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**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 Nevada Director of Career Readiness, Adult Learning &Education Options served on the Governor’s Workforce Development Board (WDB). As specified in the Unified State Plan, Title II programs in Nevada make referrals to the One-Stop Centers, and most receive referral clients from these agencies. Northern Nevada Literacy Council, Truckee Meadows Community College, Western Nevada College and Great Basin College all have interagency agreements in place with Job Opportunities in Nevada (JOIN), a Workforce Investment Act Title I provider in Northern Nevada. The Las Vegas area program Community Adult Literacy in Libraries (CALL) has a representative on the board of Workforce Connections, the Southern Nevada Local Workforce Development Board (LWDB)

Nevada ABE was represented during FY 2015–2016 on a number of boards and committees with core partners, including:

* Nevada Works Board of Directors, the Northern Nevada WDB
* Nevada Connections Board of Directors, the Southern Nevada WDB
* Northern Nevada Development Authority Workforce Education Committee
* Jobs for Nevada’s Graduates, Inc.

In addition, ABE programs have cooperative agreements in place with state employment counselors, who come and speak to intermediate and advanced ESL students and ASE students on a regular basis. Program managers from the Workforce Development and Continuing Education departments of Nevada community colleges meet with HSE students to discuss postsecondary programs. ABE programs also provide tutoring services to clients referred from Vocational Rehabilitation on voucher reimbursement, and act as a math study site for Electrical, Carpenters, and Operating Engineers Apprenticeship candidates using their prescribed math software. Community College coordinators have addressed various HSE classes and offered tours to present the opportunities available on campus in the fields of welding, machine tool technology, automotive technology, nursing, in-home health aide, dental assisting and computer technology.

In 2015-2016, leadership funds supported coaches at each AEFLA-funded program to aid in the implementation of the College and Career Readiness Standards (CCRS). The standards are meant to forge a stronger link between adult education, postsecondary education, and the workforce. The CCRS is a shift to integrating college and career readiness into instruction at all programming levels, while helping the student obtain industry recognized certification and family-sustaining employment.

The above described activities were partially funded with Leadership funds dispersed directly to local providers and aligned with State strategies presented in the Unified State Plan, such as; partner referrals, co-enrollment, career pathways, and College and Career Readiness Standards.

Leadership funds were used at the state level to contract with professional consultant, Dr. Lennox McLendon, to assist in the development of a WIOA implementation plan. Dr. Lennox McLendon, Executive Director of the National Adult Education Professional Development Consortium, consults throughout the U.S.A., facilitating Professional Development activities for the State Directors of Adult Education and their staff members. Dr. McLendon came to the Directors' meetings in August and December to help Nevada create a two-tiered WIOA implementation plan that aligned with the Unified State Plan and addressed the needs of our participants.

Through three director meetings each year, State Leadership funds were used to deliver training to local programs on WIOA and the implementation of the Unified State Plan components.

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

The Nevada Adult Basic Education (ABE) State Leadership team in 2015-2016 included two sub-grantees (with one full-time Professional Development manager, and six part-time professionals), and engaged various individuals throughout the state. The primary focus of this grant was to continue implementation and sustainability of standards-based education, continued support for career awareness, career pathways, transitions to postsecondary education, and support for High School Equivalency preparation. Workshops, webinars and Professional Learning Communities (PLCs) on implementing the College and Career Readiness Standards (CCRS) were delivered to ABE program directors, coordinators and teachers from the seven AEFLA-funded programs multiple times throughout the year.

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

As previously described, technical assistance was provided to align literacy activities with other core partners and required one-stop partners, including; the role of eligible providers as a one-stop partner; developing career pathways that lead to a family-sustaining wage in a high demand occupation; implementing CCRS; and planning for WIOA implementation.

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

State Leadership continued to plan and offer Nevada ABE directors’ meetings, designed to provide opportunities to share best practices, policies, and tools to support program improvement. One highlighted presentation introduced the Nevada ABE/ELL Teacher Standards and Professional Growth Rubric. Program Directors now have a tool they can use to evaluate their teachers in delivering instruction of the CCRS and workforce preparation skills. At the same time, teachers will know what is expected of them and by what criteria they will be evaluated.

State Leadership also continued support of the Teacher Mentor program. Volunteer, seasoned instructors are trained to help teachers new to adult education by providing guidance, advice, and feedback. Goals are to provide individualized support for new teachers, strengthen instructors’ teaching skills, improve delivery of instruction to adult learners, and problem-solve as needed. Program support for newly-hired teachers ensures that they are able to deliver standards-based instruction that will lead to student success in career pathways.

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

Leadership funds have been used to develop a Career Pathway program for ELL students to be piloted during the 2016-2017 program year. The program will include basic skills instruction, coaching and mentoring, concurrent with work experience.

Funds have also been used to continue the support for a teacher mentor project and to develop a rubric for local program directors to align teacher evaluations with the newly adopted teacher standards.

**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.*

Nevada enrolled 9,142 learners in seven programs across the state in 2015-2016. This is an increase of 3.4% (304 learners) over the previous year. The ABE/ASE levels have sustained growth seen in the previous years and the ESL participants remained approximately 75% of the total.

Although the ASE Low level showed the highest outcome in 6 years, overall state targets were met in only three educational functioning levels. Performance outcomes continue to fluctuate in all educational functioning levels. The overall NRS Table 4 outcome of 40% is one percentage point lower than the previous year and 1% below the approved target for the first year under WIOA.

Four of the six ESL levels showed a decrease in learning gains over the previous year.

While overall post-test retention was at an acceptable 65%, there were wide fluctuations at the local agencies and overall a 2% decline from the previous year. Technical assistance to address this issue has started and is ongoing. Age, ethnicity and gender demographics remained relatively unchanged with 70% percent Hispanic, 56% in the 25-44 age bracket, and females outnumbering males by almost 3:2.

The Entered Employment category has remained stable, showing only a 1% increase over the previous year, while the Retained Employment cohort showed an increase of almost 3% at 77%. We expect continuing fluctuations as the labor market rebounds and WIOA program enrollments shift to participants with barriers to employment.

The number of participants achieving high school equivalency through the GED, TASC, or HiSET assessments increased by over 13% from the previous year, at 491 for 2015-16 and 433 for 2014-15.

Because most of Nevada’s adult education students are English Language Learners and many are immigrants that come with secondary diplomas and degrees from their home countries, the Entered Postsecondary Education or Training outcome percentage continues to be extremely low at just under 6%. Overall, 254 learners did enter postsecondary education or training for the last program year, and an additional 116 from the previous program year entered postsecondary education or training within a year following exit.

**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.*

The State will delegate its required one-stop role to eligible providers. Eligible providers will serve co-enrolled participants, with an emphasis on serving individuals with barriers to employment. There is significant overlap and crossover between the clientele of the Division of Nevada Welfare and Supportive Services and the literacy, basic skills, and HSE preparation programs of Title II in Nevada. These services join in cross-training and participate in referrals between agencies and the one-stop and affiliate sites, therefore, resources will be spent by Title II to share in one-stop infrastructure costs. The exact method to share in one-stop infrastructure costs will be determined during the 2016-2017 program year for implementation during the 2017-2018 program year.

**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:*

During the program year 2015-2016, 1,723 students were served with EL/Civics funds in Nevada. The number of students served with EL/Civics funds decreased by over 14% from the previous program year. Thirty-seven percent of EL/Civics students completed an educational functioning level; this is a 4% decrease over the previous year. Sixty-five percent of EL/Civics students persisted and were able to be administered a posttest. This posttest retention is the same as the overall population for the same year, but down 9% from the previous year for EL/Civics participants. Fifty-seven percent of the students who were posttested completed an Educational Functioning Level (EFL).

In addition to civic participation and Rights and Responsibilities of U.S. Citizenship content, courses funded through EL/Civics include basic English literacy and CASAS Competency Content Area 5: Government and Law. A total of 168,786 instructional hours were delivered through EL/Civics programming, a decrease of almost 50% vs. the previous year.

* *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.*

A competition for IELCE funds was held in the 2013-2014 program year for funding for the 2014-2015 program year and six programs were funded. The 2015-2016 program year funds were awarded based on a continuation funding application.

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

Our efforts have centered primarily around educating the local providers on the requirements for IELCE under WIOA. Many programs are providing contextualized instruction centering on specific career pathways; such as, Burlington English and Career Ready 101.

One community based non-profit program is partnering with a local community college to offer IELCE students access to co-enrollment with CTE courses.

Two other programs located within community colleges are partnering with multiple CTE programs to co-enroll IELCE participants in healthcare courses and facilities or construction management courses. One program is also involved with an innovative program to address the teacher shortage in Nevada. IELCE participants with degrees in their home countries who are in advanced ESL levels will be eligible to participate in the Alternative Route to Licensure (ARL) program to prepare for the application process and the Praxis exam.

* *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*

Multiple programs are using the Career Ready 101 curriculum, as well as, WorkKeys Assessment leading to the National Career Readiness Certificate. Several programs are using the Burlington English system of career pathways materials.

All programs report the need for documentation as a challenge with the population served.

* *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.*

One local program has been working with their Local Area Workforce Board and has secured funding for a staff member located at the program providing career counseling to out-of-school youth, including those in IELCE.

The Clark County Community Adult Learning in Libraries (CALL) program has worked with the Local Area Workforce Development Board to partner in an effort to place One-Stop staff in each of the libraries within the local area. This partnership will be invaluable for adult education participants to be able to access workforce services.

All programs report the need for documentation as a challenge with the population served.

**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.*

Nevada adopted the Common Core State Standards in 2010, calling the standards the Nevada Academic Content Standards for English Language Arts and Mathematics. Nevada was one of ten states selected to participate in the U.S. Department of Education’s Office of Career, Technical, and Adult Education (OCTAE) two-year College and Career Readiness Standards-in-Action (CCRS) initiative. Implementation of the CCRS aligns the Nevada Adult Education content standards with the Nevada K-12 standards.

Nevada’s goal is to develop and sustain a College and Career Readiness Standards-based system that guides curriculum, instruction, assessment, and professional development implemented, at all AEFLA-funded programs and in all levels, no later than June 30, 2019.

State Leadership worked on continuing the integration of College and Career Readiness into all program levels for all adult learners. Helping the teachers learn how to implement the CCRS has paved the way for students to make easier transitions to postsecondary education and training. Furthermore, the implementation of CCRS has helped to align Adult Basic Education programming with workforce and career readiness that leads to certification and credentialing, and to support short-term certification for high demand job sectors based on current Nevada Department of Employment Training and Rehabilitation (DETR) local labor market data.

**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.*

During the last program year no AEFLA funds were used for Programs for Corrections Education and the Education of Other institutionalized Individuals. We will explore the options for partnering with the existing state funded corrections education program during the coming year. In addition, the Nevada Department of Corrections will be made aware of the next available competitive RFP upon its release in 2017.