

## Idaho Narrative Report 2012-2013

**1) Describe successful activities, programs, and projects supported with State Leadership funds and describe the extent to which these activities, programs, and projects were successful in implementing the goals of the State Plan.**

### **Implementation in meeting the Goals of the Idaho State Plan**

The state provides required training to ensure adherence to federal and state policies and guidelines, as well as to support and assist programs in improvement efforts. State guidance and monitoring processes ensure consistency across the state in reporting student progress. The Professional Development (PD) evaluation process provides both data and input, from the field, regarding needed technical assistance (TA) and professional development (PD). Program performance data also influences TA and PD planning at the state level. In FY 2012-13 Idaho provided a considerable amount of teacher training around College Readiness and Common Core content standards to gear up for FY 2014.

In order to implement the goals of the Idaho State ABE Plan, Idaho training is tiered to accommodate new teachers as well as experienced teachers and staff.

- 1) Idaho ABE participates in national training opportunities;
- 2) Idaho ABE provides statewide training; and
- 3) Idaho ABE promotes regional training through the use of regional trainers/ regional PD Specialists and state trainers to the region.

Leadership funding is provided to regional programs through state approved professional development plans to compensate both full time and part time teachers in training conducted outside of working hours. Over the past few years we have expanded training to include follow-up, observation, and the collection of classroom data to determine the value of training and how it translates into improved student performance. Training venues vary and may include any of the following: face-to-face, study circles, video conferencing (interactive), webinars, and online training formats. All training activities promote practice, inquiry, and dialogue in support of improving learner outcomes. Applied learning is a training objective.

All national, state, and regional training support the goals stated in the Idaho State Plan, and they are allowable leadership activities referenced in the Adult Education and Family Literacy Act (AEFLA). The following overarching list of leadership goals, stated in the Idaho ABE State Plan, is as follows:

- Create continuous learning opportunities
- Promote inquiry and dialogue
- Encourage collaboration and team learning
- Support improved learner outcomes

Idaho provided over 482 teachers, 25 agency partners, and 7 program managers the opportunity to attend multiple training activities, both in the state and in each region, with leadership funding provided to AEFLA programs through approved leadership plans.

***PD Training Data and Outcomes for FY 2012-13***

<b>Unduplicated # Teachers/Staff attending training</b>	<b>Duplicated # attending multiple trainings, including required training by the State</b>
Total of 514 Teachers, agency partners, and ABE Program Managers who attended at least one training in FY 2012-13.	Total 1391 teachers, agency partners, and ABE program managers attend multiple trainings

This demonstrates an increase of almost 300 additional teachers receiving training in FY 2013 in comparison to FY 2012, and over 350 additional teachers who attended multiple trainings in FY 2013. Required training (training that supports new teachers, the Idaho Assessment Policy and NRS requirements, etc.); training related to the improvement of regional/state performance targets; training in support of local program improvement plans; training in support of transitioning adults into technical training, and/or training in support of local and state extension plans are eligible for AEFLA Leadership funding.

The following list includes the primary training provided consistently across programs by either the state or regional AEFLA funded programs. Due to funding restraints, we include at least one main trainer or lead teacher, from each region, to attend each training so that the designee can return to his/her region and share the information within their program.

<b>Training</b>	<b>Number of Participants</b>
English Language Learning ELL-U	30
EL Civics Training	45
ESL Reading Training	25
TEAL Self-Regulated Learning	17
Cooperative Learning	51
Teaching to Core Standards	43
LINCS Reading Training	46
Regional Math Training	110
Instructional Training-Prepare GED	61
NRS Training	176
Program Improvement Training (based on approved plan)	45
Distance Learning Training	106
Assessment Training	224
IMAS Training	163
Applied Learning Training	98
New Teacher Training	55
Interagency Partners/ GED Preparation Training	75
Program Manager Training	21
<b>Total Number of Participants</b>	<b>1,391</b>

**Tiered Training Continuum: National Training > to State Training > to Local and Regional Training**

Training takes place in a variety of program and content areas. Idaho takes advantage of many of the wonderful opportunities provided through national training cadres supported by OVAE. The national trainers come to Idaho in support of our leadership plans and state initiatives to provide additional expertise that may not always be as readily available, or affordable, in small states like ours'. National training opportunities provide us with the ability to push-out training to the state and regional programs through our local training cadres and professional development specialists.

***Interagency Coordination Training***

The state provided Interagency Coordination and GED Training in all six regions of Idaho via video conferencing. The training was generated from the Division of Professional-Technical Education where a group of participants gathered for a face-to-face session. The other 5 regions joined in from their individual locations. The Idaho Department of Labor, the Idaho Department of Corrections, the Hispanic High School Equivalency Program, Refugee Services, the Women's Shelter, the Department of Vocational Rehabilitation, and many other community and faith based organizations attended this full day training. The training was hosted by the ABE director in each region, which also promoted the regional interagency cooperation that will be needed to assist Idaho adults in completing their GED preparation and testing in Idaho in FY 2014. Non-federal funds were used to provide GED testing vouchers for 300 computer based testers, promoting the change to computer based testing. PTE funds were also provided to assist us in providing the GED training. We had over 75 attendees across the state. By the completion of the training, participants were able to return to their programs with information and activities to share with their colleagues. Agency partners were very pleased to be part of this experience and applauded the effort on the part of ABE to initiate and implement this training.

***State Regional Program Manager Training***

Idaho has seven regional AEFLA program managers who met three times in FY 2013 for face-to-face training with state staff (21 attendees). Training was provided in career pathway models. The state provided each program manager with the book entitled, *The Career Pathway Effect*, a joint publication of CORD and NASCTE. We came together for a lively discussion regarding strategies, models, and what we can learn from the research. We also provided our program manager's training in the Idaho Integrated Technology and Retention Program model, which addresses both transition and retention of students in technical programs. We continued our data review, on many levels, as we discussed each regions projects and plans. These shared meetings create collaboration and team learning, which is one of the objectives of our State Leadership Plan. The June manager's training was held in Boise and provided a good opportunity for our local program managers to share and report out on their FY 2013 Integrated Transition and Retention (ITRP) Programs. We also discussed possibilities for expansion of these projects. State Leadership funds are awarded to AEFLA funded ITRP programs based upon their applications, budgets, and adherence to the criteria required of all ITRP projects. AEFLA leadership funding only supports the ABE portion of any ITRP approved project.

***ELLU (English Language Learner University)***

The research, training, and assistance provided by ELLU are invaluable to small states that are often dependent upon outside leadership and expertise. Training opportunity for our part-time teachers, especially those in the more remote areas of Idaho, is often difficult to provide. The online ELLU *Emergent Reader* training, delivered via technology, made it easily accessible.

The fact that ELLU training materials and information are based upon a foundation of research encourages the quality that is essential in any training provided by the State. Our ELLU plan was created in the summer of 2012 and was implemented in April and May of 2013.

Our training was well attended by ESL teachers from around the State, as well as many partner organizations; such as, Idaho Refugee Services, Catholic Charities, Migrant Services, and the High School Equivalency Program for Hispanic youth. The face-to-face ELLU training was only available to participants who completed the online coursework.

### ***Literacy Information and Communication System/ LINC***

In FY 2013, Idaho teamed up with LINC to provide a high quality and very effective two-day reading training. We had many ABE and ESL teachers participating from around the state, to include our partner teachers from the Idaho Department of Corrections and the Hispanic youth GED program. It was held in Boise, Idaho during our Division of Professional-Technical Education Summer Conference. This one-day training module was offered on two consecutive days in order to accommodate all the teachers and agency partners interested in participating.

### ***Center for Applied Linguistics EL Civics Training***

The EL Civics training available through the Center for Applied Linguistics became cost prohibitive for Idaho due to the duration of the training and the distance so many teachers had to travel to attend. However, we were able to work with CAL in support of our ESL teachers. We had teachers from all over Idaho attend an ESL training in Boise, with the focus being EL Civics. Some pre-requisite reading was required prior to the workshop attendance. The reviews were overwhelmingly positive. The trainer was not able to provide the more comprehensive, extensive model available through CAL, but she was able to especially help our part time ESL teachers who work in remote areas with some of the challenges they face and provide them with some useful teaching strategies and resources.

### ***Summer Conference- June 17-19, 2013:***

- ***Teaching Excellence in Adult Literacy-TEAL*** (College of Southern Idaho faculty/TEAL Leadership Team) Content: Focus on Self-Regulated learning.
- ***Cooperative Learning*** (College of Southern Idaho faculty /Cooperative Learning Trainers) How to make cooperative learning effective in the classroom, it's more than grouping students!
- ***LINC Reading Training-*** Focus on fluency and comprehension with discussion regarding strategies that can be applied in classrooms.
- ***Teaching to the Common Core and College Readiness Standards-*** ABE teachers who attended the National Adult Education College and Career Readiness Training Institute in Louisville, Kentucky on April 28-May 2, shared their findings, which included a strand on upgrading teachers' content knowledge.

### ***Regional Adult Numeracy Training***

We were also able to provide compelling statewide math training in all AEFLA funded ABE programs in FY 2013. Idaho partnered with the State Department of Education, contracting with their Common Core math trainer to provide regional training for our ABE teachers in math. We offered two-three face-to-face trainings in each region with the SDE math content expert. Practice in the classroom between face-to-face sessions was an expectation for all participants, as was reporting "lessons learned" from their practice sessions.

### ***Monitoring AEFLA Programs***

All Idaho AEFLA funded grantees submit quarterly desk audits to the Division of PTE/ABE. This is part of the state's responsibility to monitor and review local programs. The report includes a random student file report to ensure that student files are being monitored and that the entered IMAS data matches the information on the written student intake forms.

The audit also includes the reporting of post-test data, student performance data, assessment data, and a draw-down of expenditures. If the report indicates a need for improvement, the program is required to address the intervention/s they plan to implement in order to improve their outcomes in the identified area/s. AEFLA grantees are also required to submit leadership applications and budgets for projects that clearly relate to their extension plans for program improvement and improved outcomes.

Site visits include student file reviews to ensure that assessment policies and goal setting policies are being followed; as well as, a financial review to ensure expenditures are allowable activities under AEFLA.

### ***Complete College Idaho- State Training***

The Idaho ABE program is involved in assisting the state in meeting the *Complete College Idaho* goals. The Board's goal is that 60 percent of Idahoans 25 to 34 years of age will have a postsecondary degree or certificate by 2020. Initiatives within CCI include plans to increase and improve access for Idaho students, efforts to reform remediation at the postsecondary level, identification of performance measures to be used with performance based funding at our public higher education institutions, and new approaches to degree and certificate programs to decrease the amount of time it takes for students to finish a postsecondary degree or certificate program. ABE is well positioned in CCI State Initiative discussions, thanks to inclusion initiated by the Director of the Division of Professional-Technical Education and his envisioned role of ABE within the Division. ABE is now included in the PTE Strategic Plan and the organizational restructure of the Division. ABE also has a stronger presence in the community college system due to the remarkable performance outcomes they've achieved in their first two years of piloting Integrated Technology and Retention programs within their Colleges of Technology.

<b>2. Describe any significant findings from the eligible agency's evaluation of the effectiveness of the adult education and literacy activities based on the core indicators of performance.</b>
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### **Program Performance Overview**

Idaho State ABE enrollment declined slightly, which corresponds with the fact that state college enrollment in Idaho is also showing a decline in enrollment. Our AEFLA funded programs are well connected in the community and do a good job of collaborating with many schools and agencies. However, we have unfortunately been recognized as a state with one of the fastest growing proprietary school rates in the country. Some of the largest proprietary schools in Idaho actively recruit adults who have not earned a HS diploma. They continuously advertise free GED preparation classes along with full payment for GED testing for any adults interested in enrolling in their colleges. This recruitment strategy has proven very successful in regions where we have experienced a drop in the total number of students served in AEFLA funded programs. We also lost a portion of our population to out-of-state job opportunities due to the lack of employment and lower working wages in Idaho. As soon as a participant found work of any kind, many of them left the program to work, which translated to some enrollees leaving before they even completed 12 hours of instruction in an ABE program. Of course,

decreased funding levels also reduce our capacity to serve more students, especially in rural areas where instructional services have either been reduced or eliminated.

While ABE continues to support and prepare adults for successful completion of the GED, a few years ago the emphasis of ABE shifted from primarily GED preparation to college readiness and retention. We continue to strengthen this focus and our transitional programs. PTE is committed to growing our Idaho Transition and Retention Programs (ITRP). We are exploring new avenues of collaboration within the technical colleges and with outside agencies in order to leverage funding and assist populations who are underserved or who may need remedial coursework prior to entering post-secondary education and training, or who may require remedial assistance while attending technical coursework. As we move forward we believe that this approach will gradually improve our numbers and more adults will find the value in attending ABE transitional programs. For example, we served 180 adults in transitional models in FY 2011-12. In FY 2012-13, we served 220 students, 189 with skills below the 12<sup>th</sup> grade level in math, reading, and/or language and at risk of dropping out of their technical programs. Only 36 of the 220 students participating in these programs dropped out of their technical program by year-end.

In FY 2012-13, we continued to concentrate our efforts not only on the number of post-tests administered but also on student gains made on post-tests, since post-test gains demonstrate that adults who attend our instructional programs are successfully learning and moving forward. Our performance remained fairly steady in FY 2012-13. We post-tested 61% of the adults who remained in instruction 60+ hours with 75% completing a level. In FY 11-12, we post-tested 56% of adults who remained in instruction for 60+ hours so we are slowly improving our posttest rate.

Our average contact hours continue to hold in the instructional range of 80-100 hours. This suggests that our local programs are addressing time and intensity issues even with decreased funding in many hard to reach rural communities. Post-testing is not automatically administered when a student reaches 60 hours, but with no fewer than 60-70 hours of instruction at the end of an instructional period, and after a review of the student's readiness.

Student retention is slowly improving; however, we serve a challenging population who often encounter multiple barriers, and with the downturn in the economy, adults often leave due to unexpected family emergencies, a move out of state due to the lack of job opportunities, or a job that is needed becomes available and they drop out of the program. Our attrition rate in FY 10-11 was 49%, in FY 11-12, our attrition rate was 47%, and In FY 12-13, our attrition rate was 42%. This is still high but we are pleased to see a decline in the percentage of students leaving our program prior to completing.

### ***FY 2012-13 Actual Performance***

We experienced some disappointment in our lack of performance in three of the four outcome measures, which include employment, employment retention, and entering post-secondary education. A few contributing factors might include that of a poor economy and lower wage scale than neighboring states, which pulled some of our working population out of the state. Other adults who may have obtained a certificate or degree simply could not afford college tuition, especially with fewer available jobs and incurring school debt and loan repayment, even though they would qualify for enrollment.

Another factor of concern is that Idaho ABE programs do not have the funding or staff to support data collection via survey; therefore, we only collect and report data matched numbers.

This can limit the information we are able to enter and count in our tables, especially in the employment and post-secondary measures. And, of course, this is the first year we have worked within the boundaries of the NRS cohort groups.

**End-of-Year Completion/Performance Outcomes: EDUCATIONAL GAIN**

<b>FY 11 End-of-Year Performance</b>	<b>FY 12 End-of Year Performance</b>	<b>FY 13 End-of- Year Performance</b>
ABE Beginning Literacy 51%	39% completion rate	<b>52% completion rate</b>
ABE Beginning Basic 44%	46% completion rate	<b>51% completion rate</b>
ABE Intermediate Low 44%	43% completion rate	<b>46% completion rate</b>
ABE Intermediate High 35%	39% completion rate	<b>43% completion rate</b>
ASE Low 28%	40% completion rate	<b>38% completion rate</b>
Beginning ESL Literacy 49%	51% completion rate	<b>50% completion rate</b>
Low Beginning ESL 53%	53% completion rate	<b>54% completion rate</b>
High Beginning ESL 48%	48% completion rate	<b>54% completion rate</b>
Low Intermediate ESL 44%	48% completion rate	<b>43% completion rate</b>
High Intermediate ESL 41%	41% completion rate	<b>44% completion rate</b>
Advanced ESL 21%	27% completion rate	<b>24% completion rate</b>

<b>FY 12 13 OVAE Approved Performance Measures</b>	<b>FY 2013 Actual Performance/Completion Rates</b>
Entered Employment- 50%	Entered Employment- 38% of cohort obtained the goal
Retained Employment-53%	Retained Employment- 48% of cohort obtained the goal
HS Diploma/GED – 75%	HS Diploma/GED- 87% of cohort obtained the goal
Entered Post-Sec. Ed/Technical Training-30%	Enter Post-Secondary Ed/Technical Training- 26% of cohort obtained the goal

**Entered and Retained Employment**

It appears that with the change to cohort groups, our state was over zealous in thinking that we could reach these employment targets. We thought that with the poor economy and number of people unemployed, more would become employed or remain employed. Instead, our IDOL reported that many of the unemployed remained on extended unemployment compensation until their benefits ran out because they didn't believe the jobs were there for them. However, a couple of our regions are beginning to show significant growth and it appears that Idaho is able to attract new business, so we are hopeful that our entering employment and our retaining employment performance will show improvement in the future. While ABE programs do not directly connect students to jobs, we do work closely with the Idaho Department of Labor and our One Stop partners who provide employment services. The IDOL also conducts our data match.

Idaho lost over 7,000 workers in FY 2012. In some cases, even though our unemployment rate is much improved in FY 2013, many of our small businesses , which comprise some 40% of all the jobs in Idaho, have gone out of business or are very cautiously raising the hours of their current workforce rather than adding new hires. Idaho is experiencing some significant growth in a couple of our regions, but it appears that it is going to take time for new business to develop and for both small and large businesses

to add to their workforce. The rise in insurance costs is a real barrier for many of our small, rural businesses. The State is providing tax incentives to encourage business growth.

One of the unfortunate situations for many of our students is that those who lack education become the most expendable employees in an economic downturn. The bottom dropping out of the Idaho building market affected our ABE population, and that market is making a slower recovery than other occupations in Idaho. It remains far below what it was several years ago.

### **Obtain GED/HSE**

With the new cohort designations, we weren't sure what to expect in GED performance and completion; however, Idaho was again able to not only meet our approved performance target in this measure, but exceed the 75% proposed target by 12 percentage points, for a total of an 87% actual performance rate. With the debut of the new 2014 GED test, we will see how this trend continues.

### **Post-Secondary Education & Training**

With the uncertainty of the new cohort designations, Idaho projected a 30% performance rate of students in ABE programs entering post-secondary education and training. We did not quite meet our expectation in this measure. Only 26% of this cohort succeeded in entering post-secondary education and/or training; therefore, we missed our target by 4%. Please note the above comments regarding post-secondary performance in both the Overall Performance and Actual Performance sections of this report. We continue to work with our colleges and with the Division of Professional-Technical Education to explore ABE pathways for college entrance and establish bridge programs that assist in retaining students already enrolled in technical training programs. We are also working closely with the IDOL and other partnering agencies that have the ability to assist adults with limited funding towards further education and training. Partnerships are more important than ever in improving this pattern.

**3) Describe how the eligible agency has supported the integration of activities sponsored under Title II with other adult education, career development, and employment and training activities. Include a description of how the eligible agency is being represented on the Local Workforce Investment Boards, adult education's involvement on the State Workforce Investment Board, the provision of core and other services through the one-stop system and an estimate of the Title II funds being used to support activities and services through the one-stop delivery system.**

Executive Order No. 2012-04, issued from the Executive Department of the State of Idaho, establishes the Workforce Development Council for planning and oversight of the state's Workforce Development System, repealing and replacing executive order 2010-02.

It states that the Council will be responsible for advising the Governor and the State Board of Education as appropriate and at regular intervals, on the following:

- a) Development of a statewide strategy for workforce development programs which encompasses all workforce programs;
- b) Development of the WIA State Plan;
- c) Development and continuous improvement of services offered under the statewide workforce investment system.
- d) Development of applications for an incentive grant under section 503 of the WIA.



The Council is jointly staffed by a management team of directors or administrators of state agencies that administer workforce development programs, as designated by the Governor. Funding for the Council is provided by the agencies staffing the council, who agree upon appropriate ratios for the allocation of administrative funding.

In FY 2005, the State of Idaho sought a waiver to apply for 20 CFR 661.300(f), which permits a state board to carry out the roles of a local board in a single local area to a statewide regional planning area. The waiver allowed the state to address ETA's strategic priorities and to further reforms envisioned in the Workforce Investment Act. To maximize resources available for service delivery the state continued to use the Workforce Development Council (WDC) as the local workforce board throughout the state.

With the ABE transfer of agencies from the Idaho State Department of Education in 2008 to the Idaho Division of Professional-Technical Education under the Idaho State Board of Education, our representative on the WDC changed from the State Superintendent of Public Instruction to the State Director of the Idaho Board of Education. This has improved ABE representation on the Council. The Director of The Division of Professional-Technical Education and the State Adult Basic Education Coordinator serve on the Executive Staff Committee for the Council. In FY 2013, the Director of PTE was chosen to serve on the newly formed educational committee of the WDC and has very actively represented the mission of both PTE and ABE.

Along with the WDC, the Division of Professional-Technical Education/ABE participates in the state's One Stop initiative. The local ABE programs all coordinate with their regional one-stop partners and Adult Basic Education is fully represented in all press release materials, both print and web-based.

The One-Stop Management Team provides a data cross-match to local programs and includes calculations based on shared clients. In addition, many site-based program managers serve on quick response teams (Commerce and Labor, technical colleges, and ABE) during plant closures to assist workers facing lay-offs and displacement.

<p><b>4) Describe successful activities and services supported with EL Civics funds, including the number of programs receiving EL Civics grants and an estimate of the number of adult learners served.</b></p>
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### **Statistical highlights**

English Literacy and Civics instruction was provided to 1109 students in FY 2012-13 (933 adults were served in EL Civics programs in FY 2010-11). Three of the six regional ABE programs submitted extension proposals for EL Civics funding, and all of Idaho's EL Civics funding was awarded to direct service activity. State data shows very few adults in this target population reside in the northern part of the state of Idaho; therefore, North Idaho College and Lewis-Clark State College do not submit EL Civics applications. These two areas combine serve less than 50 immigrants a year.

Much of the citizenship preparation in Idaho is provided by the Migrant Council and a number of well-known and well publicized private non-profit and for-profit organizations that are strictly designed for test success. In the past year, we have provided more community information regarding our no-fee EL Civics programs. We have also explored collaborative efforts with outside agencies regarding citizenship preparation and instruction; such as Catholic Charities, who do a large quantity of civics preparation. We

have a strong EL Civics program, which serves our population with a well-integrated curriculum of English language learning, as well as, American government, history, and civic engagement.

#### Successful Activities and Services Supported with EL Civics Funds:

The EL Civics programs across the state provide a good balance of English language instruction and civics instruction. They bring into the classroom outside speakers from the community to encourage student's civic participation in their communities. Some programs are able to plan field trips to the State Capitol of regional and state governmental offices and learn about their functions and how to access their services. Concepts of scale and mapping vocabulary are also taught. A citizenship and civics toolkit from the USCIS was added to the curriculum, and the students in this instructional unit show significant gains in reading and vocabulary. More technology and online sites offer simplified versions for English language learners. Others use pictures depicting news stories so students with less English can practice their speaking and writing.