

An Act

SENATE BILL 23-007

BY SENATOR(S) Zenzinger and Kirkmeyer, Bridges, Buckner, Coleman, Exum, Gardner, Ginal, Hansen, Moreno, Mullica, Priola, Roberts, Will; also REPRESENTATIVE(S) Kipp and Catlin, Amabile, Bacon, Bird, Boesenecker, Brown, Duran, Epps, Garcia, Hamrick, Joseph, Lieder, Lindsay, Lukens, Marshall, McLachlan, Michaelson Jenet, Ortiz, Ricks, Sirota, Snyder, Story, Titone, Velasco, Weissman, Willford, Young, McCluskie.

CONCERNING ENHANCING ADULT EDUCATION IN COLORADO, AND, IN CONNECTION THEREWITH, MAKING AN APPROPRIATION.

Be it enacted by the General Assembly of the State of Colorado:

SECTION 1. In Colorado Revised Statutes, 22-10-102, **amend** (1)(e), (1)(e.5), (1)(e.7), (1)(f), and (1)(g) as follows:

22-10-102. Legislative declaration. (1) The general assembly finds that:

(e) Before Colorado can meet its workforce, educational attainment, and poverty-reduction goals, the state must address the need for adult education. A significant percentage of the state's working-age population

Capital letters or bold & italic numbers indicate new material added to existing law; dashes through words or numbers indicate deletions from existing law and such material is not part of the act.

lacks a high school diploma or its equivalent. Many of these individuals do not have basic literacy, DIGITAL LITERACY, or numeracy skills and are unprepared for participation in postsecondary education and for participation in the twenty-first-century workforce. Further, these individuals are unprepared to provide the learning support and advocacy that their own children or the children they care for require.

(e.5) Literacy and level of educational attainment not only impact an individual's ability to gain employment at a self-sufficiency level, but extensive research shows that they are also key determining factors in the educational success and future employment potential of the individual's children or children for whom the individual is a caregiver. A two-generation approach to increasing literacy, DIGITAL LITERACY, and numeracy skills is essential for the workforce of today and tomorrow and for helping to break the cycle of poverty.

(e.7) While some adults require educational programs that will improve their literacy, DIGITAL LITERACY, or numeracy skills to gain higher-paying levels of employment, many adults have not completed ninth grade or may otherwise be identified as lowest-level learners. Before these adults can aspire to higher-level employment, they require more basic educational programs that specialize in English language skills and assistance in obtaining a high school DIPLOMA OR AN equivalency certificate.

(f) Effectively addressing the need for adult education requires the appropriation of state money to fund adult education and literacy programs that participate in workforce development partnerships or education attainment partnerships and that enable individuals to acquire the basic and more advanced skills needed to function effectively as parents, caregivers, employees, and citizens of the United States. Although there are several postsecondary programs that focus on workforce development and skills acquisition, these programs typically assume that participants are or have been in the workforce in some capacity and have already attained a base level of literacy, DIGITAL LITERACY, and numeracy. Adult education and literacy programs, however, are typically designed for adults who have been unable to enter the workforce in a meaningful capacity or are limited in their ability to support their children's education or participate in society due to a lack of basic literacy, DIGITAL LITERACY, and numeracy skills.

(g) In return for state investment in adult education and literacy programs, these programs must refocus their mission to ensure that more low-skilled, low-income adults attain the basic literacy, DIGITAL LITERACY, and numeracy skills that they lack so that they may improve their own and the next generation's ability 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; and

SECTION 2. In Colorado Revised Statutes, 22-10-103, **amend** (1), (2.5), (3)(c)(III), and (11)(a); and **add** (2.3) as follows:

22-10-103. Definitions. As used in this article 10, unless the context otherwise requires:

(1) "Adult education and literacy programs" means programs that provide adult basic education, adult education leading to a high school DIPLOMA OR AN equivalency credential, English as a second language instruction, or integrated basic education, DIGITAL LITERACY, and skills training.

(2.3) "DIGITAL LITERACY" MEANS THE SKILLS ASSOCIATED WITH USING TECHNOLOGY THAT ENABLES USERS TO FIND, EVALUATE, ORGANIZE, CREATE, DISSEMINATE, AND COMMUNICATE INFORMATION ONLINE.

(2.5) "Education attainment partnership" means a collaboration that assists adults in attaining basic literacy, DIGITAL LITERACY, and numeracy skills that lead to additional skill acquisition and may lead to postsecondary credentials and employment. At a minimum, an education attainment partnership must consist of at least one adult education provider that is not listed in subsection (1.5)(a) of this section 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.

(3) "Eligible adult" means a person who:

(c) (III) Lacks sufficient mastery of the basic literacy, DIGITAL LITERACY, and numeracy skills necessary to enable the person to function effectively in the workplace.

(11) (a) "Workforce development partnership" means a collaboration that assists adults in attaining basic literacy, DIGITAL LITERACY, and numeracy skills leading to additional skill acquisition, postsecondary credentials, and employment. At a minimum, a workforce development partnership must include at least one adult education provider AND ~~at least one postsecondary education or training provider and at least one workforce development provider.~~

SECTION 3. In Colorado Revised Statutes, 22-10-104, **amend** (1)(a), (1)(c), (1)(d)(I), (3)(c.5), and (3)(d); and **add** (3)(e) as follows:

22-10-104. Adult education and literacy grant program - created - rules. (1) (a) (I) There is created in the office the adult education and literacy grant program to provide funding for adult education providers that are members of workforce development partnerships, through which eligible adults receive basic education in literacy, DIGITAL LITERACY, and numeracy that leads to additional skills acquisition, A HIGH SCHOOL DIPLOMA OR AN EQUIVALENCY CERTIFICATE, postsecondary credential attainment, and employment; or education attainment partnerships that assist adults in attaining basic literacy, DIGITAL LITERACY, and numeracy skills that lead to additional skill acquisition, and may lead to A HIGH SCHOOL DIPLOMA OR AN EQUIVALENCY CERTIFICATE, postsecondary credentials and employment, for the participating adults and their children or the children for whom they provide care.

(II) ADULT EDUCATION AND LITERACY PROGRAMS MAY INCLUDE:

(A) IN-PERSON OR ONLINE INSTRUCTION;

(B) THE DEVELOPMENT OF DOCUMENTED LEARNING PLANS DESCRIBING COURSES OR CREDITS AN ELIGIBLE ADULT NEEDS TO COMPLETE AN ADULT EDUCATION AND LITERACY PROGRAM AND FULFILL THE GRADUATION REQUIREMENTS OF THE PROGRAM;

(C) COACHING BETWEEN AN ADULT EDUCATION PROVIDER AND AN ELIGIBLE ADULT RELATED TO THE STUDENT'S PACE AND PROGRESS WITH THE LEARNING PLAN DESCRIBED IN SUBSECTION (1)(a)(II)(B) OF THIS SECTION; AND

(D) MENTORSHIP BETWEEN A COACH AND AN ELIGIBLE ADULT TO

FACILITATE THE COMPLETION OF THE ELIGIBLE ADULT'S LEARNING PLAN DESCRIBED IN SUBSECTION (1)(a)(II)(B) OF THIS SECTION TO PREPARE THE STUDENT TO SUCCEED IN THE ADULT EDUCATION AND LITERACY PROGRAM AND IN THE ELIGIBLE ADULT'S FUTURE ENDEAVORS.

(c) Subject to available appropriations, the state board, taking into consideration the recommendations of the office, shall award adult education and literacy grants to adult education providers. In awarding grants payable from state appropriations, the state board may give preference to adult education programs that serve populations that are underserved by federal funding. The grants awarded are payable from appropriations from the general fund and from the adult education and literacy grant fund created in section 22-10-107. The state board shall establish the amount and duration of each grant awarded and may award a grant for multiple fiscal years, subject to annual renewal BY THE OFFICE. A grant recipient that receives a multi-year grant must annually submit to the office the necessary information to determine whether the grant recipient is making sufficient progress toward achieving the goals of the adult education and literacy program that were specified in the grant application. If the office finds that a grant recipient is not making sufficient progress toward achieving the goals, the ~~state board~~ OFFICE shall not renew the grant for subsequent fiscal years.

(d) An adult education provider may use grant money received pursuant to this article 10 in combination with any money received from other public or private sources. An adult education provider may use grant money received pursuant to this article 10 on behalf of a student who:

(I) Lacks basic literacy, DIGITAL LITERACY, or numeracy skills;

(3) The office, in evaluating grant applications, and the state board, in awarding grants, may consider, at a minimum, the following factors:

(c.5) Whether the adult education provider serves eligible adults who have not completed ninth grade or may otherwise be identified as lowest-level learners and the adult education provider's demonstrated success in serving these learners; ~~and~~

(d) The demonstrated success of the adult education provider in enabling adults to attain basic literacy, DIGITAL LITERACY, and numeracy

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