**Indiana Narrative Report 2015**

In Program Year 2015-16 (PY 2015), the Indiana Department of Workforce Development (IDWD) continued to drive toward increasing enrollments and outcomes as well as WIOA implementation. IDWD also continued to focus on innovative models of instruction and effective professional development to move the system toward its vision of adult education programming that leads to successful career pathways, postsecondary transitions and employment.

**State Leadership Funds (AEFLA Section 223):**

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

* Alignment of adult 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(l)(a).

Since moving from IDOE to IDWD, Indiana Adult Education has worked to align adult education and literacy activities with those provided by the one-stop system. WIOA allowed this work to deepen and expand to include additional partners. Throughout PY 15 local eligible providers and adult education state staff participated in the work of WIOA implementation through state and local taskforces. These taskforces brought together WIOA core programs to assess delivery of employment and training services and development of career pathways. Members fully participated in the development of the Indiana Combined State Plan outlining how the core programs will fully align services. These core partners continue to meet on a monthly basis and have added additional partners to meetings to work through any issues that arise in implementing the strategies of the plan.

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

Indiana continued to provide high quality professional development through PY 15. Teachers had a variety of online options as well as two professional development conferences available to fulfill the Indiana requirement of ten hours of professional development for all instructors teaching over nine hours a week.

**2015 Summer Institute** – IDWD hosted a 3-day event, with several tracks to support the various topics within the Adult Education field, e.g., English as a Second Language, College and Career Readiness, and High School Equivalency Assessment.

**ANI:** IDWD continues to offer the ANI training using local program instructional staff as lead trainers.

**Winter and Spring LINCS Online Courses** – (SCI, TECH, ACP Contextualized Instruction, ELL U SLA, and Learn to Achieve: Neuroscience)

**Fall and Spring Integrating Career Awareness Course -** These sessions introduced the Integrating Career Awareness curriculum and shared practical ways to implement it into the adult education classroom at all educational levels.

**ESL Pro Online Course –** These sessionsprovided opportunities for teachers of adult English Language Learners to engage in learning activities that maximize student outcomes.

**2016 Spring IAACE Conference** – IDWD partnered with IAACE to offer their annual conference. The theme was agents of change and a variety of adult education topics were offered. Examples include, WIOA, partnerships, career pathway implementation, use of technology, the teacher induction model and integrating career awareness in the classroom.

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

Indiana continues to use six regional adult education coordinators (AEC) to provide technical assistance to local program providers. In their role, AECs assist local providers in developing professional development plans for the region and assist in obtaining resources to provide needed professional development. These staff also work as a liaison between eligible providers and WIOA partners, hosting regional partnership meetings at least quarterly. Additionally, the AECs assist programs in interpreting performance data and determining areas needing improvement.

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

A risk assessment was performed by AECs and IDWD central office staff on all adult education and El Civics grantees and sub recipients (54 adult education and 9 El Civic programs). The assessment included a review of program management, fiscal management, performance measures and data management. Based on these assessments, providers were prioritized high, medium or low risk programs. Beginning with high risk programs, all providers were required to submit documentation to IDWD for a desk review. Central office staff conducted the desk reviews and selected six programs for onsite monitoring. Onsite monitoring and as needed, corrective action plans (CAPs) were completed by the end of PY 15. Ongoing technical assistance providing models of proven and promising practices is being provided in PY 16.

**Performance Data Analyses:**

*Describe any significant findings from the evaluation of your performance data for the reporting period and efforts to improve outcomes for the core indicators of performance.*

PY 2015 Performance Outcomes

|  |  |
| --- | --- |
| 28,168 | * Student Enrollments * Level with PY 14 |
| 23,388 | * Level Gains (student may have achieved more than one gain) * 2% increase over PY 14 |
| 5,132 | * HSEs and HS Diplomas Awarded * 5% decrease over PY 14 |
| 1,054 | * WorkINdiana Enrollments * Level with PY 14 * 88% completion rate * Of those who completed, 77% earned certification |

DWD has a system of state performance metrics in addition to the federal measures required under the National Reporting System. Above is a summary of outcomes that state staff shares broadly with practitioners in the field. PY15 saw the last three years of enrollment decreases stop with enrollments increasing by 61.

There was another decrease of High School and HSE Diplomas awarded during this program year as well. Prior years saw upwards of 20% decrease in diplomas awarded, this year’s decrease slowed to 5% and are now back above the 2010 attainment numbers. It appears that the decreases have stabilized.

|  |  |
| --- | --- |
| Program Year | # of HSEs awarded |
| 2010 | 4,848 |
| 2011 | 5,683 |
| 2012 | 7,349 |
| 2013 | 6,759 |
| 2014 | 5,405 |
| 2015 | 5,132 |

Of the 28,168 students enrolled, 21% were English Language Learners (ELL), up from 18% in PY 14. Of the ELLs 52% entered instruction at the bottom two educational functioning levels (EFL). ELLs attended an average of 92 hours of instruction, up from 81 hours in PY 14. Of the ELLs served 49% made a level gain up from 47% last year. Sixty-one percent of ELLs served received a post-test.

Of the ABE/ASE student enrollments 79% entered instruction at an EFL of 8.9 or below, with the largest group, 32%, entering with an EFL of 6-8.9. The overall ABE/ASE student group attended an average of 80 hours of instruction. Fifty percent made a level gain and 60% received a post-test.

Particularly interesting to Indiana is the percentage of students who fall within the WIOA Youth age range. Forty one percent of Indiana enrollments are between the ages of 16-24. IDWD has provided this information at a local level to providers and Regional Workforce Development Boards as they look to develop out of school youth programming.

**NRS Table Highlights**

***Table 4***

Indiana met and exceeded all performance for ABE categories, except ABE Beginning Literacy (BL). ABE BL dropped from 51% to 50%. Additionally, the average hours of attendance dropped for this cohort by 16 hours. Indiana is actively looking for literacy education providers to assist with improving outcomes for students in this lowest level.

Total enrollment in ABE programs continue to decline although this is primarily due to a decrease in ABE Intermediate Low EFL level from 8,039 in PY 14 to 7,154 in PY 15. More research is needed to determine if this is a one-time event or trend.

Indiana did not meet any of the six performance targets in ESL in PY 14, but met two in PY 15 (ESL Intermediate Low and ESL Intermediate High). However, program performance improved in three of six ESL categories. Overall contact hours and retention rate have dropped slightly this year. IDWD will need to research this further. A contributing factor in the drop in ESL metrics may be the significant growth in our ESL population every year. For PY 13 ESL enrollment was 4,289, in PY 14 enrollment grew to 5,053 and now stands at 5,787 for PY 15. In the work on the ESL Pro project IDWD is developing a plan to explore program performance at a deeper level to gain a better understanding of what is needed to improve performance as enrollment grows.

***Table 5***

*Obtained a GED or HS Diploma*

Indiana did not meet its HS Diploma/HSE target of 88%, recording 84% on this particular outcome. The increased rigor on the TASC test may have contributed.. IDWD will continue to strive towards improving the passing percentage, but are pleased with the work our practitioners have done to obtain an 84% outcome.

*Entered and Retained Employment*

Indiana’s results in the Retained Employment category of 72% surpass its target of 63%. Indiana also exceeded its target of 43% for the Entered Employment category, achieving 49% for this cohort.

DWD continues to place a great emphasis on encouraging the adult education community to become a high-performing system that is focused on student outcomes, which of course includes transitions to career. In fact, the regional consortium model engages one-stop centers in the adult education process much more holistically, and improving employment outcomes remains mission critical. This collaboration benefits students.

*Entered Postsecondary*

Indiana continued to improve the Entered Postsecondary outcome. This year, IDWD exceeded the target of 31% with 34% of this reporting period’s population.

**Integration with One-stop Partners:**

*Describe how the State eligible agency, as the entity responsible for meeting one-stop requirements under 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.*

IDWD implemented a consortium model for adult education services in 2011. Eleven adult education consortia were created (the Indianapolis metropolitan areas two boards were combined for adult education services) that aligned with the state’s one-stop economic growth regions. Consortia include local adult education providers, as well as other entities with interest in adult education service provision. Local board staff or representatives have served on and partnered with adult education ever since. As a result of this structure, much of the required WIOA integration of adult education into the one-stops has already taken place with many co-located sites. The regional adult education consortia continue today and play an important role in WIOA implementation.

Indiana has 12 Workforce Development Boards (WDB) that are responsible for procurement of the one-stop operators and career services providers. Each consortia chose a local provider to represent adult education on the WDB.

At the state level the Commissioner of IDWD serves on the State Workforce Investment Council as does a local adult education provider to represent the interests of adult education.

The WDBs are responsible for overseeing and ensuring all applicable career services are provided within the one-stop system. Adult education students have access to these services through one-stop offices as well as through one-stop staff who work at adult education sites. Additionally, many local adult education programs provide transition coaches who provide career services.

Indiana is in the process of developing a policy to address infrastructure costs.  During the reporting period, DWD and the WDBs continued with Integrated Service Agreements as well as previously established shared cost arrangements with adult education programs for items such as program space.

**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 for IELCE program funds and the number of grants awarded by your state to support IELCE programs.

PY 15 was a grant continuation year for El Civics providers. Currently IDWD has seven El Civic grantees who have another two sub recipients. A grant competition for IELCE funds is scheduled for released in January 2017 with implementation scheduled to begin July 1, 2017. It is anticipated that no more than five IELCE grants will be awarded in 2017.

* Describe your states efforts in meeting the requirement to provide IELCE services in combination with integrated education and training activities.

IDWD continues to provide training in Integrated Education and Training as well as IELCE. Both topics were addressed with program directors during a training in the fall of 2016. After receiving a presentation on IET and IELCE, program directors were walked through a gap analysis to determine what components their programs had in place currently, what components they had access to through partners and where there were gaps. Programs are currently developing and testing a variety of IET models. No results are available to date.

Monthly statewide calls from IDWD to the field have included sessions titled WIOA 101. IET and IELCE have been included in all of these presentations. Topics included how to fund IETs with special emphasis on the WorkINdiana program, “May versus Must” IETs and IELCE, student eligibility and partnerships.

Finally as a part of the 2017 RFP process, regional Town Halls were held in all 11 economic growth regions. These presentations included discussion of IELCE, the grant requirements and potential funding available.

* 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©(1) and discuss any performance results, challenges and lessons learned from implementing those program goals.

IDWD has a history in providing entry level occupational skills training to adult education students through its WorkINdiana program. WorkINdiana provides funding for students to obtain occupational training and certification in entry level occupations in demand in local regions. Previous data analysis showed few ELL students were being served through the program. As a result IDWD applied for and was awarded ESL Pro Technical assistance. This technical assistance was completed in PY 15 and focused on integrating work and career pathways into English Language Acquisition instruction, with the goals of:

* Creating a group of ELA Ambassadors made up of local program staff to assist in promoting and/or delivering the ESLPro resources and trainings.
* Cross training AE and Workforce Development staff on how to support ELLs during transitions.
* Developing a quick-guide for occupational skills training instructors on how to support ELLs through technical training, with special emphasis on those trainings approved under IDWD’s WorkINdiana bridge program.
* Increasing ELL participation in IDWD’s WorkINdiana bridge program.

Improved outcomes in PY 16 are anticipated as a result of this initiative but there is still much work to do. In addition to the ESL Pro initiative there are two additional initiatives working towards program goals of preparing and placing IELCE program participants in unsubsidized employment in in-demand industries.

The Labor Institute for Training was awarded a Tech Hire grant in PY 15. IDWD Adult Education local providers are partnering on this grant that will develop a bridge program to help ELL students develop language and employability skills while at the same time master technical skills and certifications needed in manufacturing. On the job training and employment assistance are also a component.

IDWD is developing a system that will enable students, employers and educators to use employer job requirements and job demand in making training and education decisions. This information will be accessible to both students and adult education providers to ensure training offered aligns with employer needs as well as job openings.

* 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.

IDWD AE programs are organized into regional consortia. These consortia align with the state’s local economic growth regions. WDB members have participated in these regional consortia for many years. As a result, the local WDBs have been involved in the AE WIOA implementation process including integrating IELCE with the local workforce development system. IDWD is using lesson learned from our WorkINdiana program to implement IET programming across the state, including IELCE programming. Since WorkINdiana’s inception participants have been co enrolled in both Title I and Title II services. This programs history has helped us to identify potential barriers in the integration process for IELCE. As mentioned previously, we have seen low levels of enrollment by our ELL population into WorkINdiana. Cross trainings between workforce and AE staff are being developed with a focus on assisting ELLs in the transition process.

**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.*

Indiana Department of Education (IDOE) adopted Indiana Academic Standards in April 2014 for K-12. With few variations these align with the Common Core.

IDWD has adopted OCTAE’s College and Career Readiness (CCR) Standards for Adult Education a subset of the Common Core.

**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.*

Indiana measures recidivism by criminal acts resulting in rearrests, reconviction and/or return to prison with or without a new sentence during a three year period following the offender’s date of release from an Indiana Department of Correction (IDOC) facility.  The lower the level of formal education attained while incarcerated, the higher the likelihood of recidivism.

The overall return rate for IDOC hovers between 37% and 38%.  The recidivism rate among offenders who complete college degree programs is 31%; the recidivism rate among offenders completing the high school equivalency program is 46%; and, the recidivism rate among offenders who exited with an education status below the high school equivalency is 55%.

An offender who has not achieved the high school equivalency diploma is almost 2.8 times more likely to become a recidivist offender than one who has a high school diploma or its equivalent.