

Idaho Adult Education Narrative Report 2015-2016

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

- a. 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)**
- b. Establishment or operation of a high quality professional development program(s) as described in section 223(1)(b)**
- c. Provision of technical assistance to funded eligible providers as described in section 223(1)(c)**
- d. Monitoring and evaluation of the quality and improvement of adult education activities as described in section 223(1)(d)**

Overview of Idaho's Funding Structure

In Idaho, two of the four activities required under section 223 of WIOA—items (a) and (d) above—are supported through state and local funds and therefore are not activities for which leadership dollars are spent. Additionally, many of the activities that fall under item (c) above are supported through State dollars. The benefit of this structure is that we can apply more of our grant toward direct services and leverage what we do spend on leadership for professional development and targeted program improvement efforts.

In the narrative that follows, the State has described the relevant activities meeting the requirements above and has indicated how those activities are supported financially.

Alignment with State Plan and One-Stop

Writing Idaho's State Plan: In FY15-16, the primary alignment work in Idaho happened at the state level with the agencies representing WIOA core programs writing the Combined State Plan. Amelia Valasek, the State Director for Adult Education in Idaho served as the project lead for Idaho's State Plan. Amelia's position is funded with State dollars, and therefore Title II Leadership dollars were not required to support this activity.

Idaho's core programs and representative agencies have historically worked well together, which put Idaho ahead of the curve when WIOA was authorized in 2014. As a result, we were able to begin working on our Combined State Plan immediately when the draft ICR was released in August 2015. This was a very collaborative process in which all of the partner programs had a voice and a role. Idaho's Combined State Plan was submitted in March 2016. Additional alignment work in FY15-16 was not possible as the plan did not receive final approval until after the program year ended. After revising the plan in the summer of 2016, the plan received final federal approval in September 2016.

WIOA Kick-Off Conference: The Idaho Department of Labor hosted a statewide WIOA Kick-Off conference, which included staff from local providers of Adult Education, local Labor offices, and Vocational Rehabilitation. The Idaho Department of Labor hosted this event using performance incentive funds, and therefore Title II Leadership dollars were not required to support Adult Education attendance at this activity.

The Kick-Off conference was well attended and provided an opportunity for the core programs to learn more about each other, and for regional staff to meet one another. This has helped foster newly invigorated working relationships in several regions. Now that the Idaho Combined State

Plan has been approved, our local regions will be able to start taking meaningful steps toward implementation in FY16-17 and FY17-18.

Operation of High Quality Professional Development

Professional development in Idaho centers around two areas. The first is training and staff development in the processes and procedures necessary to work in a federally funded Adult Education program. These activities include NRS training, Assessment Policy training, training in the use of the State's MIS (IMAS), new-teacher onboarding, refresher trainings for existing staff, and other compliance-related training.

The second Professional Development area supported with Leadership funds are activities for the purpose of expanding and elevating the capacity of practitioners to excel in their profession.

Examples of these activities supported in FY15-16 are listed below:

- The College of Southern Idaho attended the CASAS Summer Institute to provide staff with professional development opportunities provided at the national level.
- The College of Western Idaho hosted a training on "Productive Struggle" for its teachers to help them understand the value in letting students engage with material before jumping in with the right answers.
- The College of Western Idaho hosted a training on "Post Traumatic Stress Disorder" and its effects in the classroom, specifically when working with refugees.

In Idaho in FY15-16, the majority of Title II Leadership funds were spent on compliance-related activities. This is not typically the case, as compliance does not normally represent the majority of our Leadership expenditures. However, in FY15-16 Idaho had an influx of WIA Incentive funds available, which supported the majority of our state-level Professional Development offerings. The two main Professional Development offerings supported with WIA Incentive funds are described below.

Idaho Mentoring Institute: In FY15-16, the State office used funds received through a WIA incentive grant to host a mentoring institute (a small amount of Title II Leadership funds were used to supplement the cost of this activity, but it was primarily supported through the incentive grant). The Mentoring institute took place over the course of the year and provided training on instructional best practices as well as programmatic best practices. The purpose of the training was to train highly-effective teachers to serve as mentors for new or struggling teachers in their local program. The intended outcome is to reduce teacher turn-over and to streamline the teacher induction process. This is especially important in a large rural state such as Idaho, where the State Office does not often have the means or capacity to develop or disseminate such practices and relies heavily on local programs to identify and develop such practices.

Idaho Mount Plains Adult Education Conference: This was the first time in more than 10 years that Idaho was selected to host the Mount Plains Adult Education Association's annual conference. The conference brought together practitioners from across the state of Idaho, as well as several other Mountain Plains states. Idaho was able to send a large number of Adult Education teachers to the conference with the support of WIA Incentive funds. The Idaho Department of Correction was also awarded Title II Leadership dollars to send a majority of its adult education staff. While at the conference, teachers were able to present to, and learn from their peers. This is a rare opportunity in a geographically large state such as Idaho where teachers often function in isolation. The conference was a resounding success and received consistently positive evaluations and feedback.

Provision of Technical Assistance

WIOA Implementation: In Idaho, much of the technical assistance that took place in FY15-16 took the form of the State Director updating and informing local programs about the new statutes, regulations, and reporting elements as such information became available. Because the State Director is a position supported with State funds, Title II Leadership dollars were not used to support these activities.

Technology: The primary focus of technical assistance around technology was in transitioning between a WIA-compliant data system and the new WIOA compliant data system. Most providers were not in a position to implement any other (or new) technologies for the purpose of improving system efficiencies, such as for distance education. Most of the time and energy in FY15-16 was engaged in transitioning to, and using a new data system. This technical assistance was provided by State Office staff, and Title II Leadership funds were not used to support these activities. It is worth noting that FY16-17 has been and will be primarily dominated by the Competitive Grant Application process and thus a deeper engagement with technology will not be possible until FY17-18 when new providers are identified and awarded.

Local Program Improvements: Two of our local programs requested, and were awarded Title II Leadership funds to support targeted program improvement efforts around instructional and programmatic practices. Specifically, the College of Southern Idaho undertook an effort to review and align its ELA curriculum and implement a new teacher orientation specific to ELA. Leadership funds were used to support this curriculum improvement project. Additionally, the College of Western Idaho used Leadership funds to support a Peer Observation project which paired (on a voluntary basis) low-performing or struggling teachers with their high-performing peers. After observing class, the teachers met face to face to share feedback, discuss strategies and brainstorm ways to improve delivery, deepen conceptual understanding and strengthen application.

Monitoring and Evaluation

Monitoring and evaluation is primarily conducted by State staff, and therefore does not require the support of Title II Leadership Funds. Because of the geographic size of Idaho and the limited number of state staff (two), the State Office relies on a variety of remote monitoring tools in addition to on-site monitoring, which is conducted on an as-needed basis. In FY15-16, the State did not conduct any on-site monitoring.

Each year, grantees submit an annual extension application, an annual performance report, and four quarterly desk audits to the State Office. These documents help the State identify areas in need of improvement and target its technical assistance and site monitoring more effectively. The Desk Audit requires that the local program review several random student files to ensure that the data entered into our MIS 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).

The State also provides a dedicated staff member (a technical records specialist - TRS) who collects, researches, resolves, and responds to all data-related inquiries. The TRS is accessible to all ABE personnel via phone and email. The TRS also checks the on-line MIS regularly to see how individual sites are doing and follows up with the State Director to advise and recommend potential issues and training needs for local programs.

These reports and processes provide ongoing means for the state office to identify potential problems and address them early. The State arranges technical assistance to individual programs based upon their performance and observed data collection and reporting deficiencies.

2) 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 the quality and effectiveness of the funded eligible providers and any plans to further increase performance in future reporting years.

Guidance and instructions on collecting and reporting WIOA indicators was not yet available in FY15-16. Thus program performance in FY15-16 was measured against WIA performance indicators, under the transition authority of the US Department of Education.

In summary, Idaho fell short in all of its EFL targets. Further theories regarding our EFL performance decline are discussed in greater depth below. We met our “enter employment” target, but fell just short of our “retain employment” target. We exceeded our Postsecondary and GED Targets. Further discussion of these outcomes is included below.

FY 2015-16 EFL Outcomes

Idaho did not meet any of its EFL targets in PY15-16. Additionally, our performance declined across the board in all targets. This is extremely unusual for our state, as we consistently meet at least some targets every year and/or generally improve actual performance in at least some levels. Additionally Idaho has consistently measured in the top half of states in terms of overall EFL gains in the last several years, which would indicate that the decline in FY15-16 may be an anomaly.

The overall skill gain rate for Idaho was 33% in PY15-16 compared to 42% in PY14-15. Despite the depth and breadth of this decline in performance, there seem to be few clear causes. Some local programs declined more severely than others; the overall rate for measurable skill gain varied from 22% to 46% among programs. Given this range it is hard to point to any one factor that may have affected programs across the state. Part of the issue may be a general climate of uncertainty and change as we implement WIOA in our state. Our local programs have been encouraged to take measured risks and try new models in preparation for WIOA implementation, which may have caused some of the decline as well.

However, in examining local annual reports, two related trends have emerged in most or all local programs, which may help us pinpoint at least some significant causes in performance decline. These trends include a heightened level of staff turn-over, and a significant decline in post-testing rates (defined as the percent of students who were pre-tested and who also received a post-test, thus allowing us to report a skill gain). Idaho’s post-testing rate declined from 61% in PY14-15 to 54% in PY15-16. This is a decline of 7 percentage points, or a relative decline of 11%. Generally a decline in post-testing rates indicates an issue with retaining students.

These two trends may be related in that the decline in post-testing activity could be the result of process interruptions caused by staff turnover. Another possible cause is the improvement in Idaho’s economy. As the economy improves, it becomes harder to retain students until post-testing, and also becomes harder to retain teaching staff, who leave for better opportunities. Additional research is needed to determine the underlying causes of these trends so that they can be addressed.

It is also worth noting that staff turnover is an issue that was addressed in Idaho’s WIOA Combined State Plan, as it affects not only Adult Education, but our partner programs as well. We expect a lot

of our Adult Education teachers, but often aren't able to compensate teachers beyond unbenefited and part-time jobs. The Division has requested an increase in state funding for PY17-18 which would help normalize pay rates and benefits for Adult Education staff. Additionally, the climate of uncertainty under WIOA transition may make it hard to retain qualified teaching staff, regardless of pay.

For those programs whose performance was unusually low (compared to prior years), and for those programs whose performance has remained consistently low for the past three years, the State has required a program improvement plan which will be implemented in the winter 2016-2017. These programs may also be placed on probation if they are awarded grants under the competitive application process for PY17-18.

Despite our overall decline in performance, our local annual reports reveal some bright spots and areas of improvement:

- One of our programs managed to improve its overall performance, even though it did not meet the state targets. This improvement was accomplished by focusing on making sure students were assigned to, and attending, the classes in their lowest level. From their report: "During our weekly staff meeting, we reviewed some of the IMAS reports and identified students who need remediation in multiple subjects, but who were not attending all their classes. We tried to make sure that students were studying in their area and not just attending a class of their choice. Paying attention to the classes students were taking in comparison to the classes they needed, seemed to help us provide ongoing guidance to our students after their initial advising sessions."
- One of our programs will be implementing a tiered intervention approach to address student retention, tailored to the level and extent of intervention required for individual students. This program will also be implementing an Education Career Plan model which will help students connect their learning in a relevant way to their education and employment goals. These changes were implemented beginning in July 2016.
- One of our programs identified a gap in enrollment for Hispanic students. This was directly related to a decline in the program's ESL enrollments. From their annual report: "In light of our 2017 goals of improving ESL numbers and instruction, we have begun forging more partnerships with the non-English speaking community. We already have new partnerships with El Castillito and the Community Council of Idaho [Idaho's Migrant Council], to work on identifying and recruiting ESL students." Additionally, the program has "hired a full-time ESL instructor for the first time in 7 years. We've had an expert from [another regional program] conduct a workshop on ESL best practices."

The table below provides Idaho's actual performance for PY13-14, PY14-15, and PY15-16, as well as our performance targets for PY15-16. These numbers represent, for each educational functioning level, the percent of students who entered into the level and subsequently advanced to a higher level as demonstrated on a standardized assessment.

Completion Rates for Table 4				
Educational Functioning Level	PY13 (FY14) Actual	PY14 (FY15) Actual	PY15 (FY16) Target	PY15 (FY16) Actual
ABE Beginning Literacy	48%	50%	52%	28%
ABE Beginning Basic	52%	46%	53%	37%

ABE Intermediate Low	48%	41%	49%	36%
ABE Intermediate High	37%	39%	42%	32%
ASE Low	42%	31%	42%	25%
Beginning ESL Literacy	45%	47%	49%	35%
Low Beginning ESL	56%	54%	56%	42%
High Beginning ESL	51%	55%	53%	38%
Low Intermediate ESL	45%	44%	46%	30%
High Intermediate ESL	47%	47%	47%	34%
Advanced ESL	24%	18%	25%	20%
Total Skill Gains (all levels)	45%	42%	NA	33%

FY14-15 Post-Exit Outcomes

Idaho’s targets and actual performance for the Table 5 post-exit outcomes are listed in the table below. These outcomes are discussed in more detail in the following sections.

Outcome Measure	FY15-16 Approved Target	FY15-16 Actual Performance
Enter/Obtain Employment	41%	42% (exceeded)
Retain Employment	69%	66% (did not meet)
HS Diploma/GED	85%	87% (exceeded)
Enter Postsecondary	25%	32% (exceeded)

Entered and Retained Employment

Idaho exceeded our “Enter Employment” target for FY15-16. Our target was 41%, and we achieved 42%. We did not meet our “Retain Employment” target for FY15-16. Our target was 69% and we achieved 66%. However, our target of 69% was set using an unusually high outcome of 75% as reported on our FY13-14 Annual Report (performance targets are negotiated using data from two years prior). At the time, we anticipated that the Retain Employment rate of 75% in FY13-14 was an anomaly, especially given our past performance in this indicator, which ranged from 41% to 56% between FY06-07 and FY13-14. We negotiated our performance target at 69% based on our exceptionally high performance in FY13-14 while taking into account our historical performance in this indicator.

Despite having not met our target of 69% in FY15-16, our actual performance of 66% still reflects a significant improvement of actual performance year-over-year. As the table demonstrates, the performance of 75% in FY13-14 appears to be an outlier.

Reporting Year	Target	Actual
FY10-11	51% (based on FY08-09 actual performance)	51%
FY11-12	46% (based on FY09-10 actual performance)	49%
FY12-13	53% (based on FY10-11 actual performance)	48%
FY13-14	50% (based on FY11-12 actual performance)	75%
FY14-15	49% (based on FY12-13 actual performance)	65%
FY15-16	69% (based on FY13-14 actual performance)	66%

Employment outcomes for this report were determined by matching applicable students against employment activity in the four quarters of calendar-year 2015. As our outcomes indicate, ABE students who enter our programs with jobs have a strong likelihood of remaining employed or

improving their employment. Those who enter our program without jobs still face significant barriers to finding full-time employment with family-sustaining wages, despite an improved economy. This is indicated by the fact that less than half are able to find employment within three months of leaving the program. However, with the implementation of WIOA and additional emphasis on transition and training programs that integrate Adult Education with Career Pathways, we hope to see an increase in job-placement for our students.

Obtain GED/HSE

Idaho exceeded its target for the GED outcome in PY15-16, at 87%. This is a significant improvement over our performance in PY14-15, which was 76%, as well as our outcome in PY13-14 which was 82%. The low performance during the prior two years was largely attributed to the changeover from the 2002 Series GED to the 2014 Series GED. As predicted, our performance in this indicator improved to pre-transition levels once our programs were able to stabilize and normalize the changes from this transition.

Although the total number of students in the GED cohort remains much lower under the 2014 series than under the 2002 series, the number did increase from 267 students in PY14-15 to 365 in PY15-16. This is a relative increase of 37% in the number of students in the cohort. In other words, our state saw an increase of 37% in the number of Adult Education students attempting all four subjects of the GED. This is to be expected as more students feel prepared for the new test and the level of fear around the new test has dissipated.

Post-Secondary Education & Training

In PY15-16, 32% of Adult Education students who entered our program with a high school credential (or earned a high school equivalent while enrolled), went on to enroll in a post-secondary institution within 18 months of leaving the program. Not only did we meet our target for this indicator, but we also surpassed our prior performance under every year of the cohort reporting model. Of the providers who contributed to Idaho's performance in this target, local outcomes ranged from a low of 7% to a high of 67%. On the lowest end of the spectrum was our incarcerated program, as well as our largest program which serves a very high portion of highly-skilled refugees. On the high end of the spectrum were programs that have integrated strategically within their respective post-secondary institutions to provide coordinated transition programs and to serve as the institution's primary remediation pathway.

One significant reason our largest program had a low outcome (10%) in Postsecondary enrollment is because it serves a significantly larger portion of highly-skilled refugees, many of whom already have a degree from their home country. In this program, 26% of reportable students received a prior education outside of the United States of a high school degree, some college, or a college degree. This is compared to 17% for the neighboring region which also serves refugees, and 16% for the State as a whole. Because so many students in this program already have an education, their primary goal is to learn English for the purpose of employment. Thus, they are not likely to enroll in college, even though by definition they must be included in the performance cohort.

Additionally, it is worth noting that the portion of United-States educated students with a high school diploma or equivalent increased significantly statewide in FY15-16. Even while our overall statewide enrollment decreased, the number of students entering the program with a high school diploma or higher increased from 514 in FY14-15 to 699 in FY15-16. When taken into account with our increased performance in this indicator, our program served more students who qualified for the post-secondary indicator, and did a better job of transitioning those students into college.

3) 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 infrastructures costs are supported through State and local options.

In FY15-16, the State's (and State Eligible Agency's) primary focus was on completing the Combined State Plan. Additionally, given the lack of final regulations or guidance around One-Stop planning and implementation in FY15-16, Idaho was not able to implement in this area.

As a single area state, Idaho is statutorily required to operate at least one comprehensive one-stop center, which will be located in Idaho Falls. In FY15-16, the WIOA partners in Idaho Falls began initial planning around the operational elements that would need to be addressed for sharing a space (such as which career services would be offered by which providers, developing a shared intake, refining referral processes, hiring or assigning staff, etc). However, infrastructure cost sharing agreements or MOU's have not been established as of the time of this report.

Given Idaho's large geographic area, much of the State's focus has been on establishing a one-stop *system*, rather than on the establishment of one-stop centers. As such, the Idaho Division of Career & Technical Education, as the State Eligible Agency, will likely retain much of the authority to sign agreements and determine cost-sharing. However, this authority may be delegated to the eligible provider serving the Idaho Falls one-stop center if that is determined to be the most appropriate course of action. The Division would retain this authority for the balance of state.

4) Describe how the state is using funds under Section 243 to support the following activities under the IELCE Program:

- ***Meeting the requirement to provide IELCE services in combination with integrated education and training activities;***
- ***Progress towards 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***
- ***Progress towards 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.***

When the first round of IELCE funds (referred to here as "243" Funds) were awarded under WIOA on July 1, 2015, draft regulations had not yet been released and very little guidance was available regarding how programs awarded such funds should or could operate. As a result, Idaho took the approach that programs funded under Section 243 in FY15-16 should continue to operate their existing EL Civics programs and begin updating these programs to align with Idaho's FY15-16 Transition Plan. This included identifying priority occupations and career pathways, identifying specific skills and competencies to incorporate, and developing contextualized curricula and instruction.

These activities were intended to lay the groundwork for the development of IET models once additional guidance on IET and Section 243 became available. Such guidance did not become available until final regulations were released in August 2016. As a result of this timing, IET models had not yet been developed at the time 243 funds were awarded for FY16-17 on July 1, 2016. Idaho

awarded funds in FY16-17 with the condition that any programs intending to apply competitively for 243 funds in FY17-18 must begin researching and developing WIOA-compliant models. However, such models were not required to be fully implemented in FY16-17. Additional information regarding these developments will be reported in full in the FY16-17 annual report.

Although Idaho was not able to develop or implement WIOA-compliant programs under Section 243 in FY15-16, our local programs were able to lay much of the foundation for these activities. A summary of these accomplishments is listed below. NOTE: Only four of Idaho's six public providers received Section 243 funds, as programs in the northern part of the state do not have sufficient ESL population to sustain such activities.

- **College of Southern Idaho** – From CSI's FY15-16 annual report: "Most of our focus in FY15-16 was on developing a plan to implement an Integrated CNA class in the Fall of 2016...Health care is a strong economic factor in our area...Based upon the experience of developing the Integrated CNA class, the program is working in partnership with CSI's Refugee program to develop a course of study for Food Manufacturing/Culinary/Hospitality. Food Services and Manufacturing is another identified target sector in the state's combined plan and a driving economic factor in [our region]...We are confident that we will be able to provide qualify programming under Section 243 to meet students' needs."
- **College of Western Idaho** – The College of Western Idaho has been offering a multi-cultural CNA course for quite some time that already meets many of the criteria for a 243 program. In addition to this existing program, CWI reports the following activities in their FY15-16 annual report: "CWI developed a partnership with Full Circle Exchange (FCE), a non-profit organization dedicated to serving refugee women through training, education, design partnerships, and sustainable economic opportunities...FCE is committed to helping women restructure their lives, develop marketable skills and gain the confidence and life skills needed to find employment in food production and customer service job sectors. CWI is tailoring curriculum to align with IELCE requirements in order to strengthen the work readiness skills that are being learned in the program."

Additionally, CWI reports that "Partnering with businesses that have a welcoming culture and willingness to invest in the training and employment of diverse populations will be one of the greatest barriers to a project that is aimed at identifying sustainable living wage employment where continued professional and personal growth is valued and supported."

- **Eastern Idaho Technical College:** At this time EITC is not sure whether they will be applying for funds under Section 243, given the smaller population of applicable students in their region. However, they did begin laying the groundwork for a possible WIOA-Compliant 243 program in FY15-16 by adding more emphasis on workplace preparation and digital literacy in their ESL and EL Civics syllabi.
- **Idaho State University:** From ISU's FY15-16 Annual Report: "At this point in time, we have made progress in two of the three required components of IET – adult education and literacy activity and workforce preparation. The training requirement is where we will focus now. Our challenge at this point involved connecting training with a specific career pathway for a specific occupation cluster. Once we accomplish this requirement,

then we can create aligned objectives and secure a scope and sequence for all three components.”

ISU goes on to say that “We will continue to identify the hard and soft skills required in the high demand industries as identified by our WIOA partnerships and with our Department of Labor. As this develops, we will be more equipped and prepared to offer and make available the IET model as required to meet statutory requirements. One avenue for us to look at is breaking students into instructional groups based on career cluster interests. The ideal model would be making all three components into one integrated class structures with sensitivity to the low level students who may need extra time in our core instructional areas before receiving IET services.”

5) 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.

Idaho Adult Education has formally adopted the College and Career Readiness (CCR) Standards for Adult Education as developed by Susan Pimentel and MPR Associates for the US Department of Education in 2013. As stated in the introduction to the standards, the CCR Standards represent a subset of the Common Core State Standards which are “most indispensable for college and career readiness and important to adult students.”

The Idaho Department of Education (K-12) has adopted the Common Core State Standards for mathematics and English language arts for K-12, also known as the Idaho Core Standards. Because both the Idaho Core Standards and the CCR Standards for Adult Education are derived from the Common Core State Standards, they are well-aligned. In the case that Idaho’s K-12 standards are revised, replaced, or otherwise changed, the state’s Adult Education program will realign its standards appropriately.

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

The Idaho Department of Correction was the primary provider for Institutionalized individuals in FY15-16. The Department’s research division was able to compile a very informative report about recidivism for the Adult Education population in its facilities. The full report is available upon request. A summary of those findings is presented in the table below. This table compares recidivism rates for offenders who receive at least 20 hours of ABE instruction while incarcerated versus those who do not.

As demonstrated in the table, recidivism rates for ABE students are consistently lower, and significantly lower over extended periods of time. For offenders on parole at 1.5 years after release, the recidivism rate for ABE students is 20% compared to 54% for non-ABE students. This represents a significant difference.

	6 months to 1 year	1 year to 1.5 yrs	1.5 yr +	Total
ABE Programming				
probation	4.90%	17.60%	26.20%	469
parole	24.40%	23.60%	20.00%	284
Total	15.60%	22.50%	25.7	70
Community Population				
probation	8.80%	21.20%	29.20%	9,278
parole	36.10%	46.30%	54.10%	5,297
Total	19.10%	29.60%	37.60%	14,575