**Rhode Island Narrative Report 2015-16**

**1. State Leadership Funds**

(a) 1. Several efforts were initiated in Rhode Island in 2015-2016 to assure alignment between adult education and literacy activities and other One-Stop required partners: 1. RI Department of Labor and Training (DLT) along with RI Department of Education (RIDE) Adult Education staff held open meetings of One-Stop stakeholders that produced the Appendix to the RI WIOA State Plan that outlines the steps to re-imagine and align the various services and resources among the core partners and the Department of Human Services. Besides state staff, representatives of the local WIB’s, local adult education agencies, the RI Workforce Alliance, local libraries, the RI AE Professional Development Center (PDC) and other workforce training entities took part. This was the first step towards creating a more efficient delivery system by providing non-duplicative access to employment, education and training services. 2. A nomination process among the state’s adult education agencies produced two adult education providers as candidates to sit on the two local WIB’s; both candidates were accepted and seated on these boards. These representatives report out to the field, and gather input on initiatives during monthly Workforce Alliance meetings. 3. The primary economic and workforce initiative of Governor Raimondo and highlighted in the WIOA State Plan began during this year: Real Jobs RI (RJRI) funded planning and implementation grants that included the integration of adult education and literacy into the New Hire and Incumbent Worker training initiatives. RJRI continues to grow, with additional opportunities planned for a broader inclusion of training for basic and low-skilled residents. 4. The adult education agencies took advantage of technical assistance from the Network for Integrating New Americans to create an Employer Engagement group which has developed ‘business case’ messaging on the advantages and resources employers can access by engaging with adult education.

The collaboration between the Career Pathways manager at the Governor’s Workforce Board with the RIDE AE and the PDC continued the development of a state Career Pathways System, a set of Career Coaching Standards and the integration of these standards into the RI Resource Hub as a new component, the Career Planner. Many instances of user testing were held during development to make sure that career coaches from across a number of state agencies and adult education programs would find it useful in helping learners and clients develop a plan that they are empowered to follow, using state and online resources.

2. RIDE Adult Education collaborates with the RI Adult Education Professional Development Center (PDC) to provide a statewide system of professional development to support local activities required under 231 (b), including a specific focus on essential components of reading instruction (the STAR initiative); NRS approved assessments; improving technology based teaching and learning; integrating workforce and career readiness content into the College and Career Readiness Standards (CCRS) based curriculum; the development of literacy volunteer training; and increasing the ability to virtually share promising practices and research-based models. The offerings of the PDC range from trainings for compliance to support for innovation.

RI Adult Education utilizes CASAS, BEST Plus, TABE, the GED® test, and the National External Diploma Program to assess the progress of its learners. The PDC organizes, advertises and tracks trainings in these approved instruments. In addition, the use of formative assessments, especially performance based ones, allow instructors and staff to assess progress in skills acquisition of the learner: in both CCRS skills and specific workplace ones.

Improving this assessment of literacy and workplace skills among adult education practitioners was the primary goal of the Proficiency Based Teaching, Learning and Assessment (PBTLA) Pilot. PBTLA integrates standards-based Understanding by Design curriculum planning that includes, from the beginning, the tasks and rubrics for assessing actual skill acquisition by the learner. There are many layers to unpack in this rigorous, research-based method of teaching and learning the CCRS and workplace skills, and a number of changes are required in program-wide design and scheduling to accommodate this shift in teaching and learning. An initial pilot of four programs informed the next round of implementation PD planned for 2016-2017.

The delivery of ESOL in adult education is changing in two major ways: moving towards a CCRS-based curriculum, and integrating with occupational job training. While awaiting the release of the new ESL Educational Functioning Level descriptors, the field has been studying how becoming more CCRS aligned will create more rigor in ESOL classrooms, and pay off in smoother transitions into ASE and post-secondary education and training. The PDC worked with NELRC to craft some informational workshops to orient ESOL practitioners to the standards, and then with on-site staff workshops to understand how to use them as a guide while planning curriculum.

The PDC has continued to build a Professional Learning Community for all Directors and another for the eight Transitions to College and Careers programs in the state, while transitioning the support of Job Developers into the Employer Engagement group mentioned above. Every meeting had a section of WIOA or the RI State Plan on the agenda, giving the groups the time to break out into smaller ones to read and analyze the different sections of the texts together. Examples from research that illustrated how to implement relevant sections were then shared. The Career Pathways Toolkit from LINCS is one example of research and resources used for developing WIOA-aligned career pathways within and between programs.

Finally, these efforts continue to refer to and center on resources disseminated on the PDC website, as practitioners increasingly need access to just-in-time information and professional development. They look to the PDC site as a first stop for curated, most recent, research-based practices and resources.

3. RIDE Adult Education staff facilitated four quarterly Leadership Institutes at which participation is mandatory from each RIDE-funded adult education agency. During these Institutes, the state staff provided WIOA transition sessions to review statutory requirements and to provide technical assistance for the implementation of required transition activities. The sessions featured panel discussions and presentations by local programs to highlight best and promising practices related to contextualized education, occupational skills training, and other WIOA transition activities. The sessions also included the most up-to-date information and guidance from OCTAE that was available at the time.

RIDE provided assistance to one of the local eligible providers in establishing an adult education presence in two of the state’s One-Stop Centers. This provider assigned teachers to classrooms within the One-Stops on a regular basis to serve One-Stop clients who needed basic academic skills, English as a second language instruction, and digital technology skills. This was a successful arrangement, with many of the clients improving their educational functioning levels and therefore becoming eligible for further training through the One-Stop system (See Question 3 – Integration with One-Stop Partners).

State efforts to increase the practice of effectively using technology, services, and delivery systems, including distance education to increase the amount and quality of learning and improved performance was strengthened throughout the year by the added funds earned through the last year of the WIA Incentive Grant. The first WIA Incentive Grant investment in Rhode Island (two years earlier) improved the basic technology infrastructure and staff capacity in agencies, while the second round focused almost entirely on the professional development to implement this technology in the classroom. A Technology Integration Project (TIP) virtual Community of Practice around the LINCS course produced concrete examples of how to move towards blended learning in adult education, and these were shared at monthly RI Adult Education “Tech Camps.” Tech Camps are based on the Ed Camp model embraced by K-12 nationally as an effective way to support the change in practice of teachers around integrating technology. The examples shared were then able to be supported in the agencies by deploying a team of tech-coaches on-site. Simultaneously, RIDE began to require increased technology skills of local program staff through the support of licensing and training in NorthStar certification.

4. The adult education office conducted both quarterly and annual local program evaluations, including desktop audits, using a comprehensive program assessment tool. The state office continued to train programs on using this tool for on-going self-evaluation purposes. The performance criteria is constantly evaluated on multiple measures, including EFL completions, high school credentials, transitions to postsecondary education and training, and entering and retaining employment.

Using the referenced process and tools, the state office carefully and regularly monitored program performance on an annual basis. Programs that were at risk of meeting their targets or were failing to meet their targets were issued a warning by RIDE, were visited by state staff that reviewed in detail the performance assessment tool, and were required to implement a corrective action plan.

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

A persistent and challenging aspect of adult education activities is the need for a systemic approach to learners who have profound learning differences, including learning disabilities (diagnosed or not). RIDE has invested funds to bring in a contract consultant to gather the research and best practices in the field nationally, and then work with practitioners in RI to develop recommendations, templates, and policy drafts for addressing the needs of these learners. It is not simply a matter of testing to identify a ‘problem’, but, rather a set of practices and assessments that can first mitigate many of these differences, and then begin to move on a continuum of services and referrals that can best assist learners in reaching their educational and employment goals.

**2. Performance Data Analysis**

During program year 2015-2016, RI Department of Education funded 33 agencies with a combination of federal Adult Education and Family Literacy Act funds; state General Revenue funds and Governor’s Workforce Board’s Job Development funds; and local matching sources. These agencies served 5,943 individuals and **enrolled** **5,245 adult learners** (with 12 or more hours of instruction) which is an increase in enrollment of 6.5 percent compared to PY2014-2015.

On average, participants attended 113 hours of instruction, and overall 63% of all students who were post-tested made educational gains. The demand for adult education classes has not decreased and programs continue to have waiting lists of students, in particular for ESL classes. The current waiting list statewide consists of more than 1,300 adults, equal to about 25% of the total number of learners who were enrolled.

Of the 5,245 adult learners enrolled in Rhode Island, 33% were placed at entry in Adult Basic Education levels, 7% were placed in Adult Secondary Education levels, and 60% in ESL levels – percentages that reflect a slight decrease in ABE and a slight increase in the number of ESL learners served compared tolast year’s enrollment.

The post-test rate continues to remain high at 75% which has led to high completion rates overall (comparing Table 4 with Table 4B). Performance-based funding has also led to continuously high post-test rates and to the overall effectiveness and performance of local programs and the state as a whole.

**From NRS Table 4:**

47% of all Rhode Island adult learners made educational functioning level gains in 2015-2016, which is equal to the previous year in Rhode Island, and which is seven percentage points higher compared to the previous national average of 40% for 2014-2015. This should rank Rhode Island in the highest performing quartile nationally, or close to it.

The federally negotiated targets for 2015-2016 were based on the high actual performance of 2013-2014 – these targets were many percentage points higher than the national averages. Since there are different cohorts of students each year, it is difficult to predict how well one year’s cohort will perform compared to another year’s cohort. Rhode Island was able to meet three of these targets, and while the state did not meet all of the proposed targets for 2015-2016, performance at the state level was still much stronger than the national averages, with eight levels in Rhode Island being equal to or higher than the national averages from the previous year.

*The table below presents the national averages from 2014-2015,*

*RI negotiated targets for 2015-2016, and the actual performance from 2015-2016*

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| --- | --- | --- | --- |
| **Measure** | **2014-2015 National Averages** | **2015-2016****RI Negotiated****Targets** | **2015-2016** **RI Actual****Performance** |
| ABE Beginning Literacy | 43% | 55% | 62% |
| ABE Beginning | 42% | 58% | 63% |
| ABE Low Intermediate | 39% | 58% | 51% |
| ABE High Intermediate | 33% | 50% | 45% |
| ASE Low | 39% | 40% | 32% |
| ESL Beginning Literacy | 42% | 64% | 67% |
| ESL Low Beginning | 51% | 66% | 64% |
| ESL High Beginning | 50% | 65% | 59% |
| ESL Low Intermediate | 44% | 50% | 44% |
| ESL High Intermediate | 41% | 43% | 39% |
| ESL Advanced | 24% | 25% | 21% |
| **EFL AVERAGE** | **40%** | **52%** | **47%** |
| HS Diploma/GED | 66% | (97%) | 84% |
| Entered Postsecondary Education/Training | 28% | (26%) | 19% |
| Entered Employment | 45% | (41%) | 46% |
| Retained Employment | 64% | (63%) | 54% |

**From NRS Table 5 Results:**

**Obtaining a High School Diploma/GED** is measured by the number of learners who pass the GED or obtain a high school diploma divided by the number who completed all sections of the test or were NEDP learners in the assessment phase. Since Rhode Island’s GED database is run by the same company that provides the state’s adult education MIS, data matching is automatic and the percentage of matches is perfect at 100%. The high numbers of successful candidates at **84%** can be contributed to strong preparation programs for students and professional development opportunities for teachers.

**Entering Postsecondary Education/Training** is a challenging outcome measure: only **19%** achieved this goal in RI. It is a challenging outcome measure due to the automatic cohort which included not only all of the students who pass the GED test while enrolled but also all of the students who enter adult education programs with a high school degree or higher*, regardless of whether these students studied in the United States or in a foreign school where English was not the language of instruction.* This would be a more accurate outcome measure if the Non-US Based Education variable were excluded since many immigrant learners with high school degrees or higher education will enter adult education programs in order to learn the English language, not to prepare for entrance to an American college or university. Rhode Island programs enroll many ESL adults from other countries, sometimes with high school diplomas or higher; therefore, they are included in this automatic cohort although their goal is to learn English, not to enter post-secondary education.

**Entered Employment at 46% is higher than** the national average. The automatic cohort for Entered Employment requires the follow up for all unemployed learners who exit the program as opposed to only those who had employment as a goal as in the past. Rhode Island continues to have a high unemployment rate among the youth and those with limited education, and many unemployed adult learners have difficulties finding jobs after exiting programs. That said, we are pleased that **46% are successfully finding employment** (525 out of 1,139) compared to being unemployed (with many on public assistance) when they first entered adult education. The **Retained Employment (54%)** cohort also takes into account all employed students at entry plus those who obtained employment in the first quarter after exit. Because there are many seasonal jobs in Rhode Island, primarily in hospitality and tourism in the summer, this could account for the turnover in employment. Also many adult learners work at part-time jobs which tend to be off and on during the year, all of which could account for the **54% retention rate in employment** (660 out of 1,232); however, there were more learners who had retained their employment last year than in the previous year.

To continue the improvements made in overall program effectiveness, Rhode Island will conduct regular data audit reviews, quarterly desk reviews, annual performance reviews of local program performance, and targeted on-site monitoring focusing on compliance issues for high-risk programs identified through desk reviews. In addition, Rhode Island will continue its three-stage process of progressive discipline and associated technical assistance and turnaround expectations for low-performing programs.

**From NRS Table 4C Results:**

The Rhode Island Adult Education 2015-2016 Table 4C for Distance Education participation reflects a momentous shift on the part of our programs from using only a pure distance education model as a substitute for and/or supplement to face-to-face classes, to a blended approach on using technology to achieve more comprehensive outcomes for students. As we have discussed in other sections of this report, we have invested two rounds of WIA Incentive Grant awards into system development for technology in adult education. In providing funding through these grants to our programs for technology infrastructure and professional development on its use for changes in instructional practice, we have effected a shift toward using technology to improve quality of instruction both in and out the program, as well as to deepen and extend learning enabled by technology all around. This shift from a primary focus on distance education to a more expanded use of technology in and out of the program to serve students and improve outcomes is not unique to Rhode Island, nor arbitrary. As we have learned from our participation with colleagues from other states in the newly launched *Ideal Consortium* as well as through studies of blended learning in K-12 and higher education, this approach is proving to show better outcomes and higher rates of persistence in learners of all ages. Adult basic education students stand to especially benefit from this more expanded use of technology for learning as they typically struggle to work independently, rather an approach that helps scaffold this kind of learning; a blended approach can support students in gaining the confidence and skills they need to study on their own and persist with their studies.

**3. Integration with One-Stop Partners**

There are two local workforce investment areas within Rhode Island. Adult education providers, supported with AEFLA funds from the RI Department of Education, have fulfilled the requirement of being mandatory one-stop partners by cooperating closely with the One-Stop centers in the areas of Providence, West Warwick, and Woonsocket.

The Providence and the West Warwick One-Stops have designated classrooms where a local adult education provider supports a “learning lab” three afternoons a week from 1 to 3 pm. Local funds totaling $28,497.00 supported instructor costs to support the lab. It is designed as a teacher-supported, technology-enabled learning opportunity where clients from these two areas can improve their basic academic skills of reading, writing, speaking, listening, digital literacy, math, and English as a second language. Clients also receive education services from this provider in order to meet the minimum scores required to enter training programs funded by the One-Stop Centers.

The Woonsocket One-Stop does not have separate classroom space for the local adult education provider; however, the adult education provider is located only two blocks from the One-Stop center. The One-Stop often refers clients to the adult education provider for “remedial” work, improving basic academic skills in order to increase their test scores to qualify for a training program, similar to the Providence model. The Woonsocket One-Stop receives a large number of clients seeking employment; and the adult education provider collaborates by offering adult education classes for those with low literacy or low English language skills. Future plans may involve the adult education provider taking on a more active role in assessment for the One-Stop since the adult education facility can provide a quiet and monitored environment for high stakes standardized testing.

Eligible adult education providers were required to detail, as part of their 2016-2017 annual funding renewal application plans, the process that will be used to plan for collaboration with workforce development programs and how they will prepare to align adult basic education programming with partners named in the Combined State Plan. Programs are required to develop a detailed plan to provide services which will promote concurrent enrollment with Title I and other WIOA core programs and activities in order to meet the state performance targets and collect data to report on performance indicators. As members of the two local Workforce Development Boards, two local adult education providers will participate in ongoing plan development and implementation of WIOA. This will include support for core program efforts on the development of career pathways that provide access to employment and training services for adult learners; and support for promoting an understanding in the field of the implementation of Integrated Education and Training models in partnership with employers.

**4. Integrated English Literacy and Civics Education (IELCE) Program** (AEFLA Section 243)

Rhode Island last competed EL Civics funds in 2010, awarding nine adult education agencies varying, modest levels of funding according to the priority guidelines under WIA. In transitioning to WIOA we have extended grant funding at more uniform, increased levels to seven of the nine previously funded agencies to accelerate transition to the full IELCE model. Section 243 IELCE funds will not be competed in an RFP for Program Year 2017-2018 due to the lack of Local Workforce Development Board Plans. Instead, there will be a rigorous application process for Program Year 2017-2018. This will be followed by the release of a competitive RFP in 2018 for Program Year 2018-2019. Eligible agencies will be required to show demonstrated effectiveness and capacity to deliver IELCE services either independently within the agency or in collaboration with others and in full alignment to the IELCE guidelines under WIOA.

In reapplying for this funding for 16-17, eligible providers were required to describe how they would implement programming in the transition year in alignment with the IELCE model. For some of these programs, little transition has been necessary as they already have been implementing workforce preparation activities for in demand industries, in classes. These integrated programs include work readiness, including soft skills instruction, resume preparation, practice interviews, employer panels, career exploration, and for some, vocational training. For example, most of these programs either offer their own on-site training or transition students or co-enroll students in other training programs that prepare participants for success in a specific career pathway with a strong focus on building basic ABE/ASE/transition skills. All of these programs also include a civics curriculum that integrates the CCR standards as well as embeds NorthStar Digital Literacy certification. They also use many other online resources to supplement classroom learning and to reinforce 21st century skills.

Programs also report that their counselors are working more intently with students on employment related goals at intake and equipped with Labor Market Information (LMI) training, they are incorporating local and statewide employment data into their advisement practices. Program staff also continue to work with training partner agencies to refer clients and learn more about their curriculum, including career pathways components, so their students are better prepared to enter the various training programs and to succeed once enrolled.

IELCE funded programs report that they continue to connect with local businesses to develop partnerships that promote employment for their learners, including hosting job fairs and running weekly job clubs. An exciting new WFD initiative, the Employer Engagement (EE) group, an interagency collaboration, has been implemented by a group of our adult education programs. This group initially designed a brochure to engage employers in the adult education system through sponsoring classes at their work sites. As part of this group, twenty of our thirty-four funded agencies meet on a monthly basis to share information about employment opportunities for learners, job fairs information and to work on shared workforce oriented projects. This initiative has expanded program/employer partnerships to include inviting employers to send their employees to adult education classes as well as requesting that adult education/ESL students be considered for employment. An interactive statewide employer mapping tool, to be populated and used by all adult education agencies, is currently under development by the EE group and will enable agencies to share employer partnerships as well as be used to coordinate workforce development efforts. Further efficiencies for our programs in engaging with employers as part of a statewide system are expected with use of this map.

Two of our funded programs currently have formal MOUs with local One Stop Centers. While one of these programs is convening training partners to discuss implementation, the other is partnering with two One-stop Centers, staffing both with a Learning Lab that assists clients in improving their skills to pass the TABE tests for job training, and in gaining/improving computer skills and in writing resumes and applying for jobs.

One of our more innovative programs is part of the Tech Collective/Tech Force and Launchcode partnerships, positioning adult education students for technology career pathways.  This program is also working with Social Enterprise Greenhouse’s plan to connect people with barriers to employment with employers in RI, while also conducting research into the barriers highly skilled immigrants face getting into institutions of higher education and in continuing in their professional fields in the U.S.

Another example of how this program is transitioning more fully under WIOA includes their exploring how best to align direct support job training components into ESL classes and/or a local jobs’ club to align with WIOA IECT opportunities. These are the kinds of activities that will position programs well in the new 17-18 IELCE competition.

Other programs, as part of a Real Jobs Rl grant and the RI AE Technology for Teaching and Learning grant have established career pathway preparation programs within their agencies and in collaboration with employer partners in the Marine Trades and Information Technology pathways respectively. The Onramps to Career Pathways in Information Technology program graduates students with basic computer software, assembly, building repair and maintenance skills that qualify them for the lower tier of an IT pathway as determined by the Governor’s Workforce Board.

Another of our agencies is part of an Aquaculture Training Partnership with **21** industry and strategic partners, including The Coastal Institute of URI and Roger Williams University, who are providing entry-level training for oyster farm workers in addition to assisting students in identifying a Marine career pathway. Participants are placed in internships for work-based training after completing seven modules and obtaining industry recognized credentials such as ServSafe Kitchen Manager, ServSafe Alcohol Certification, and RI Boating Safety certification. These adult education students received paid training for five weeks to gain skills in the Aquaculture industry and had the opportunity to interact with local businesses. This training program also focused on Soft/Essential Skills and Digital Literacy before sending participants to internships.

**5. Adult Education Standards**

In 2010, the Rhode Island Board of Education adopted the Common Core State Standards (CCSS) for use in the K-12 system. On January 13, 2014, the Board adopted the national College and Career Readiness Standards for Adult Education (CCRS) (a subset of the CCSS) to be used within Rhode Island’s adult education system, effective as of January 14, 2014 and in alignment with the RI K-12 system’s requirement to use the CCSS to align instruction. Implementation efforts with the CCR standards began with program-based studies of curriculum alignment to the standards. In 2015-2016, implementation included the continuation of the Proficiency-Based Teaching and Learning (PBTL) initiative, which brings together the research-based practices of Understanding by Design, Competency Education, and Quality Performance Assessment, supports standards-based instruction and is in line with CCSS standards work underway in K-12 in Rhode Island. The PD design itself follows the best practices outlined by the National Implementation Research Network (NIRN), which is evaluated under an Action Research design.

The major focus of this initiative has been the development of a system of instruction and assessment that is based on students demonstrating that they have learned the knowledge and skills they are expected to learn, using the CCRS and entails making students aware of their own learning as they progress into mastery of these standards. The professional learning communities currently in place to support this work are contributing to the development of a scalable model for putting CCRS-standards-based curriculum and instruction into Rhode Island’s adult education system.

**Challenges**

Throughout the CCR aligned PBTL work, tools from NIRN and other sources have been used to guide and evaluate project implementation. Consistent challenges that were uncovered during PBTL efforts included lack of adequate support for time and compensation from program leadership needed for full participation. Training and retaining part-time practitioners within this multi-year initiative has also required that facilitators be strategic in design and support efforts. While there is great interest in this work, in order to be able to achieve actual lasting implementation in the program and at the classroom level, we will need to think carefully about how we will incentivize programs to sustain and scale the work going into our rigorous application process.

**Lessons learned**

Two years into the initiative, we have learned that its wrap-around PD design, including workshops, virtual activities, and on-site coaching is helpful in addressing all of the micro and macro barriers to implementing research-based change in practice. It has been helpful to discover the varying levels of practitioner understanding on the instructional theories and best practices under study. This has informed the design further as we have targeted those with greater skill and a deeper knowledge base to serve as instructional leaders in the state. These individuals have participated in further intensive training on proficiency-based practices, establishing a professional learning community to scale the work further. At the same time those newer to the work and/or those with more basic levels of understanding of the concepts are participating in a scaled back version of the PBTL. As we move toward overlapping the PBTL Initiative with our technology work, we will be able to scale the work further, as programs will be enabled to share their work, including NRS level aligned performance tasks that are rigorous, as well as validated and can serve as exemplars of true college and career readiness for adult education students in the state.

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

From funds made available under Section 222(a)(1) priorities remain focused on increasing the number of incarcerated adults completing educational functioning level completions, earning a secondary school credential, and entering postsecondary education and training. Local activities include adult basic education and literacy activities, workplace adult education and literacy activities, family literacy activities, and/or English language acquisition. Adult Basic Education courses are provided to students who score below the 9th grade level on a standardized assessment. Reading comprehension, writing, and math skills are emphasized in these classes.

* High School Equivalency preparation courses are provided to students who have not attained a high school diploma or the equivalent, and score at least at the 9th grade level, but less than the 12th grade level on a standardized assessment.
* English as a Second Language courses provide instruction in speaking, listening comprehension, reading and writing skills for offenders whose primary language is a language other than English.
* Training programs are offered as a series of courses or classes necessary to achieve a proficiency standard and obtain certification for employment. The stated goal of this collaborative effort is to develop and implement curriculum that will enhance offenders' success upon release.

Participating offenders were assessed through pre and post testing instruments and individualized education programs are developed. Core competencies in a computer lab format are available and incorporated into the program design with emphasis geared toward attainment of high school equivalency**.**

Adult Education state staff is engaged in a process to create responsive, high quality educational and transition programs for incarcerated adults through the Rhode Island Governor’s Reentry Committee. The mission is to promote successful transition, reduce recidivism and improve practices that create obstacles to successful reentry. The committee is comprised of government entities including the departments of Education, Corrections, Labor and Training, Higher Education, Health and Human Services and Housing, faith and community-based organizations, and other stakeholders.

Each eligible agency using funds provided under Programs for Corrections Education and Other Institutionalized Individuals to carry out a program for criminal offenders within a correctional institution must give priority to serving individuals who are likely to leave the correctional institution within 5 years of participation in the program. The RIDE has engaged in a process to more closely align the other correction training programs with the comprehensive education strategy within the Department of Correction’s Education Unit to create more responsive and supportive educational programs for incarcerated adults. A process is also in place to expand the coordinated continuum of services in the area of job readiness and employment, education and transition to post-secondary and vocational training.

The relative recidivism data for criminal offenders served with WIOA funds is not currently available; however, the Department of Corrections has indicated that the mechanisms to track and report such data will be reviewed for future reporting periods.