/Obtaining a library card • Purchasing books or magazines |
| <p>Wrap-Around Services³:</p> | <ul style="list-style-type: none"> • Orientation and enrollment into partner agencies • Creating an email address • Obtaining a personal phone, tablet, or laptop • Obtaining personal or home internet access • Non-educational services⁴ |

Grantees report to AEI on their progress towards the targets they set at the start of the grant year. For the 2021-22 program year, AEI recommended the minimum targets listed below, though grantees varied in their individual targets:

- **Percentage of learners who achieved 3 or more progress measures - 70% of learners**
- **Percentage of learners who achieved 5 or more progress measures - 35% of learners**
- **Percentage of learners who achieved 1 or more performance outcomes - 30% of learners**
- **Percentage of learners who achieved 2 or more performance outcomes - 15% of learners**

Annually in December, grantees report on progress toward these targets for the first six months of the program year, which follows the Colorado fiscal year (July 1st through June 30th). Grantees report again on final progress for the full year between July and August. For each mid-year and annual report, grantees submit aggregate

³ In year one of the grant, there were no performance outcomes for wrap-around services. Learners worked towards the wrap-around services progress measures listed in Table 2.

⁴ Non educational services include obtaining assistance with food insecurity, obtaining permanent housing, obtaining transportation assistance, obtaining physical or mental health care assistance, obtaining assistance with legal services, obtaining support or assistance for domestic violence, and obtaining support or assistance for addiction.

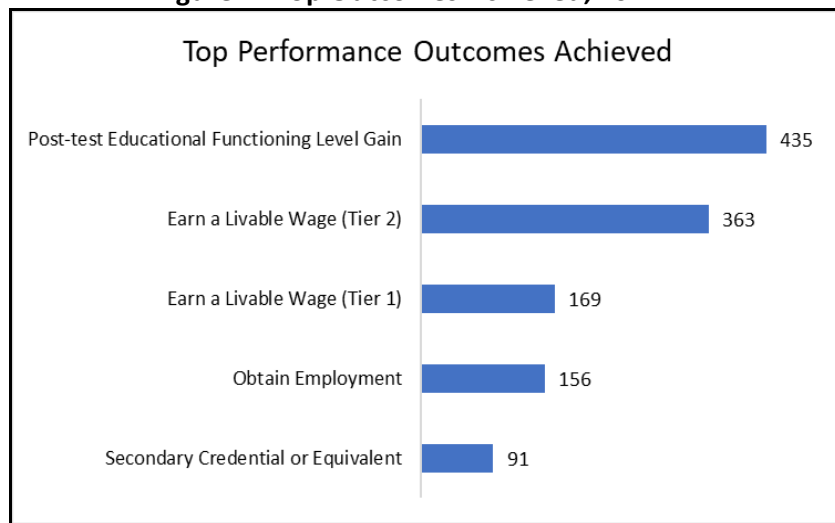
counts of learners who achieved any of the performance outcomes and associated progress measures. These achievements are validated by AEI staff who review all required documentation for met goals.

Mid and end-of-year reports also include a series of narrative questions about program implementation and progress which may change over time depending on each grantee’s focus for the year or external circumstances that impact the grant.

Performance Results

[Appendix I](#) contains the statewide results for total number⁵ of individual performance outcomes and progress measures achieved among the AELA grantees in the first year of the grant cycle, 2021-22. Below are the top 5 performance outcomes and progress measures achieved by AELA learners in 2021-22. Among the top performance outcomes achieved, test gains, earning livable wages and employment attainment, and attaining secondary credentials are represented.

Figure D: Top Outcomes Achieved, 2021-22



Among the top progress measures achieved, two-generation strategies, testing, and progress towards postsecondary entrance are represented, as visible in Figure E.

Table 3 shows the performance rates for all AELA programs in 2021-22. Thirty-one percent of all AELA learners achieved 3 or more progress measures, while 13% achieved 5 or more progress measures. For performance outcomes, 37% of all AELA learners achieved 1 or more outcomes, and 12% achieved 2 or more outcomes. For individual grantee performance rates, see Appendix II.

As outlined previously, there were significant changes to the AELA grant program in 2021-22. Year one of the new grant cycle involved working through processes and determining what type of technical assistance and

⁵ Some performance outcomes and progress measures can be counted more than once per year, whereas others can only be counted once during the AELA grant cycle. For example, learners may achieve an educational functioning level gain multiple times but can only obtain their secondary credential or equivalent once ever. Therefore, the numbers reported in Figure D reflect the total number of outcomes and progress measures achieved in 2021-22, not the total number of learners who achieved the outcomes and progress measures.

resources AEI should provide to grantees. Despite the challenges of implementing a new grant and its requirements, AELA programs were able to exceed one of the recommended performance targets.

AEI recommended a target of 30% of learners to achieve 1 or more outcomes in year 1, and collectively, 37% of AELA learners achieved 1 or more outcomes.

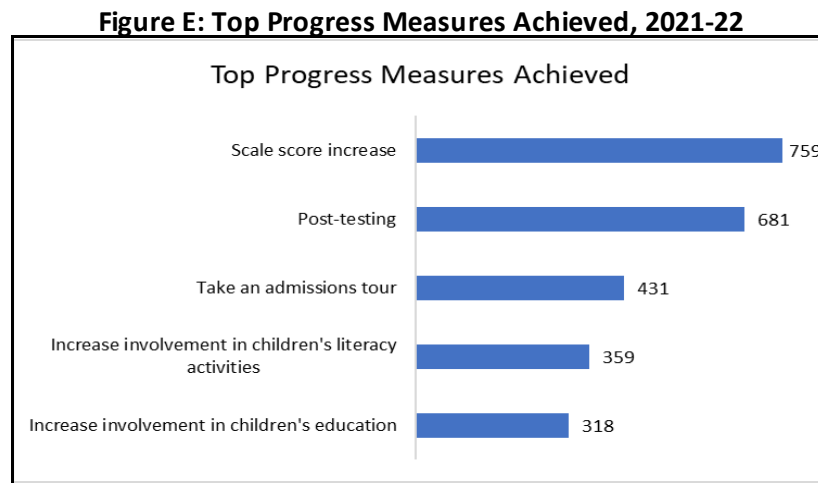


Table 3: Performance Rates, 2021-22

| Performance Targets | Performance Rates and Number of Learners |
|--|--|
| Percent of learners who achieved 3 or more progress measures in year 1 | 31% (n=695) |
| Percent of learners who achieved 5 or more progress measures in year 1 | 14% (n=311) |
| Percent of learners who achieved 1 or more outcomes in year 1 | 37% (n=844) |
| Percent of learners who achieved 2 or more outcomes in year 1 | 12% (n=280) |

The AEI Office convened quarterly meetings with all grantees to check in on their progress towards their performance targets and answer questions about documenting performance outcomes and progress measures. Based on feedback from these meetings, the AELA team created technical assistance resources to support AELA programs as they documented learner progress.

During their Annual Performance Report at the end of 2021-22, grantees reflected on lessons learned. Some common themes included the following:



- Selecting more performance outcomes and progress measures from the menu of options allowed more learners to demonstrate success
- Data entry of goals was more time consuming than anticipated, so dedicating more staff time to this task among some programs was necessary
- The additional outcome types allowed programs to offer and count services that supported successful completion of learner goals
- Programs had to employ new recruitment and hiring practices to combat staff vacancies due to the Covid-19 pandemic

AEI invited programs to recommend additions and amendments to the menu of performance outcomes and progress measures for the 2022-23 program year. While these options were not available for 2021-22, AEI incorporated the following changes for 2022-23 based on these recommendations:

- **Updated language of 2 progress measures:**
 - Visit a library or obtain a library card (two-generation strategies)
 - Pass an entrance exam/demonstrate readiness requirement (Postsecondary entrance)
- **Added 3 new progress measures:**
 - Attend a job fair (Obtain employment and improving wage)
 - Complete workplace skills training/certification (Obtain employment and improving wage)
 - Entrance into work-based learning (Work-based learning)

AELA Workforce Development Convening Sessions

As outlined in C.R.S. 22-10-106, AEI periodically convenes a group of workforce development and higher education professionals which includes the Department of Education, the Department of Higher Education, the Department of Labor and Employment, the Colorado Community College System, other local education providers, other postsecondary education or training providers, and other workforce development providers (a full membership list can be found in Appendix II).

The purpose of this group is twofold:

- 1) to increase the communication and collaboration among adult education and literacy programs, postsecondary education or training programs, and workforce development programs within the state; and
- 2) to discuss the state's workforce development needs and the levels of unmet need for adult education and literacy within the state, including identifying areas of the state with significant unmet adult education and literacy needs.

Slides and recordings of the 2022 meetings can be found on the [AELA Monitoring and Report webpage](#).



Conclusion and Recommendations

The expansion of the Adult Education and Literacy Act brought opportunity for AEI and grantees to better serve learners under expanded definitions of completion of outcomes. This expansion benefitted learners in that it allowed them to receive expanded services focusing on two-generation strategies and civic opportunities in addition to workforce and educational attainment goals. Hundreds of learners were able to attain employment, a living wage job, or secondary credentials. They were also able to increase their involvement in their children's literacy activities, take admissions tours at local postsecondary institutions, obtain US citizenship, or participate more in their neighborhood communities. While achieving these types of additional outcomes on their own is important, these outcomes also contribute to greater success in workforce and postsecondary training. Moreover, these outcomes contribute to the growth of generational wealth, ensuring future generations have greater access to resources for increasing workforce and educational attainment.

Because this was the first year of AELA as revised by SB 20-009, grantees took time to develop additional programming and hire staff to meet the reporting requirements of the grant, which included documenting learner goals and goal attainment in the statewide database. Much time was devoted to technical assistance in this area. While grantees reported increased reporting time, they also acknowledged that the reporting guidelines better reflected learner success. Grantees also reported that by the end of 2021-22, they had developed systems for reporting that reduced the documentation burden. It is the hope of the AEI office that year two of the revised AELA grant will demonstrate increased outcome reporting to reflect learner goal attainment.

The additional funds for AELA that were received through federal SLFRF funding enabled grantees to more successfully implement programming that would improve workforce outcomes and provide response to the COVID-19 public health emergency and its negative economic impacts. The adult learner population, which was disproportionately affected by the pandemic, was able to achieve postsecondary training and workforce outcomes despite this difficult context. Without the additional funding, it is unlikely that grantees would have been able to successfully implement the expansion of services and additional outcomes they were able to achieve. This time-limited funding allowed AEI to fully fund the amounts requested during the application process by the eligible grantees. Without this funding, grantees would have received approximately 57% of the funds they requested. For most AELA grantees, that gap in funding would have prohibited them from being able to offer this essential programming.



Appendices

Appendix I: Total Number of Performance Outcomes and Progress Measures Achieved, 2021-22

| Performance Outcomes | Total Performance Outcomes | Progress Measures | Total Progress Measures |
|---|----------------------------|---|-------------------------|
| Post-test educational functioning level (EFL) gain | 435 | Post-testing | 697 |
| | | Scale score increased | 759 |
| Secondary equivalent credential attainment or secondary credential attainment | 91 | Passed an official practice test | 66 |
| | | HSE subtest score increased | 43 |
| | | Passed an HSE subtest | 258 |
| | | Transcript or report card progress - secondary | 0 |
| 2 Generation strategies: | 0 | Increased involvement in children’s education <ul style="list-style-type: none"> • Increased contact with children’s teachers • Increased involvement in children’s school activities • Helped more frequently with school | 318 |
| | | Increased involvement in children’s literacy activities <ul style="list-style-type: none"> • Read to children • Visited a library/Obtaining a library card • Purchased books or magazines | 359 |
| Postsecondary entrance | 49 | Took an admissions tour | 431 |
| | | Completed an academic/career interest inventory | 169 |



| | | | |
|--|----------------------------|--|-----|
| | | Completed an enrollment application | 33 |
| | | Applied for state of federal financial aid | 17 |
| | | Passed an entrance exam | 8 |
| Postsecondary credential attainment | 24 | Transcript or report card progress - postsecondary | 33 |
| | | Earned stackable credentials or certificates | 9 |
| | | Passed a credential exam | 6 |
| Military entrance | 0 | Earned a passing score on the ASVAB | 0 |
| Obtained employment⁶ | 156 | Took an employer tour | 22 |
| | | Completed an academic/career interest inventory | 159 |
| | | Enrolling in a state-sponsored employment system | 29 |
| Employed in an in-demand sector or industry | 0 | Completed a workforce preparation workshop | 162 |
| | | Completed a job applications or interview | 25 |
| Earned a livable wage Tier 1 (\$25.88) Tier 2 (\$13.43) | Tier 1: 169 Tier 2: 363 | Enrolled in a state-sponsored employment system | 29 |
| Left public assistance | 0 | | |

⁶ In addition to validating employment data that grantees submit for the Employment Outcomes (obtain employment, employed in an in-demand sector or industry, and earn a livable wage), AEI receives annual employment data match for learners from the Department of Labor in September and December following the previous program year. At the time this report was submitted, AEI had not yet received the December 2022 data match from the 2021-22 program year; these numbers may change upon receiving the additional data.



| | | | |
|---|----|--|-----|
| Work-based learning completion: Completed one year of an apprenticeship program | 0 | Earned a work readiness certification | 9 |
| Completed one year of a pre-apprenticeship program | 0 | Completed a work portfolio | 0 |
| Completed an on-the-job training (OJT) program | 0 | Completed a capstone project | 0 |
| Completed a paid internship or work study | 1 | Completed an unpaid internship | 0 |
| Civic Engagement: Obtained a Green Card | 0 | Applied for a Green Card | 0 |
| | | Took a citizenship test | 44 |
| Obtained US citizenship | 43 | Took a driver's license exam | 2 |
| | | Registered to vote | 24 |
| Obtained a driver's license | 5 | Organized or participated in neighborhood meetings, clean ups, or cultural festivals | 14 |
| Voted | 2 | Volunteered | 38 |
| | | Attended a city council meeting or gave testimony at public hearings | 0 |
| | | Participated in meetings or forums to discuss community issues | 29 |
| Wrap-around services⁷: | 0 | Orientation and enrollment into partnering organizations | 313 |
| | | Created an email address | 119 |

⁷ Non educational services include obtaining assistance with food insecurity, obtaining permanent housing, obtaining transportation assistance, obtaining physical or mental health care assistance, obtaining assistance with legal services, obtaining support or assistance for domestic violence, and obtaining support or assistance for addiction.



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|--|--|--|-----|
| | | Obtained a personal phone, tablet, or laptop | 143 |
| | | Obtained personal or home internet access | 33 |
| | | Non-educational services 1-7 | 99 |



Appendix II: Performance of AELA Grantees in 2021-22

| Grantee Name | Total AELA Learners 2021-22 | Percentage of Learners who Achieved 3 or More Progress Measures | Percentage of Learners who Achieved 5 or More Progress Measures | Percentage of Learners who Achieved 1 or More Performance Outcomes ⁸ | Percentage of Learners who Achieved 2 or More Performance Outcomes |
|---|-----------------------------|---|---|---|--|
| Statewide AELA | 2,272 | 31% | 14% | 37% | 12% |
| Asian Pacific Development Center | 578 | 49% | 23% | 61% | 27% |
| Community College of Aurora | 282 | 21% | 10% | 50% | 20% |
| Community College of Denver | 78 | 24% | 3% | 42% | 12% |
| Colorado Mountain College | 591 | 14% | 2% | 10% | 5% |
| Durango Adult Education Center | 40 | 70% | 53% | 70% | 30% |
| Emily Griffith Technical College | 76 | 39% | 24% | 54% | 25% |
| Focus Points | 151 | 30% | 18% | 17% | 7% |
| Harrison School District 2 | 116 | 15% | 4% | 20% | 6% |
| Mesa County Libraries Adult Learning Center | 93 | 57% | 26% | 60% | 39% |

⁸ In addition to validating employment data that grantees submit for the employment outcomes (obtain employment, employed in an in-demand sector or industry, and earn a livable wage), AEI receives annual employment data match for learners from the Department of Labor in September and December following the previous program year. At the time this report was submitted, AEI had not yet received the December 2022 data match from the 2021-22 program year; the percentage of learners who achieved 1 or more performance outcomes and 2 or more performance outcomes may change upon receiving the additional data.



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|--|----|-----|-----|-----|-----|
| Metropolitan State University Family Literacy Program | 97 | 22% | 11% | 16% | 5% |
| Mile High Youth Corps | 21 | 86% | 86% | 81% | 57% |
| Montrose Adult Education Center | 40 | 40% | 20% | 50% | 15% |
| School District 11 Adult and Family Education | 54 | 35% | 0% | 61% | 26% |
| Spring Institute | 55 | 11% | 4% | 7% | 2% |



Appendix III: Adult Education and Workforce Development Convening Group Membership

| Name | Title/Position |
|-------------------------|---|
| Tiffani Baldwin | Director of Transfer Student Success, Metropolitan State University of Denver |
| Robin Bauknecht | Liaison, Division of Vocational Rehabilitation |
| Britta Blodgett | Assistant Director - Communications and Collaboration for the Colorado Workforce Development Council Office |
| Patricia Duhalde | Title IX Coordinator, Pickens Technical College |
| Diana Esquibel | Supervisor at Pueblo Workforce Center |
| Peter Fritz | Director of Student Transitions & Degree Completion Initiatives, Colorado Department of Higher Education |
| Dr. Ally Garcia | Director of Adult Education Initiatives, Colorado Department of Education |
| Thomas Hartman | Senior Consultant - Career Pathways, Colorado Workforce Development Council |
| Augusta Klimek | Manager of Policy, Planning & Continuous Improvement, Division of Vocational Rehabilitation |
| Michael Macklin | Associate Vice Chancellor for Academic Affairs and Workforce Development at Colorado Community College System |
| Susan Paulsen | Consultant - Digital Tools, Colorado Workforce Development Council |
| Katelyn Sedelmyer Lyons | Adult Education Program Coordinator, Colorado Department of Education |
| Kirby Stein | Adult Education Program Coordinator, Colorado Department of Education |
| Dawn Robards | Regional Director for Eastern Workforce, Colorado Department of Labor & Employment |
| Lee Wheeler-Berliner | Managing Director of the Colorado Workforce Development Council Office |
| Ayelet Zur-Nayberg | Director of Adult Student Success, Colorado Community College System |

Endnotes

- i. Colorado Workforce Development Council (2021). The Colorado Talent Pipeline Report. <https://drive.google.com/file/d/1BT7nWA5mVA3qjmR92WKUMyeoRJAF8o6T/view>
- ii. Colorado Workforce Development Council (2022). The Colorado Talent Pipeline Report. <https://drive.google.com/file/d/1BT7nWA5mVA3qjmR92WKUMyeoRJAF8o6T/view>