

NEW HAMPSHIRE
NARRATIVE REPORT 2011-2012

1. State Leadership Activities

The most successful activities supported with state leadership funds were: continued coordination for statewide staff development efforts between the State Bureau of Adult Education and the statewide staff development center located at Second Start in Concord, further improvement in the use of the state constructed NRS web-based data program, increased connections between local program staff and state level policy makers, and a wide variety of activities coordinated through the New England Literacy Resource Center located at World Education in Boston.

Additional noteworthy activities included the continuation of teacher focus groups, the expansion of the work of our mentor teacher team, the Learning Disabilities Task Force and a series of specific workshops focused on aligning adult education curricula to the common core standards. The Bureau of Adult Education continued its cooperative relationships with DHHS Welfare Advisory Committee, Refugee Resettlement Committee, Immigrant Rights Committee as well as the State Coordinating Council for the One Stops.

All of the activities above were included under Section 233 (a), (b) in the New Hampshire State Unified Plan, (as amended), Title II, Adult Education and Family Literacy Act.

2. Findings from Evaluations of the Effectiveness of Activities on the Core Performance Indicators.

The following observations are based upon a review of the NRS data from local programs during this program year:

- A. The percent of students completing a level increased from 41% to 43%.
- B. The number of students separated from programs decreased by 34%.
- C. The number of students retaining employment increased significantly.

3. Integration of Activities

Agencies working with the Bureau of Adult Education to provide services to adult education clients at the local level included: Post Secondary Community College System, One Stop Centers, Community Action Agencies, County jails, libraries, Vocational Rehabilitation, Employment Security, Faith-based Organizations and the state's university system. The eligible agency is represented on the State Workforce Investment Board by the Commissioner of Education with additional representation on important working committees of that body by the Director of the NH Department of Education's Division of Adult Learning and Rehabilitation. Each of the 13 local Workforce Investment Boards has representation from local adult education program providers.

Core and other services are provided through the One Stop system by direct referral between the organizations represented in that organization. The estimate of Title II funds used to support activities and services to clients in the One Stop system for 2011-2012 is \$352,169.

4. NH EL/Civics Report, PY 2011-2012

EL/Civics funds supported citizenship education and learning activities for 564 participants in five local programs. A variety of activities helped participants prepare for citizenship and for active involvement in their communities. All programs included community awareness activities such as visits to libraries, city halls, and community festivals and awareness about how to access local resources including public transportation, helping agencies, employment agencies, and

public schools. Participants also practiced English language skills related to successful involvement in the community and the workplace.

Each local program also developed specific activities in response to the needs of their adult learners. Below are some examples:

- Dover participants reviewed all steps of the citizenship application process, worked in small groups to reinforce information about history and government, worked with maps to prepare for geography questions, wrote letters to public officials, viewed films of citizenship interviews, and participated in practice citizenship interviews with volunteer interviewers.
- Manchester Adult Learning Center added a writing/civics class this year. Students used topics from the citizenship texts to work on sentence and paragraph structure. Students studied American government and how to express concerns. Successful graduates who are now citizens were invited back as guest speakers. All wrote letters to public officials and related this activity to their study of government.
- Nashua students used computers to take practice citizenship tests and to research information on their city and state. They researched American history events and presented information to classmates as historical figures in character. Several state representatives visited the class. Other visitors included community health representatives and the United Way Asset Group which provided workshops on tax preparation and family budgets.
- Keene students visited the public library several times, learning to use resources. They wrote letters to public officials, visited several local places of historical interest, and participated in volunteer projects and in social and community activities such as the famous local pumpkin festival.
- At the International Institute, citizenship prep classes included U.S. history, U.S. government, and American holidays. Learning this information was combined with instruction in vocabulary and sentence patterns and with practice in speaking, reading, and writing English. Students were encouraged to become active in community and civic affairs and to vote regularly when they become citizens.

In addition, the New Hampshire Coalition for Occupational Safety and Health continued to develop and present curricula on occupational safety and workplace knowledge and skills in formats that include vocabulary, writing and speaking practice, skits and class discussion. They made presentations to 106 participants in EL/Civics classes, teaching about safety equipment, OSHA rights, caution signs, kitchen safety, and sexual harassment. NH COSH also continued to develop and present new lessons on job hunting skills in response to a high unemployment rate among English language learners.

In November, 2011 teachers and administrators of EL/Civics programs attended an annual meeting to share ideas and best practices. They heard from a representative of the Direct Connect program about career training in direct human services and from state adult education director Art Ellison about the context for adult education and advocacy. They reviewed a new resource developed by CAELA and Massachusetts adult education staff development experts—The Life Skills, College, and Career Readiness Guide for ESOL Learners—and shared favorite resources and recommended activities for work with EL/Civics learners.

NEW HAMPSHIRE
STATE ADMINISTERED ADULT EDUCATION PROGRAM
PROGRAM YEAR 2011-2012

CORE PERFORMANCE INDICATORS

	<u>State Plan</u>	<u>Actual</u>
ABE Beginning Literacy	36%	29%
ABE Beginning Basic	31%	42%
ABE Intermediate Low	34%	38%
ABE Intermediate High	40%	47%
ASE Low	45%	55%
ASE High		49%
ESL Beginning Literacy	34%	35%
ESL Beginning Low	44%	52%
ESL Beginning High	42%	51%
ESL Intermediate Low	38%	39%
ESL Intermediate High	35%	40%
ESL Advanced	13%	15%
Entered Employment	51%	67%
Retained Employment	68%	95%
Obtained a GED or Secondary School Diploma	85%	89%
Entered Postsecondary Education or Training	88%	86%