RI NARRATIVE REPORT 2019-2020

1. State Leadership Funds (AEFLA Section 223)
Describe how the State has used funds made available under section 223 (State Leadership activities) for each of the following required activities:

- *Alignment of adult education and literacy activities with other one-stop required partners to implement the strategies in the Unified or Combined State Plan as described in section 223(1)(a).*

Rhode Island adult education state office staff, whose salaries are partially paid with section 223 funds, are members of the state's WIOA Interagency Workgroup, which – prior to the onset of the pandemic in March 2020 – met on a regular basis to increase interagency alignment and discuss issues like a common intake and assessment process, data sharing agreements, and referrals. This workgroup is chaired by the state Workforce Development Board (WDB), and includes representation from the local WDBs, the state Department of Labor and Training (DLT), the Department of Human Services (DHS, including the Office of Rehabilitation Services), and the Department of Behavioral Healthcare, Developmental Disabilities and Hospitals in addition to adult education representatives.

Since March, members have stayed in touch by email and web conferencing, and have begun a conversation about the shared need to develop state capacity to administer remote assessments. Without regular workgroup meetings, the operator of the local WDBs has been compiling and disseminating information on training, employment, and other opportunities across partner agencies, sending out a weekly email and updating the information in a shared drive.

While meetings of the WIOA workgroup have been paused, the Adult Education Interagency Core Team met at least every two weeks throughout Program Year 2019-2020 (PY2019). The Core Team includes representatives from DLT, DHS, the state Office of the Postsecondary Commissioner, and RIDE adult education staff, as well as both of RIDE's adult education professional development providers. Core Team meetings are a regular forum for information sharing and coordination of state agency programs designed to support lower-skilled adult Rhode Islanders.

The WIOA State Plan highlights Governor Gina M. Raimondo's flagship workforce and economic development initiative, DLT's Real Jobs RI (RJRI). Real Pathways is a sister DLT initiative that promotes partnerships between education and training providers, employers, and other stakeholders to develop pathways responsive to the needs of job seekers with barriers. Half of RIDE's 20 adult education grantees are also grantees of the Real Pathways program. Real Pathways funding supports Integrated Education and Training and worksite education interventions, and expands the number of career pathways in the state that are accessible to adult learners.

RIDE has designated one of its local providers to serve as a liaison with the state's one-stop system, providing Providence Public Library with annual funding to deliver adult education services in both of RI's two comprehensive one-stop centers in Providence and West Warwick. Instructors use onsite classroom space to serve learners with referrals for literacy, numeracy, English Language Acquisition, or digital literacy skills development, through formal classes and one-on-one drop-in services. They also serve as a point of referral to other local providers if more intensive services are needed. In some cases, instructors are able to provide targeted skills coaching that enables a learner to demonstrate eligibility for other WIOA services. Except for a beginning-level digital literacy class, the Library was able to transition all of these services to online platforms in March 2020 when the one-stop centers closed.

- *Establishment or operation of high-quality professional development programs.*

In PY2019, RIDE funded two local providers to deliver professional development (PD) for the statewide network of adult education grantees. Both PD providers are also adult education grantees. Providence Public Library's Tech Hub has been funded to provide PD related to instructional technology and digital literacy for practitioners and learners since 2017. PY2019 was the first year that the Community College of RI hosted the state's Director of Professional Development for Adult Education, who develops and implements an annual plan for delivery of content and instruction-related adult education PD for the state. All of RI's PD offerings focus on the specific learning needs of adults, and are accessible to both paid and volunteer personnel.

The dissemination of information about models and promising practices related to AEFLA-funded programs was a priority throughout the program year, which gained urgency with the unplanned adoption of distance service delivery in spring 2020 because of the COVID-19 pandemic. RI has statewide memberships in the New England Literacy Resource Center and in the Coalition on Adult Basic Education, ensuring that all local practitioners have access to PD opportunities provided by these regional and national networks. In addition to this access, local providers benefitted from professional development on promising approaches to teaching adult learners delivered by regionally and nationally recognized trainers. For example, in November 2019 - pre-pandemic - a team of trainers from the Washington State Board of Community and Technical Colleges traveled to RI to deliver a daylong workshop on implementation of I-BEST, which is relatively new to the state and of high interest to local adult education providers.

WIOA core partner priorities helped to inform PD planning for the year. RI's PD Director developed PD aligned with the state WDB's interest in cultivating a statewide community of practice around career coaching. World Education delivered a workshop on the career navigator role for RI practitioners. Additionally, local adult education staff whose roles include career coaching or navigation support benefited from workshops on incorporating motivational interviewing techniques into the adult education setting, and a related practitioners' learning group facilitated by a local trainer. Adult education state and PD staff also contributed to planning for a PY2020 statewide career coaching PD initiative, sponsored by the state WDB and facilitated by the Markle Foundation's Skillful Initiative.

The state's plan for PD was reworked as priorities shifted with the pandemic. Some initiatives - like PD focused on standards-based reading instruction - were paused, while others - especially those incorporating distance instruction - gained urgency. Professional development in the area of numeracy skills development is one example of how PD delivery pivoted in response to the pandemic's effects. Trainers from TERC (a Massachusetts nonprofit funded by SABES) provided workshops on incorporating math into ESOL instruction (with a focus on the context of employment) in the early third quarter of PY2019. With the onset of the pandemic, TERC delivered a second numeracy-focused workshop remotely, introducing local providers to a free online resource that offers leveled math content aligned with the College and Career Readiness Standards (CK-12).

RI's PD providers also supported dissemination of local promising practices. Role-based sharing opportunities facilitated by the PD Director took on a heightened importance as local providers grappled with challenges presented by the abrupt shift to distance instruction. Local programs' Professional Learning Specialists met on a monthly basis, and local program managers on a biweekly basis. Both these meetings were opportunities for sharing promising practices, supporting their implementation, and

surfacing local issues that were flagged for the state office. Additionally, the PD Director developed a series of workshops led by local instructors that highlighted promising practices for engaging adult learners and meeting their instructional needs at a distance. This series served as a forum to elevate effective local practices, to cultivate a sense of community within the local provider community, and to recognize local instructor-leaders.

Mirroring the sudden shift to online service delivery by local providers in March 2020, the state's PD providers moved all formal professional development opportunities online during the final quarter of PY2019, and dramatically increased the number of informal sharing opportunities. Remote meeting platforms enabled an increase in informal sharing opportunities, and in office hours for consultations and troubleshooting. Training content was responsive to issues and questions that surfaced in informal conversations. For example, the Tech Hub recorded short video tutorials on the most commonly used instructional technology and web conferencing platforms so that providers could access information on their own schedules. One topic that continues to be of high interest in the state is remote assessment, both NRS-approved and other, informal approaches, that can be used to gauge a learner's educational functioning level when an NRS-approved assessment is not possible. The majority of local providers still use paper versions of NRS assessments, and were not able to pilot remote assessment in PY2019. The state's CASAS trainer did participate in CASAS' national remote proctoring pilot. The trainers learned about remote proctored assessments' potential and limitations, and they are supporting local providers as they move toward adoption of computer-based testing and administering assessments at a distance.

- *Provision of technical assistance to funded eligible providers*

RI has funded the adult education Tech Hub at Providence Public Library to support development of digital literacy skills among adult education practitioners and learners since 2017. RIDE's investment in technology infrastructure for adult education laid a foundation for the field's shift to online instruction this spring. Prior to COVID, most RI practitioners had at least basic digital literacy skills, and some familiarity with instructional technologies. However, only a limited number of local programs were offering hybrid or wholly distance instruction before the onset of the pandemicThe rapid transition to remote learning significantly increased demand for technology training and services. The Tech Hub was responsive to the needs of the field and modified the year's work plan accordingly. From March to June, the Tech Hub provided seven synchronous virtual trainings in addition to weekly office hours and facilitated community calls, and individualized support on demand. As mentioned above, Tech Hub staff created numerous self-access training videos in response to requests from providers.

One example of how the Tech Hub supported technology adoption system wide is the comprehensive administration and PD support it provided related to RI adult education's Google domain. Prior to March 2020, there were 15 teachers in the state using Google Classroom robustly. By the end of PY2019, the Tech Hub had processed 80 new teacher accounts and 192 student accounts, enabling access to Google Classroom and related tools. In addition to administering the domain, the Tech Hub supported its use by orienting teachers to the domain and the G-Suite tools' education applications with a series of learning modules, which were available as both a facilitated hybrid course and as an asynchronous series for self-study during PY2019.

With COVID, tools for information sharing and communication within the field became even more important to facilitate sharing of promising practices and common challenges, and to support system efficiencies. This year, RI made significant progress in further developing three communication tools: the

RI Adult Education website, Google Groups, and weekly sharing of professional development information in a standard newsletter format. The newsletter incorporates information from LINCS, EdTech, and other regional and national sources.

Apart from scaffolding providers' adoption of instructional technology and technology to support system efficiencies, the Tech Hub and RI's adult education PD Director collaborated to plan training related to high-quality distance instruction. As practitioners became more comfortable using technology to deliver instruction remotely, local programs expressed the need for improvement and consistency in design of distance programming. Mockingbird Education was hired to deliver three mini courses including research-based practices for designing and delivering effective asynchronous and synchronous learning.

RIDE staff paid by section 223 Leadership funds met with providers on a biweekly basis, and more frequently if needed, throughout the final quarter of PY2019 to provide technical assistance responsive to issues emerging at the local level, including distance instruction and proxy hours, how to track distance instruction in the data system, and remote assessment. In response to questions from providers, RIDE developed guidance to support local programs in implementation of online intake forms and enrollment of new students without in-person meetings. While the state's programs have all demonstrated increasing expertise in remote service delivery, state and local staff remain concerned about how lack of access to in-person services has a disproportionate impact on sub-populations of learners, specifically lower level learners, those without access to technology or digital literacy skills, and English Language Learners. Maintaining equitable access - especially those who are hardest to serve - is an ongoing priority at the state and local levels.

- *Monitoring and evaluation of the quality and improvement of adult education activities*

RIDE conducted quarterly evaluations of local providers, with some modifications responsive to the pandemic. One important shift was in data monitoring. Performance criteria used by RIDE in program evaluation includes enrollment, Measurable Skill Gains (MSGs), and outcomes related to education and employment post-exit. Since most local programs depend on paper-based testing to establish entering Educational Functioning Levels and gains for program participants, enrollment and MSG data for PY2019 did not reliably reflect the number of participants served, or the skill gains achieved. In order to account for this in comparing data year-over-year, RIDE used NRS Table 4b to compare the MSG rate only for those participants who were able to take a post-test. Additionally, access to partial-year historical data was a priority, in order to look at local providers' PY2019 performance pre-pandemic relative to performance during the same period in previous years. RIDE's data system vendor released a system update that made it possible to compare PY2019 performance with performance from past years during the period from July to March, at both the state and local levels.

RIDE benefited from the data visualization expertise of a Leadership for Educational Equity (LEE) Fellow during the spring of 2020, who developed data dashboards for each local provider that present outcomes data at the state and local levels from the three most recent program years. These dashboards supported PY2019 annual reviews with each local provider.

2. Performance Data Analysis

Describe how the adult education program performed in the overall assessment of core programs based on the core indicators of performance. Discuss how the assessment was used to improve quality and effectiveness of the funded eligible providers and any plans to further increase performance in future reporting years.

Program Year 2019-2020 (PY2019) was the second year of RIDE's three-year grant cycle for adult education funding, which supports a statewide network of 20 local providers. RI funding for adult education is a combination of federal Adult Education and Family Literacy Act funds and state sources: General Revenue, allocated by the RI General Assembly, and Job Development Funds, administered by the state WDB.

By the end of March 2019, all 20 local providers had closed their buildings and shifted to distance service delivery due to the spread of the coronavirus pandemic. The unplanned shift to distance instruction left some learners behind, particularly lower skilled adults, lower level English Learners, and learners without devices, access to an internet connection, or digital literacy skills. Adult learners were now facing pandemic-related job loss or - alternately - virus exposure as essential workers, increased basic needs insecurity, and the challenges presented by closure of childcare and schools. Unsurprisingly, the challenges presented by the COVID-19 pandemic had dramatic, negative effects on the state's PY2019 outcomes. RI did not meet its state performance targets for PY2019, and ended the year with an MSG percentage more than 10 points lower than the national average for MSG achievement in PY2018.

Overall, RI's 20 local programs served approximately 16% fewer participants in PY2019 compared to recent program years. In PY2019, the state served a total of 4,982 adult learners with 12 or more hours of instruction, 960 fewer participants than the 5,942 with 12 or more hours in PY2018. RI's PY2019 MSG percentage was around 20 percentage points lower than in recent years: 33% compared to 53% in PY2018. An important related data point is the post-testing rate, which also had a dramatic decrease: only 50% of participants took a post-test in PY2019. For comparison, 75% of PY2018 participants were post-tested. An exception to the negative trend in PY2019 performance data was the average number of hours of instruction received by participants. This number was comparable to the previous year, with PY2019 participants attending 98 hours on average, compared with 99 hours on average in PY2018. The maintenance of program intensity in spite of pandemic turbulence is a testament to local providers' efforts to keep learners engaged and participating.

Of the 4,982 PY2019 participants, 26% were assessed at entry in Adult Basic Education levels, 9% assessed at Adult Secondary Education levels, and 65% at ESL levels. Compared to the spread of learners across levels in the prior two PYs, the percentage of ESL participants represents a modest increase: ESL learners were 60% of participants in PY2017 and 62% of participants in PY2018. About 5% of ESL participants were enrolled in Integrated English Literacy and Civics Education programming under Section 243.

By comparing enrollment and MSG data from July to March PY2019 with the data from the same period of PY2018, we can see that the state was on track with historical performance from the prior two years, when it exceeded negotiated state performance targets. As of March 16, 2019, RI had 4,673 participants with 33.51% MSG, compared with 5,001 participants with 30.24% MSG from July to March of PY2018 and 4,892 participants with 34.89% MSG from July to March of PY2017.

NRS Table 4 Analysis
The negative impact of the pandemic is apparent throughout the state's PY2019 performance data, but is most visible in the low percentage of participants who made Measurable Skill Gains (MSG) on NRS Table

4. Only 33% of all RI adult learners served for 12 hours or more made MSG in PY2019, which was 20 percentage points lower than the state's MSG rates in each of the two previous PYs, when the state achieved a 53% MSG rate. There were 64 learners with more than one Period of Participation (PoP) in PY2019, a significant increase over the 354 students in this category in PY2018, though their MSG percentage was much lower than the MSG percentage for learners with only one PoP. This is consistent with barriers to persistence caused by the pandemic that may have caused more learners to stop out of services periodically.

Pandemic conditions and lack of access to assessments caused a drop in outcomes for two of the three kinds of MSGs reported on NRS Table 4. Thanks to successfully completing a data match with National Student Clearing House for the first time in years, the third kind of MSG - EFL gains through transition to postsecondary - doubled in PY2019 (NRS Table 4a). In contrast, both EFL testing gains and High School Equivalency (HSE) completions during PY2019 were dramatically lower than in recent past years.

The closure of physical program locations for the final quarter of the program year had a disproportionate impact on reporting for enrollment and gains that depend on administration of NRS-approved assessments. Because the majority of the state's local providers continue to use paper-based tests for the administration of NRS assessments, providers were unable to administer assessments if they were unable to meet in-person with students. Many providers were unable to administer assessments for the remainder of the program year. This depressed the number of learners who were counted as program participants (since the state has exclusively used pre-testing to assign an entering EFL for federal reporting purposes) as well as depressing the number of EFL gains for the year. Learners who were newly enrolled in the spring were not able to pre-test in order to register on NRS tables as participants; longer-term participants were unable to post-test in order to capture skills gains. Typically, a higher percentage of EFL testing gains are recorded during the fourth quarter, reflecting skill gains resulting from participation throughout the prior quarters.

The effect of program closures is reflected in RI's low post-testing rate for the year, on Table 4b. In PY2019, only 50% of participants took both a pre- and post-test, compared to 75% of participants in the previous year. The state's strong past performance on MSG percentage has been linked to its strong post-testing rate. The low PY2019 MSG percentage reflects the inability to administer assessments to capture gains during the final quarter of the year, due to the pandemic. Half of PY2019 participants never had an opportunity to demonstrate the skills gained from participation because they were not able to take a post-test before the end of June.

While the majority of RI's MSGs come from level gains on post-tests, the state recorded only 122 HSE completions among participants during PY2019, representing fewer than half of the HSE completions earned statewide in each of the two prior program years. This is another indicator that was disproportionately impacted by the timing of site closures in March 2020, since the state usually sees a higher rate of HSE completions in the final quarter of the program. All but one of the state's GED testing centers closed in March 2020, which limited access to testing appointments and amplified transportation barriers. As was the case for EFL testing gains, HSE completions were also affected by a dependence on paper-based testing. Statewide access to the online proctored version of the GED exam was not available until the end of the program year.

RI's dependence on paper-based testing made the state's outcomes more vulnerable to turbulence caused by the pandemic. RIDE is committed to expanding capacity for remote testing in the state. The local program designated as the state's CASAS trainer carried out a pilot of remote proctoring for CASAS

test administration this spring, and is providing support to local providers who are transitioning to e-testing or who are interested in remote proctoring. The pilot surfaced challenges to wide implementation of remote proctoring in the near future, including the equipment and digital literacy required, the limited number of learners who can test at one time, and the staff expertise necessary. RIDE is exploring opportunities to implement system-level supports for remote assessment, and has begun a conversation with other state agencies about WIOA partners' need to develop the state's remote testing infrastructure.

<u>NRS Table 5 Analysis</u>
RI saw an increase in the second quarter employment rate (from 22.44% to 28.0%) and a $177 increase in second quarter median earnings on its NRS Table 5 in PY2019. The fourth quarter enrollment rate decreased from 33.23% in PY2018 to 21.2% for PY2019. The postsecondary enrollment and employment rates within a year of exit for ASE learners continue to be low, while the percentage attaining a postsecondary credential while enrolled or within a year of exit had no outcomes. The overall deduplicated credential attainment rate was only 11.9%. The low percentages and lack of data are due to limitations in the state's system for reporting these data as well as inconsistent understanding and tracking of the post-exit indicators at the local level.

State staff have not been confident that its adult education data system was producing accurate reports of post-exit outcomes for Table 5. In PY2019, an RFP process identified a new vendor for the state's adult education data system, and the transition to the new vendor began at the end of the fourth quarter of the program year. The export of historical data from the legacy data system affected the completeness of the data available for PY2019 Table 5 reporting. Cohorts of exited students for post-exit follow up were not migrated to the new system with fidelity. Additionally, outcomes entered manually by local providers in the legacy system were not included in the files provided for migration to the new system. RIDE worked closely with the new data system vendor and with local providers to mitigate gaps in the migrated data, and to recreate previously entered data needed for PY2019 reporting purposes; however it was not possible to compensate fully for limitations in the legacy data. For example, the learner cohorts for the indicators related to ASE students' postsecondary and employment outcomes are about half the size of the previous year. As a result, the majority of outcomes included on Table 5 for PY2019 are from data matching with employment and postsecondary records; manually entered outcomes are not accurately represented on the PY2019 table. We anticipate that gaps in the migrated data may continue to impact the state's reporting on post-exit outcomes for two more years.

Apart from challenges specific to the transition between data systems, there is also a need for ongoing technical assistance to build local providers' understanding of post-exit indicator definitions, to standardize data collection practices, and to ensure familiarity with manually tracking outcomes in the new data system. To support improvements in program effectiveness, RI will continue to hold monthly technical assistance sessions with local providers to ensure clarity about NRS reporting, about updates related to data collection during the pandemic, and about tracking data in the new data system for accountability purposes. RIDE's priority is ensuring accurate local data to serve as a basis for quarterly desk reviews and annual reviews of local provider performance. Data integrity is a key element of a monitoring practice that will allow the state office to identify promising local practices to highlight, as well as areas that require targeted support or monitoring of compliance issues.

3. Integration with One-Stop Partners
Describe how the State eligible agency, as the entity responsible for meeting one-stop requirements under 34 CFR part 463, subpart J, carries out or delegates its required one-stop roles to eligible providers.

Describe the applicable career services that are provided in the one-stop system. Describe how infrastructure costs are supported through State and local options.

As the State Eligible Agency, RIDE is a full partner in WIOA implementation efforts in RI. As detailed in section 1, RIDE staff are members of the WIOA Interagency Workgroup convened by the state workforce development board (WDB). Apart from the workgroup, a local provider represents adult education on the state WDB, and RIDE staff are members of the state WDB's Education and Employment Advisory Committee. RI has two local workforce development areas, and local providers are members of each local WDB.

RIDE has a Memorandum of Agreement with each of the local WDBs to provide funding to support infrastructure costs, for information sharing and referrals, and to access space onsite at centers for provision of services. One-stop infrastructure cost contributions are based on the number of seats allocated to each of the state's four one-stop partners. Adult education provides the cost of one seat to each of the local WDBs. Infrastructure payments were not made in PY2019 due to transitions at the local WDBs (and then the pandemic), which delayed invoicing and payment processes. Payments for PY2019 were made in PY2020.

Adult education services are integrated with RI's one-stop system through broad sharing of information, as well as through collaboration between providers and their local centers. All local providers have the opportunity to share information on their programming through the one-stop system operator, who gathers information on education and training opportunities from across WIOA partner agencies and disseminates it along with employment opportunities in a weekly email newsletter. Information is also archived in a shared folder. This is a communications channel that supports outreach and recruitment for adult education programs, and is a source for information on opportunities that may be relevant to adult learners. Providers also present information on their services to one-stop staff to support informed client referrals.

In addition to information sharing, some local providers work more closely with the one-stop system. Providence Public Library, the local provider designated as the state's adult education liaison with the one-stop centers, provides services onsite at both of the state's comprehensive one-stop centers. Services provided include: tutoring in Adult Basic Education, Adult Secondary Education, and English Language Acquisition skills, digital literacy classes, and high school equivalency preparation services. Local providers also staff drop-in computer labs at three one-stops in the state. These drop-in services provide individualized support for internet-based activities like job searches and resume preparation. Adult education staff onsite at one-stop centers also provide intake and assessment services, and advising and referrals to other adult education providers. Local providers use one-stop meeting space to hold classes. One provider works with the local one-stop center to organize regular job fairs, and to provide a bilingual jobs club for job seekers.

RIDE encourages collaboration between local providers and the one-stop system by promoting WIOA's requirements around one-stop integration and highlighting opportunities for partnership. The state office monitors partnership through quarterly narrative reports submitted by local providers as well as an annual reporting request.

The pandemic has presented challenges for one-stop collaboration. The state's centers closed in March for the remainder of the program year, and they have been slow to reopen or implement platforms to support virtual service delivery. This means that access to WIOA services has been limited for learners. While some face-to-face classes that were meeting in the one-stop centers were halted, adult education providers have continued to participate in information sharing through the one-stop operators' email list, and have transitioned services to remote delivery where possible, including virtual drop-in time for help with accessing online resources and technology, and a virtual job fair.

4. Integrated English Literacy and Civics Education (IELCE) Program (AEFLA Section 243)

Describe how the state is using funds under Section 243 to support the activities of the IELCE Program.

RI's IELCE funds were granted through a competition held in spring 2018, which identified four IELCE grantees. PY2019 was the second year of a three-year funding cycle. Annual funding allocations range from $60,972 to $76,331. All four of RI's IELCE providers are also grantees of DLT, and are well integrated with the state workforce systems' resources and networks.

The local providers have designed IELCE pathways aligned with priority industry sectors in RI, combining occupational skills training, relevant industry-recognized credentials, and contextualized English Language Acquisition and civics instruction. All four local providers offer IELCE in combination with IET programming supported by section 243 funds; two of the providers also refer IELCE participants to IET programs supported by non-section 243 funds, including DLT funding. Grantees provide education services in combination with IET by delivering occupational skills training that integrates contextualized English Language Acquisition and civics instruction. Many of these pathways include work-based learning experiences and wraparound supports to address barriers to persistence. Local providers highlighted multilingual career coaching or advising as a promising practice that provides learners with valuable barrier mitigation and systems navigation support.

The majority of the state's IELCE programs are within the health care sector: Certified Nursing Assistant (CNA), Medical Assistant, Pharmacy Technician, Direct Support Professional, and homemaker. Other sectors represented include education (Teacher's Assistant), hospitality (Kitchen Manager), and the building trades. Local IELCE programming is responsive to employer demand. Spanish-speaking healthcare students are especially valued by employer partners who serve the state's growing Latinx communities. Multi-year partnerships with employers have established pathways into the healthcare sector that benefit IELCE students as well as the employers' Latinx patients.

RI's IELCE providers have adapted to the challenges presented by the pandemic, shifting to distance instruction in whole or part, depending on requirements for work-based learning components. Access to work-based learning opportunities has become more of a challenge with COVID, especially in the healthcare sector. Beginning in March 2020, CNA students had to apply for Emergency Temporary Licensing in order to complete the clinical hours required for licensure. This was a new requirement for working adult learners who were juggling multiple commitments in order to complete the program. Individualized coaching was a key support in meeting this challenge.

The state's IELCE programs will be important partners in upskilling RIers to meet workforce demand post-pandemic. Programs are working with multiple employers to assist with current staffing shortages in the healthcare sector. Students complete classroom training and then are immediately employed to gain

required clinical hours. One provider reported the successful trajectory of a cohort of Haitian housekeepers affected by pandemic layoffs. Upon completing a CNA program, all were employed full-time with benefits, earning more than they did as housekeepers.

5. Adult Education Standards

Describe how the Adult Education standards are aligned with the K-12 standards.

In January 2014, the RI Board of Education adopted the national College and Career Readiness Standards for Adult Education (CCRS) for use by RI's adult education system. The CCRS are a subset of the Common Core State Standards used by the state's public education system, ensuring alignment between the state's adult and K-12 educational systems. Since CCRS' adoption in 2014, support for local standards implementation has been a consistent priority for state adult education professional development activities. The state's PD providers continued to seek out standards-aligned offerings, even with an increased focus on resources and PD for digital instruction with the onset of the pandemic in spring 2019. For example, TERC delivered a virtual workshop to orient providers to a free online resource with math content aligned with CCRS, CK-12.

6. Programs for Corrections Education and the Education of Other Institutionalized Individuals (AEFLA Section 225)

RIDE allocates AEFLA funds to the RI Department of Corrections (DOC) to provide transition services for inmates within five years of their release date per WIOA guidelines. DOC partners with the Cognitive Restructuring and Anger Management Program to provide Cognitive Behavioral Treatment services that prepare inmates to overcome some of the most difficult obstacles many face as they work on their individual plans to succeed post-release. Inmates are screened for participation in the program based on educational, emotional/personal, and attitudes/orientations assessments conducted at intake into the correctional facility. All participants are either co-enrolled in educational programming, or on the waitlist for an education program. AEFLA-funded services are based at the medium- and maximum-security facilities. Additionally, AEFLA funds granted to the DOC partially support a contract with the state's community college that provides coordination of onsite educational programming and postsecondary advising services for students enrolling in certificate-based courses, courses leading to industry-recognized credentials, and college courses. In PY2019, 72 inmates participated in transition services. Of these, 67 completed. Since mid-March, all services have been delivered at a distance by mail, because inmates do not have internet access. Programming has continued without interruption using paper packets.

What was the relative rate of recidivism for criminal offenders served?

In February 2020, DOC released an analysis of the relative recidivism rate among released inmates who participated in educational programming. Only those inmates who obtained a 2-year postsecondary degree from the community college while incarcerated, and who were at least one year post-release were included in the analysis. The analysis included inmates released from September 2007 through December 2018. Of the 61 formerly incarcerated Rhode Islanders who met the criteria above, only 13 or 21% returned to DOC as a sentenced offender within three years after release. This is less than half of the average recidivism rate (50%) among all individuals released from DOC.