

Colorado is pleased to submit the following narrative report, detailing activities and observed outcomes for fiscal year 2016 (July 1st, 2015-June 30th, 2016) for the adult education state-administered formula grant program.

## 1. State Leadership Funds (AEFLA Section 223)

(a) Describe how the State has used funds made available under section 223 (State Leadership activities) for each 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).

The Colorado Department of Education (CDE) Office of Adult Education Initiatives (AEI) utilizes State Leadership Funds to support a variety of State and local efforts to align adult education and family literacy activities with other core programs in support of the goals and strategies outlined Colorado's WIOA State Plan. In FY16 the AEI Office focused primarily on providing accurate and timely information on WIOA, State Plan goals, and improved policy and procedure for Title II grantees to support system alignment. The AEI Office also served as a thought partner with key stakeholders to refine and implement alignment strategies and resources outlined in the State Plan.

**WIOA Implementation Team:** AEI Office staff attended monthly WIOA Implementation Team meetings comprised of representatives from all core programs and one-stop partners to provide guidance, coordination, and, where appropriate, to make commitments to act on WIOA implementation activities. Meeting topics included service alignment, local MOUs, Title I local plan and Title II grant competition timeline coordination, Title II representative nominations to Local Workforce Development Boards (LWDBs), infrastructure costs, American Job Center branding, and data sharing.

**Lean Activities:** AEI Office staff and local adult education providers participated in a Lean event and subsequent Lean Work Group meetings to examine how individuals are served across the one-stop system and how coordinated efforts could reduce duplication and streamline the customer experience. The Lean initiative resulted in 18 WIOA cross trainings for front-line staff from all core partners with over 1,000 individuals attending these trainings across the state.

The AEI Office's Adult Education Assessment Policy was updated to accommodate for Lean Work Group recommendations that co-enrolled participants not be assessed multiple times while enrolling in programs across the system. Assessment training was made available to Workforce and Vocational Rehabilitation partners so they can deliver assessments to clients for use in placement into Title II Adult Education and Integrated English Literacy and Civics Education (IELCE) programs. The Lean Work Group is currently piloting aligned customer intake procedures, forms, and referral processes in select Local Workforce Development Areas (LWDAs). This work has resulted in a deeper understanding of the roles and responsibilities of system partners and stronger communication between partners at both the State and local levels.

**Adult Workforce Partnerships Advisory Committee:** To support sector partnerships and career pathways work in Colorado, AEI Office staff hosted Adult Workforce Partnerships Advisory Committee meetings with

representation from the Colorado Department of Higher Education (CDHE), Colorado Department of Labor and Employment (CDLE), Colorado Community College System (CCCS), local education providers, postsecondary education and training providers, workforce development providers, and advocacy organizations. These meetings promote communication and collaboration among partners and produce guidance on Colorado's workforce development needs, and the levels of unmet need for adult education including identifying areas of the State with significant unmet adult education needs.

**Moving Pathways Forward:** AEI Office staff also participated in OCTAE's Moving Pathways Forward technical assistance (TA) program which resulted in a series of trainings and resources for local providers. Throughout the program year, adult education providers planned for implementation of the career pathways framework as a component of their overall WIA to WIOA transition work; they attended cross trainings with WIOA core programs; they conducted gap analyses and environmental scans for career pathways development; and they created career pathways goals, outcomes, and implementation timelines which were formalized and documented in continuation applications for AEFLA and IELCE funding. The AEI Office delivered extensive TA in this area to local program leadership throughout FY16 and continues to follow up on career pathways goals through quarterly monitoring and annual reporting.

**Business Services Team Engagement:** The AEI Office is working with the statewide Business Services Team to advance the strategies and goals outlined in the State Plan. Efforts are focused on developing strategies and resources that adult education providers can use to better incorporate employer feedback into programming decisions. In FY16, training was delivered to adult education providers on OCTAE's Employability Skills Framework as a starting point for embedding workplace readiness skills into curriculum. Ongoing work with the Business Service Team will focus on Adult Education's role Colorado's talent development pipeline and how providers can better meet the needs of business, students, and job-seekers.

- Establishment or operation of a high quality professional development programs as described in section 223(1)(b).

The AEI Office aims to provide effective professional learning activities that emphasize research-based practices and the integration of learning into local program practices. These values are encouraged at the local program level as well. For FY16, State staff assessed needs and planned for professional development (PD) through analysis of WIOA requirements, through review of strategies and goals identified in the State Plan, through quantitative and qualitative data from program monitoring and evaluation, and through surveys of adult educators. FY16 PD priorities included:

**College and Career Readiness Standards:** Implementation of the College and Career Readiness Standards (CCRS) for Adult Education was supported through the State's participation in the Standards-in-Action (SiA) national TA initiative. A team of AEI Office staff and local program practitioners participated in SiA. Throughout the year they were instructed in the SiA innovations, developed an implementation and sustainability plan, trained a cohort of in-state trainers, and delivered a series of regional trainings to all local programs which have extended into the current program year. State staff surveyed CCRS training participants on the depth to which the innovations and standards are being integrated into local program instruction and design. Survey results are being used to continuously improve the CCRS training and to plan for future PD on the standards.

**Career Pathways:** PD on career pathways was delivered in FY16 to support goals in the State Plan and to promote seamless transitions for learners from one education, training, or employment opportunity to another. In addition to the Moving Pathways Forward activities described above, the AEI Office also presented conference workshops on contextualized instruction and career pathways and delivered regional career pathways trainings covering the essential components of adult career pathways and use of strategic planning resources.

The State Adult Education and Literacy (AEL) Grant Program continued to be the primary mover for innovation and advancements in career pathways for adult learners in Colorado. The AEL grant program funds Workforce Development Partnerships, a collaboration of local education providers, postsecondary education or training providers, and workforce development providers, to design programming for adults to attain basic literacy and numeracy skills leading to additional skill acquisition, postsecondary credentials, and employment. Researched-based curriculum, resources, and promising strategies developed by State AEL grantees are regularly shared with AEFLA grantees through webinars and conference presentations.

**Distance Learning:** To prepare for launch in FY17, the AEI Office began work to utilize distance learning in FY16, researching best practices in hybrid instruction and NRS reporting requirements on distance learning, developing draft policy, and delivering a series of distance learning webinars and Q & A sessions for grantees.

**New Director Training:** New program directors received training through the New Directors' Support initiative. Training was designed to support new program leadership in understanding the vision and mission of CDE AEI and the requirements of the AEFLA and EL/Civics grant. Emphasis was placed on WIOA, career pathways, State policies, PD, grants fiscal resources, and data collection and reporting. New directors received ongoing support from State staff in response to their questions or concerns and to support their growth as local leaders and innovators.

**Annual Assessment Training:** Assessment trainings are held each year for all those proctoring educational functioning level tests. The trainings provide an opportunity for authorizing new proctors or as refresher training for current proctors to remain current with the latest test administration protocols. The AEI Office requires local programs to maintain records of staff trained as proctors and to ensure proctors attend these annual events.

In addition to the initiatives above, the AEI Office hosted an annual AEFLA Program Directors' Meeting to inform programs about current initiatives, trends, and opportunities. State staff also presented on a variety of researched-based topics at the Colorado Adult Education Professional Association (CAEPA) annual conference. Workshop presentations covered academic language, contextualized instruction, career pathways, standards, online teaching, and online math instruction. All PD resources generated are shared with all grantees via bi-weekly email communications and are housed on the AEI Office website.

- Provision of technical assistance to funded eligible providers as described in section 223(1)(c).

The AEI Office team includes three regional specialists whose primary job duties include offering TA to local programs to support and promote the continuous quality improvement of the adult education and family literacy services available across the State. In FY16 these regional specialists maintained their knowledge

base of effective instructional and programmatic practices through research, attendance at State and national conferences, by collaborating with the Colorado Department of Higher Education and the Literacy Coalition of Colorado, and through collection of proven practices from local program observation, conversation, and data analysis. Dissemination of proven practices occurred through bi-weekly email communications from the AEI Office staff, through quarterly “Office Hours” webinars, and through “CLICK,” an email distribution list provided by the AEI Office that allows programs to easily communicate with each other.

Researched-based practices were also disseminated through Colorado’s Adult Basic Education Authorization (ABEA) policy. The ABEA is a required Colorado-issued credential for educators who work with adult learners on improving literacy skills, English language proficiency and/or preparing them to pass the High School Equivalency test. All instructional staff must complete the ABEA within the first three years of their employment at an AEFLA funded adult education program. The ABEA requirement applies to all program staff, both full- and part-time, paid and volunteer alike who have responsibilities for instructional content. Completion of the credential can be achieved through prior learning assessment, portfolio, in-person and online coursework, or a combination of those methods. The ABEA covers competencies in adult learning theory, andragogy, assessment, adult reading instruction, teaching adult ESL, and instructional technology.

To address the role of adult education providers as one-stop partners the AEI Office partnered with Colorado Workforce Development Council to host WIOA cross-training events statewide which helped local staff better understand each partner’s responsibilities and requirements under WIOA and moved forward the work of system alignment.

TA on the use of technology to improve system efficiencies was centered on supporting local adult education providers’ use of the State’s data collection and reporting system, CAESAR. Owing to ongoing bugs within that system, staff spent more time and effort troubleshooting system errors rather than using data for continuous improvement. To correct this, the AEI Office began steps to procure a new data collection and reporting system, which was implemented for the 2016-17 program year, to create capacity for providing more effective TA.

- **Monitoring and evaluation of the quality and improvement of adult education activities as described in section 223(1)(d).**

The continuous quality improvement of adult education activities delivered in Colorado continues to be a priority for the AEI Office. FY16 grant continuation applications asked applicants to describe local program goals, the intensity and duration of instructional activities, Colorado Adult Basic Education Authorization (ABEA) teacher credentialing compliance, performance targets strategies, and plans for WIOA transition activities. Program responses provided key items on which AEI Office staff followed up through program monitoring, targeted TA, and ongoing PD.

Throughout FY16 the AEI Office improved and formalized monthly desktop monitoring to regularly track trends in enrollment, attendance, assessment, and level completions. Quarterly monitoring calls and annual on-site program visits to increase opportunities for program evaluation, TA, and the collection of effective

practices were also implemented. As needed, local providers were placed on program improvement plans and were offered targeted TA to ensure compliance with State policy and federal requirements.

Limitations of the AEI data system in FY16 created barriers to producing quality data analysis and statistical reports; however, the AEI Office was able to produce local adult education provider data analysis reports. These reports describe summary information on the demographics of learners served, key data on program enrollment and attendance, and performance outcomes relative to average performance statewide. The reports were used to identify areas of success and improvement. In alignment with the State Plan, these reports were also shared with WIOA partners to assist in the coordination of local plans and activities. Local providers are also required to submit an Annual Performance Report describing progress made on the goals and outcomes identified in their prior year grant application for use in AEI Office monitoring and valuation.

State staff regularly used research journals, national trainings and events, and online resource repositories from trusted organizations to identify and share best practices and innovative strategies. These best practices were communicated with local providers through quarterly “Office Hours” webinars, bi-weekly “AEI Updates” email communications, the AEI website, and through training. Local providers are encouraged to share and support one another in continuous improvement through “CLICK” email communications, an email distribution list maintained by the AEI Office that allows programs to easily communicate with each other.

Monitoring and evaluation have been addressed in the WIOA grant competition with questions to assess applicants’ utilization of evidence-based practices and strategies for continuous improvement. Responses from funded applicants will be used to inform future monitoring and evaluation activities of the AEI Office. Work on the design and implementation of risk assessments is also currently underway and will be integrated into the monitoring processes described above.

(b) As applicable, describe how the State has used funds for additional permissible activities described in section 223(a)(2).

The AEI Office contracted with Colorado State University to provide professional development and local implementation support through the Adult Basic Education Training and Learning Center (ABE-TLC). The ABE-TLC trained trainers and facilitated learning opportunities in multiple formats that included some graduate-level coursework. Areas of focus included: standards-based instruction, online teaching, distance learning, and assessment. The ABE-TLC also partnered with the NAEPDC to coordinate and provide graduate credit for the Leadership Excellence Academy’s online courses for state staff.

## **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.

In FY16, Colorado enrolled 8,749 adult learners through programs administered by 31 grantees. Of those learners, 52% were enrolled in English language acquisition (ELA) programs; 40% were in adult basic

education (ABE) programs; and 8% enrolled in adult secondary education (ASE) programs. The majority of participants in FY16 entered at ABE and ESL Intermediate Low and High educational functioning levels. Statewide enrollment was down slightly from the prior year, primarily in participants aged 25-44.

For FY16 Colorado did not meet the eleven performance measure targets for educational gains as seen below in Table 2.1. Level gain performance from FY15 to FY16 declined at five levels, increased at four levels and remained unchanged at one level. Statewide, the rate of level gains was down 2% from FY15, similar to the drop from FY14 to FY15. While some progress was made in increasing level completions at the 4 highest ESL levels, the AEI office has much work to do with local programs in improving performance at the lowest ESL levels and at all ABE and ASE levels.

**Table 2.1 Level Gain Performance FY15-FY16**

<b>Educational Level</b>	<b>FY15 % Level Gain</b>	<b>FY16 % Level Gain</b>	<b>± FY15 to FY16</b>	<b>FY16 Target</b>	<b>± FY16 Actual v. Target</b>
ABE Beginning Literacy	34%	22%	-13%	55%	-33%
ABE Beginning Basic Education	37%	32%	-5%	43%	-11%
ABE Intermediate Low	34%	28%	-7%	40%	-12%
ABE Intermediate High	29%	24%	-6%	34%	-10%
ASE Low	23%	23%	0%	34%	-11%
ESL Beginning Literacy	29%	27%	-2%	45%	-18%
ESL Low Beginning	46%	41%	-5%	56%	-15%
ESL High Beginning	35%	36%	2%	46%	-10%
ESL Low Intermediate	30%	32%	2%	39%	-7%
ESL High Intermediate	28%	30%	3%	34%	-4%
ESL Advanced	12%	14%	1%	21%	-7%

Significant improvement was seen in Table 5 outcomes. Entered employment rates increased from 27% in FY15 to 67% in FY16. Rates of learners entering into postsecondary education and training increased significantly from the prior program year, though this is primarily due to missing data on prior program year participants for postsecondary entrance reporting that year. The number of participants attaining a High School Equivalency Diploma decreased slightly from 349 in FY15 to 288 in FY16; however, another 283 participants were still in processes of completing all subject areas of the HSE test. Pass rates for adult education students on the HSE tests remain higher than their counterparts in Colorado who do not attend adult education programming. The AEI Office attributes these advances to work done with and by local adult education programs to transition from WIA to WIOA and the increased emphasis on preparing adult learners for transitions into postsecondary education and training and employment. The AEI Office will be working with grantees to improve match rate for table 5 outcomes in future program years.

As in previous years, while the State as a whole did not meet performance targets, there are local programs that were successful in meeting and exceeding some targets. This variation in local program performance was evident when the AEI Office created adult education provider data analysis reports which were shared with WIOA core partners to assist in collaboration and planning. Local adult education programs commented that for the first time they could compare their performance to other adult education providers in the State, including those which served students most and least similar to their own. The

reports have increased motivation to improve performance and were used to inform TA delivered by the AEI Office.

The AEI Office reviewed Table 4 and 4b performance monthly to check for reporting errors, identify performance barriers, and to plan solutions for increasing performance. AEI Office regional specialists were the primary point of contact for this TA; however, as described above, much of their time was spent troubleshooting problems with the State's data reporting system and supporting the de-duplication and cleaning of data. Local programs were asked to reflect on their performance results and indicated the following as common challenges faced:

- Creating a motivational learning environment
- Structuring programs and classes to increase student persistence
- Staff turnover and rebuilding student-teacher trust
- Impact of local employment prospects and migration of available jobs out of the area
- Increased demands due to WIOA implementation with limited funding
- Assessment policy post-testing hours requirements

In spite of challenges, local programs remain dedicated to improving the quality of their services. Several providers started implementing distance learning instructional programs in 2016-17 to increase access and mitigate transportation barriers. Adult education programs are meeting more frequently in some LWDA's to communicate about best practices, coordinate referrals, and discuss WIOA implementation. The AEI Office has worked diligently to procure a new data system which has resulted in less time spent troubleshooting system issues and more time analyzing performance and planning for continuous improvement. State staff are also sharing changes to NRS and WIOA joint reporting and new Measurable Skill Gains target with local programs to ensure performance improves in future years.

### **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.

For WIOA Title II WIOA, CDE is the required one-stop partner responsible for administering or supervising policy for adult education and literacy activities in the State. CDE will delegate its one-stop partner responsibilities to each of the AEFLA-funded local providers and will set the expectation through grant agreements that each provider negotiate and sign an MOU that addresses the service delivery elements required by WIOA with the LWDB in each LWDA in which service is provided.

As described in the State Plan, Colorado Workforce Centers offer a wide array of career services for unemployed and underemployed jobseekers. Basic Career Services include the determination of program eligibility, initial assessment, Labor Market Information, Unemployment Insurance information, FAFSA assistance, and referrals. Individualized Career Services include development of Individual Employment Plans, group counseling, individual counseling, comprehensive and specialized assessments, career

exploration and planning, internships, short-term pre-vocational services, workforce preparation activities, and financial literacy. Follow-up career services are also available through Colorado Workforce Centers.

The AEI Office team is waiting on additional guidance from OCTAE on WIOA-defined career services that are allowable under Title II and how to track costs associated with those services. Conversations between AFELA grantees and LWDBs on MOU agreements have begun the process of identifying which services and activities will be provided and coordinated through core partners in each LWDA. Currently funded grantees have not yet negotiated infrastructure costs with their LWDBs, but workgroups at the local level have begun pilot conversations about which infrastructure costs are allowable and appropriate for each core partner. The pace of these conversations will increase once the WIOA AEFLA and IELCE grants are competed and awarded.

#### **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 following activities under the IELCE program:

- Describe when your State held a competition [the latest competition] for IELCE program funds and the number of grants awarded by your State to support IELCE programs.

Colorado has not yet competed a grant award for WIOA-defined IELCE funds. The last competition for EL/Civics funds occurred five years ago. Fourteen EL/Civics grants were funded through a grant continuation in FY16, providing services to over 4500 English language learners in Colorado. At that time both the AEI Office and grantees were still digesting WIOA and the changes that would be required under IELCE. State staff and grantees alike anxiously awaited the final regulations and federal TA especially in regards to the Integrated Education and Training component.

- Describe your State efforts in meeting the requirement to provide IELCE services in combination with integrated education and training activities;

Historically, Colorado EL/Civics programs have blended civics and English literacy skills at all levels by using core curriculum and materials designed specifically to help adult English Language Learners with literacy, ELA, and instruction on the rights and responsibilities of citizenship and civic participation. Local providers add experiential learning activities such as field trips, guest speakers, role plays, workshops, mock voting and elections, and community service projects to enrich and deepen the instruction were offered.

Grant continuation applications for FY17 funds required transition planning from WIA to WIOA, asking IELCE applicants to describe how they would place a greater emphasis on “employability and sector-based contextualized instruction pertinent to local employment opportunities.” Responses to the continuation application were varied, but a majority of the applicants planned to coordinate with their LWDB and build upon existing career pathways work in order to move toward IELCE as defined in WIOA. Some also noted that they would incorporate employability skills resources they received in FY16 into their instructional design.

Once WIOA final regulations and further guidance was available this summer, the AEI Office introduced IELCE to local Adult Education providers through a series of allowable activities webinars, through

workshop presentations at the CAEPA annual conference, and in follow up TA conducted on career pathways and WIOA transition goals. The AEI Office shared guidance provided during the NRS LEAP trainings to clarify that while IELCE programs must be designed to lead to Integrated Education and Training (IET) activities, not all program participants need to take part in the IET component of IELCE.

- Describe how the State is progressing towards program goals of preparing and placing IELCE program participants in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency as described in section 243(c)(1) and discuss any performance results, challenges, and lessons learned from implementing those program goals; and

Providing IELCE services in combination with IET activities has been addressed through required narrative questions in the FY17 IELCE continuation application, with emphasis on program design that leads learners to, when ready, participation in an IET and placement into unsubsidized employment. State staff continue work with current grantees to align existing programming with IELCE requirements. Questions still exist around when contextualized instruction should take place, at what point workforce preparation activities should be introduced, how to offer workforce preparation activities for those who are IET ready without making it compulsory for all learners in a class, and how best to leverage partnerships to offer the workforce training component of the IET.

- Describe how the State is progressing towards program goals of ensuring that IELCE program activities are integrated with the local workforce development system and its functions as described in section 243(c)(2) and discuss any performance results, challenges, and lessons learned from implementing those program goals.

The AEI Office participates on State-level work groups and committees to support core partners in each LWDA in their coordination of services so that clients are placed at the center of the system, including IELCE participants. Local adult education programs have representation on each LWDB to ensure IELCE is integrated with the workforce development system. Results from IELCE implementation have been limited to pockets around the State. Many adult education providers are still working on strengthening partnerships needed to design fully compliant IELCE programs, others are piloting options and developing strategies for targeting students most likely to take advantage of the IET component of an IELCE, and others are trying to find alignment between available workforce training programs in their LWDA and the career goals of their students. The AEI Office anticipates this work will progress more quickly once the new grant competition is complete.

## **5. Adult Education Standards**

If your State has adopted new challenging K-12 standards under title I of the Elementary and Secondary Education Act of 1965, as amended, describe how your Adult Education content standards are aligned with those K-12 standards.

- Optional – Describe implementation efforts, challenges, and any lessons learned.

The AEI Office adopted the College and Career Readiness Standards (CCRS) for Adult Education for use by local providers in 2014, kicking off the AEI Office's standards-based instruction initiative. This adoption also

signified alignment with Colorado Academic Standards. The results from CCRS surveys were used to plan for FY16 work with the standards, which centered on the State's participation in the Standards-in-Action (SiA) national TA project. Participation in this SiA was a natural extension of the CCRS Institute PD the AEI Office delivered to local providers in the prior program year.

SiA work included in-person coaching visits, monthly coaching calls, in-person SiA Innovations trainings attended by AEI Office and local program staff, the development of an implementation and sustainability plan, train-the-trainer events to create a talent pool of local CCRS trainers, and regional SiA trainings statewide to share the innovations with all local programs. The AEI Office continues to learn valuable lessons through ongoing CCRS implementation. For example, it was discovered early in the program year that local Adult Education providers in the westernmost parts of the State faced barriers in attending CCRS training. This challenge was met through the decision to move to a train-the-trainer model so that instructional leaders could deliver CCRS training locally. Another challenge the team faces is deepening the use of the CCRS in instructional planning and delivery with a current grantees while preparing for training to potentially role out to new grantees at the conclusion of the WIOA AEFLA and IELCE grant competition. AEI Office staff are also currently considering how the English Language Proficiency Standards will fit into the State's standards-based initiative.

In spite of some unknowns and challenges, the State remains on-track to accomplish the goal of statewide implementation of the CCRS by July 1, 2017. The AEI Office views standards implementation as a critical component of developing programming to equips adult learners with the skills and knowledge needed for success in postsecondary education, employment, and beyond.

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

What was the relative rate of recidivism for criminal offenders served? Please describe the methods and factors used in calculating the rate for this reporting period.

The AEI Office did not track rates of recidivism on correctional education participants in FY16. The Colorado Division of Criminal Justice's Office of Research and Statistics under the Colorado Department of Public Safety and the Colorado Department of Corrections' (CDOC) Office of Planning and Analysis (OPA) annually track and report on recidivism rates on offenders in community corrections and correctional facilities, including offenders in the Youth Offender System (YOS).

CDOC defines recidivism as a return to prison or inmate status in Colorado with-in three years of release, for either new criminal activity or a technical violation of parole, probation or non-departmental community placement. CDOC uses methodology from the Association of State Correctional Administrators (ASCA) performance-based measurement system for calculating recidivism rates.

The AEI Office will begin conversations with CDOC and CDPS to report the relative rate of recidivism for FY17 correctional education participants. The AEI Office is prepared for conversations to take place soon in order to complete any necessary data sharing agreements with other State agencies for the purpose of tracking recidivism on AEFLA participants.