

## **Iowa Narrative Report 2016-2017 (July 1, 2016 to June 30, 2017)**

### **I. STATE LEADERSHIP FUNDS**

WIOA Title II established the Adult Education and Family Literacy Act (AEFLA). Section 223(a) of the Act mandates that the eligible agency shall not use more than 12.5 percent of the grant funds for both required and optional activities for State leadership activities. The activities, programs, and projects supported with State Leadership funds described below are the required elements under AEFLA and have been aligned as indicated.

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 State Plan**

On March 15, 2017, the Iowa Department of Education (IDOE) Division of Community Colleges and Workforce Preparation released a request for proposals for a three-year federal grant opportunity to provide services to develop, implement, and improve adult education and literacy services in Iowa. These grant funded awards included: 1) Adult Education and Literacy, English as a Second Language and High School Equivalency Diploma programs (WIOA sec. 231); 2) Corrections, Prison/Institutionalized Adult Education and Literacy (WIOA sec. 225); and 3) Integrated English Literacy and Civics Education (WIOA sec. 243). One of the purposes of this request for proposals and use of federal funds was to achieve continuous quality improvement aimed at increasing the participation rate, provide high quality instruction, and demonstrate a high rate of skill gain through benchmark performance. A comprehensive competitive grant application package was developed to assist eligible applicants in developing instructional programs and partnerships to provide services to learners.

The Adult Education and Literacy State Director and consultants also worked closely with other one-stop required partners to implement the strategies in the Unified State Plan. They were represented on several key committees such as the Data and Performance Committee; Department of Corrections Training; High School Equivalency Diploma Task Force; HSED Alternative Pathways Working Group; Iowa Vocational Rehabilitation Services: Business Services Committee; Iowa Workforce Disability Access Committee; Iowa Workforce, Stakeholders and Partners' Meetings; IT Career Pathways/Regional Partnerships; OpportUNITY: Child Care Cliff Effect Workgroup; NRS WIOA Training; NTI; Refugee Alliance of Central Iowa Committee; Sector Partnership Leadership Council, Sector Partnership Council for Adult and Experiential Learning; Sector Toolkit 2 Committee; Skills Development Sub-Committee; Skills 2 Compete Coalition; SNAP Committee; State Recidivism Reduction (SRR) Task Force; Unified State Plan Committee; Voluntary Framework of Accountability: Adult Basic Education Committee; WFS Modernization Project Committee; WIOA Implementation Review Committee; WIOA Title I Directors Committee, Workforce Boards' Meetings; Workforce Development State Board, Disability Access Committee; and Youth Standing Committee of the State Workforce Board.

- **Operation of a High Quality Professional Development Program Statewide Staff Development Leadership Projects**

The State Staff Development Leadership Project is designed to fund and coordinate state level staff development activities within Section 223(a) of the Act based on one or more of the State Leadership activities focusing on the following areas: (1) Core measure attainment, (2) Quality program instruction, (3) Data accountability and integrity, and (4) Strengthening program delivery methods.

The impact of professional development on instruction and adult learner outcomes is evaluated against the following criteria:

- State-wide implementation, adoption, and diffusion into adult education and literacy instructional strategies, methodologies, and curriculum infusion.
- Long-term improvement in program outcomes measured by the state and local programs' ability to continually meet negotiated benchmark levels.
- Adult learner assistance to effectively meet personal and program literacy goals.

Iowa's professional development system is coordinated by the state professional development specialist, who works with a team made up of administrators, instructors, and trainers from each funded program that establishes the **Adult Literacy Professional Development Leadership Committee**. A data-driven planning process is used to identify professional development needs and to set priorities for each year. Emphasis is given in a number of key areas, including literacy, math, and English language instruction; assessment; educational technology; learning disabilities; and distance learning.

**STudent Achievement in Reading (STAR)** - The continuation and expansion of STAR training. STudent Achievement in Reading (STAR) assisted local programs in making systemic and instructional changes required to improve the reading achievement of intermediate-level adult learners (GLE 4.0-8.9) in Adult Basic Education. STAR provides teachers and administrators with web-based tools that translate reading research into practice, and high-quality training and technical assistance to build capacity for reading reform. STAR focuses on implementing evidence-based practices to provide adults with the reading skills they need to achieve their goals in school, the workplace, and their daily lives. In PY17 there were a total of sixteen (16) participants from three programs: Iowa Lakes Community College, Southeastern Community College, and Hawkeye Community College. The three institutes were hosted in Des Moines on 9/22-23/2016, 11/3-4/2016 and 3/2-3-3/2017.

**Evidence Based Reading Instruction (EBRI) Expansion** – In addition to offering the three STAR Institutes throughout the year, EBRI training expanded in PY17 to include two additional days of training. *Training for Alphabetics and Vocabulary* was offered on October 21 to seventeen (17) participants to show instructors how to use a diagnostic assessment to identify specific reading skill deficiencies and guide explicit instruction for individuals whose reading assessments scored below the 4<sup>th</sup> grade level. *Training for Fluency and Comprehension* was offered on May 5 to twelve (12) participants for those readers who tested above the 8<sup>th</sup> grade level and who were not yet prepared for career or college reading tasks. The additional diagnostic assessment tools and reading strategies for this population will greatly aid the instruction in achieving educational functioning level gains.

*State Leadership Activities: 223(1)(B)* - *The establishment or operation of professional development programs to improve the quality of instruction provided pursuant to local activities required under Section 231(b), including instruction incorporating the essential components of reading instruction as such components relate to adults, instruction related to the learners, instruction provided by volunteers or by personnel of a State or outlying area, and dissemination of information about models and promising practices related to such programs.*

- **Technical Assistance**

In addition, state leadership continues to fund the following activities and initiatives to provide technical assistance to Title II providers, core partners and the education and workforce community:

**Staff Orientation** - Two full days of training were held for all program coordinators on 10/17-18, 2016. Topics included program targets, financial claims, data management, program monitoring, and the implementation of WIOA. A Coordinator handbook was updated and served as an excellent resource for

all adult education administrators associated with adult education and literacy in Iowa. Additionally, regular coordinator meetings and data specialist trainings were also held online and face-to-face throughout the year as well that provided technical assistance on topics such as enrollments; reviewing the AEFLA applications, forms, and submission guidelines; assessment policies; financial reporting; fiscal reporting; developing budgets, claims, and the RFP process; retention of students; strategic planning; and Iowagrants.gov.

**My Learning Plan (MLP)** - On-site trainings were provided to fifty-six (56) participants at the following three programs: Northeast Iowa Community College, Hawkeye Community College, and Eastern Iowa Community College. MLP training was further expanded to include forty (40) adult education instructors working in the Department of Corrections. Finally, an additional fifty-seven (57) participants were provided further training throughout the year on various topics such as “How to Complete your Self-Assessment and Individual Development” or “How to Add Users and Training Events to MLP.”  
*State Leadership Activities: 223(1)(C)(iii) - Assistance in the use of technology, including for staff training, to eligible providers, especially the use of technology to improve system efficiencies.*

**AEL Technical Assistance Bidders Conference** – A Technical Assistance Bidders’ Conference was held in Des Moines on 3/28/2017 for applicants to discuss guidelines and support in applying for the following grant opportunities: Adult Education and Literacy, English as a Second Language and High School Equivalency programs (WIOA sec. 231); Corrections, Prison/Institutionalized Adult Education and Literacy (WIOA sec. 225); and Integrated English Literacy and Civics Education (WIOA sec. 243). Twenty (20) AEL program leaders and grant officers attended this training. An FAQ was also created and posted on the Iowa AEL website to help ensure transparency and fairness among the prospective grantees.

- **Monitoring and Evaluation of the Quality and Improvement of Adult Education**

The Adult Education and Literacy State Director and consultants monitored community college programs to assess their implementation of WIOA. Four on-site visits were conducted at the following programs during the program year: Northeastern Iowa Community College, March 8; Northwest Iowa Community College, April 12; Southwestern Community College, April 19; and Des Moines Area Community College, April 27. The remaining eleven programs received desktop monitoring. The focus of PY 2017 reviews was to 1) assess grantee risk of non-compliance with WIOA provisions that are currently in place; 2) identify areas at risk of non-compliance with the WIOA statute provisions yet to take effect; 3) provide technical assistance (TA) that both strengthens demonstrated areas of weakness and highlights innovation; and 4) provide noted best practices for other grantees. Stages of implementation varied in specific areas. The review also highlighted core partners areas related to partnerships, shared governance and collaboration that is of particular importance for adult education and literacy and as such can be used as a self-assessment.

*State Leadership Activities: 223(1)(D) - The monitoring and evaluation of the quality of, and the improvement in, adult education and literacy activities and the dissemination of information about models and proven or promising practices within the State.*

- b. As applicable, describe how the State has used funds for additional permissible activities**

In addition to working closely with the core and required one-stop partners, the AEL team forged partnerships with organizations whose missions are aimed at improving the outcomes of underserved populations. Examples of these organizations and initiatives include: COABE; Iowa Community College Council; Des Moines Civil Rights Committee; Grandview President’s Advisory Committee;

Greater Des Moines Partnership Multicultural Speaker Series; Iowa Culture and Language Committee; Iowa Literacy Council; Leadership for a New Century; LINCS; Minority Unemployment Committee; NAEPDC, NCSDAE, and United Way.

*State Leadership Activity(s): 223(2)(b) - In carrying out this section, eligible agencies shall collaborate where possible, and avoid duplicating efforts, in order to maximize the impact of the activities described in subsection (a).*

**Virtual Conference** - Iowa's 1<sup>st</sup> Adult Education and Literacy Virtual Conference, *Expanding Possibilities*, was held on January 24-26, 2017. The conference was a collaborative effort between Adult Education and Literacy and the Iowa Literacy Council. The purpose of the conference was to showcase best practices and resources both in and out of state related, but not limited, to technology, classroom management, blended learning, distance education, and cultural competency. Session included topics such as: Creating a Virtual Classroom; Distance Education in Adult Education and Literacy; Free Online Educational Resources: Using Technology to Get Results; Using CASAS Data to Inform Practice; Integrating Technology into the Adult Education Classroom; and Blended Learning: The Flipped Method. One hundred and forty-seven (147) participants registered for this event.

*State Leadership Activities: 223(2)(B) – The development and implementation of technology applications, translation technology, or distance education, including professional development to support the use of instructional technology.*

**English as a Second Language** -- professional development trainings were offered in areas of learner persistence; working with immigrant populations; authentic language learning; culture; vocabulary instruction; designing curriculum for work-based ESL; and learning disabilities & accommodations. LINCS trainers were utilized to offer these trainings whenever feasible. Fourteen (14) trainings were held serving seventy-seven (77) participants).

*State Leadership Activities: 223(2)(K) - The development and implementation of programs and services to meet the needs of adult learners with learning disabilities or English language learners, which may include new and promising assessment tools and strategies that are based on scientifically valid research, where appropriate, and identify the needs and capture the gains of such students at the lowest achievement levels.*

### **Future Directions in PY 2018**

A program standards framework will be designed and used by programs to assess their own performance in providing quality services which will link the already established instructor, content, and professional development standards. By reviewing these standards, indicators, and criterion, programs will be able to identify their strengths, as well as areas needing improvement. The standards will establish benchmarking to make informed decisions in providing resource allocation, professional development activities and program capacity. These standards will also help to ensure clear expectations and high performing programs capable of meeting the diverse needs of adult learners.

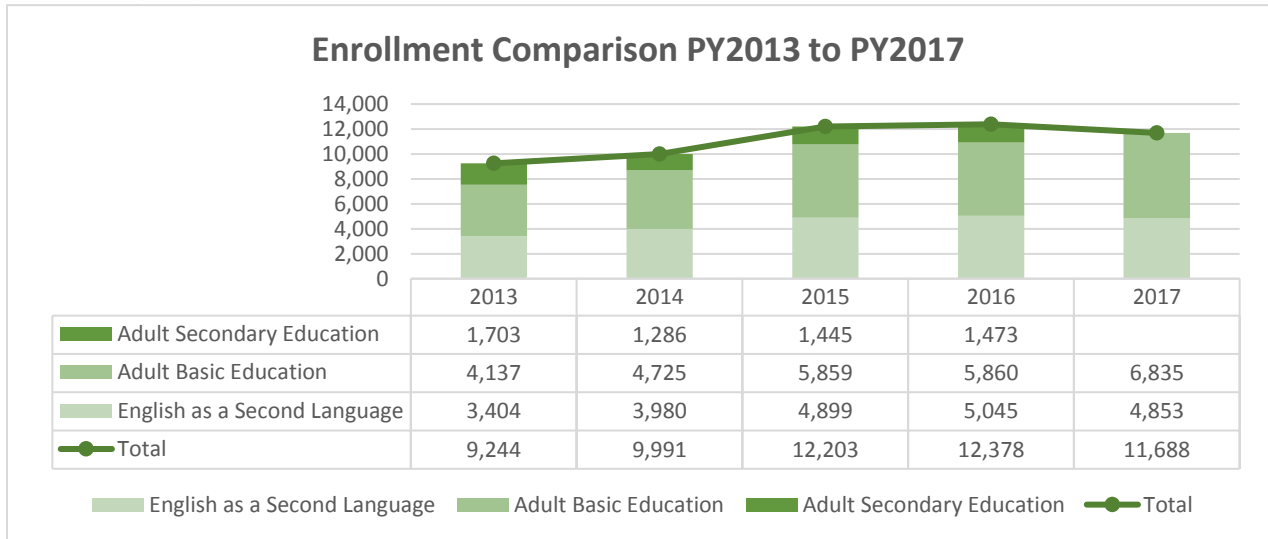
A statewide Adult Education and Literacy (AEL) conference will be hosted by the Iowa Department of Education. The Professional Development Leadership Committee will assist in the planning of the annual Adult Education and Literacy (AEL) Summer Conference, centered on the theme, "Building Your Future with Adult Education." will provide sessions that will equip AEL educators with the skills and knowledge participants need to be successful in the 21<sup>st</sup> century. It is anticipated that 250 participants will attend this conference and have access to resources and best practices that will lead to positive changes in their students' lives.

**II. PERFORMANCE DATA ANALYSIS**

PY 2017 indicated that the typical adult education and literacy student served was either male or female, unemployed, white, averaging 25-44 years of age, with the highest year of school completed 9-12<sup>th</sup> grade without a high school diploma.

**a. Describe how the adult education program performed in the overall assessment of core programs based on the core indicators of performance.**

Enrollment decreased in the number of participants (n=11,688) for PY17 as compared to PY 2016 (n=12,378). Of the total number of participants (11,688) that met the NRS guidelines, students in Adult Basic Education (ABE), including ABE Levels 1-6, comprised the largest group by program type with 58.5 percent (n=6,835) of the total learners served. Students enrolled in English as a Second Language (ESL), including ESL Levels 1-6, decreased slightly to 41.5 percent (n=4,853) enrolled. Adult Secondary Education (ASE) is now included in ABE as ABE levels 5 and 6.

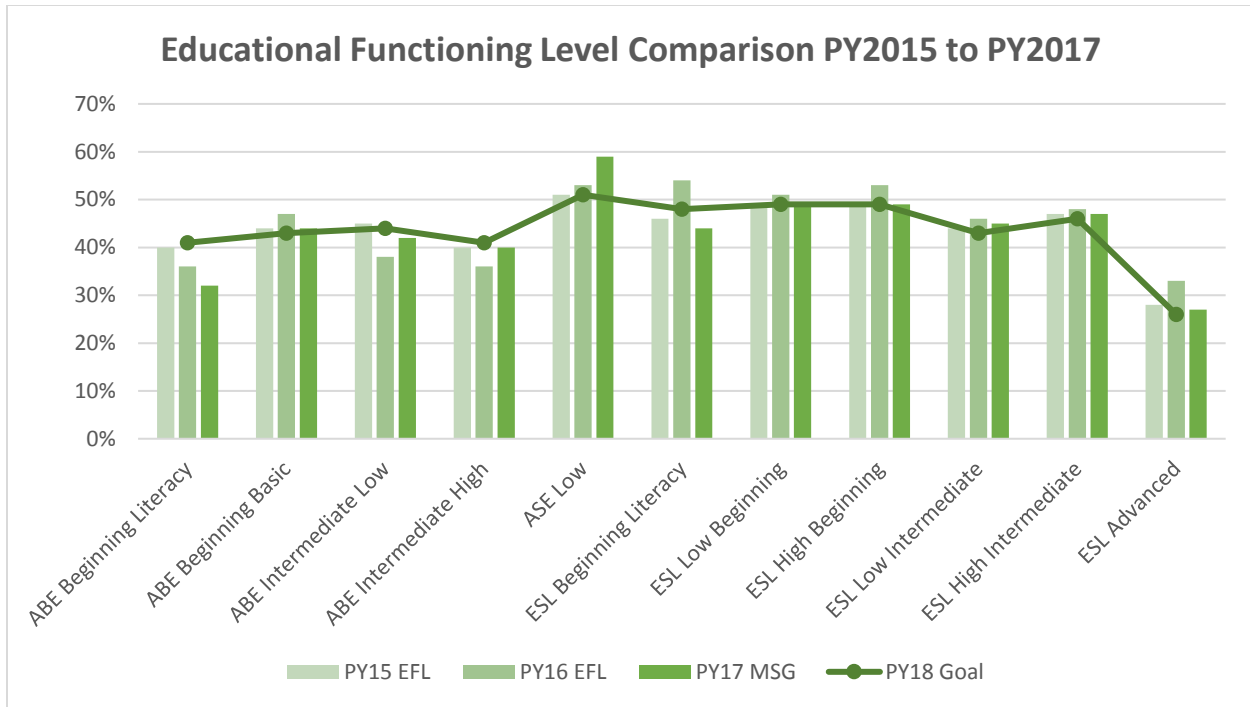


In PY 2017 Iowa met eight of the eleven federal negotiated benchmarks compared to meeting seven of eleven benchmarks in PY 2016. Iowa’s aggregate pre/post test match decreased slightly to 60 percent in PY 2017 from 63 percent in PY2016. Of the 11,688 eligible participants, 6,961 were pre and post tested. Of those pre and post tested, 65 percent (4,507) made an educational functioning level gain.

Of the 11,688 eligible participants, Iowa had 12,059 periods of participation. Of the 12,059 periods of participation, 44 percent (5,339) made a measurable skill gain. Iowa issued 1,718 high school equivalency diplomas between July 1, 2016 and June 30, 2017. This is 161 fewer diplomas than last year. Of the 1,718 diplomas issued, 1,371 were counted as measurable skill gains in PY 2017.

**b. Discuss how the assessment was used to improve quality and effectiveness of the funded eligible providers.**

Student retention is critical to the process of accessing progress. Persistence and sufficient hours remained steady at 71 percent. In PY 2016, 12,378 of the 17,502 reportable individuals persisted for a minimum of 12 or more hours of instruction. In PY 2017, 11,688 of the 16,456 reportable individuals persisted. Average hours of instruction for the 11,688 enrollees federally reported decreased slightly from 87 hours in PY 2016 to 86 hours in PY 2017. ESL averaged the highest with 90 hours while ABE decreased to 83 from 85 over the previous program year.



**Future Directions in PY 2018**

Iowa will continue to meet benchmarks while striving for a 65% posttest rate. Collaboration through the Workforce Innovation and Opportunity Act will support referrals and alignment of activities to support the core measures. In addition, the department has been granted authority to establish frameworks for alternative pathways for completion of a high school equivalency diploma which includes earning Carnegie units to demonstrate competency. This pathway will undoubtedly contribute to measurable skill gains.

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

As core partners under Title II of WIOA, the Iowa Adult Education and Literacy providers contributed to the development of local plans that described regional needs and strategies to assist in the streamlining of services as a deliverable of strategic planning and value mapping work groups

- a. 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.**

On September 2016, the U.S. Department of Labor Employment and Training Administration (DOL/ETA) Region 5 conducted a review of Iowa’s WIOA implementation based on Title I and Title III with feedback from all partners. The report identifies 16 WIOA Areas of Opportunity, each area was accompanied by a recommendation aimed at improving the general management and administration of programs. Those recommendations included concerns on the state and local workforce board structure and encouragement to develop guidance on the coordinated provision of services for the one-stop system in Iowa and regions to ensure consistency of policies and operations at all fifteen regional one-stops. Additionally, during the 2016 legislative session, IA Code Sec. 84A.1A (2016) was passed, which updated the membership structure of the State Workforce Development Board. The bill only allows a single representation of an ex officio member of the board from the Department of Education. Based on these current conditions and the need to address WIOA implementation opportunities, the Department of Education, which is the State eligible agency for Title II, has not delegated one-stop responsibilities to the eligible providers but supports them in their efforts to implement WIOA requirements.

**b. Describe the applicable career services that are provided in the one-stop system.**

Local adult education and literacy providers offer career services on-site at the one-stops and/or via direct linkage. The career services provided include: outreach, intake and orientation; skills and supportive services needs assessment; program coordination and referral; training provider performance and cost information; and information on the availability of supportive services and referrals. Some Iowa local adult education and literacy providers offer classroom instructional opportunities at the one-stop or have classes nearby providing better access to educational services.

The applicable career services listed that are provided in the one-stop system are currently being documented with WIOA partners and are being tracked locally to assist with determining duplication, streamlining of efforts, and cost sharing estimations for use in completing the MOU. Over the next year, local adult education and literacy providers programs will work with their one-stop operators to document which entities will provide which services. Many services will be provided at the one-stop centers; however, space and technology limitations require that services provided to eligible participants be done at the adult education and literacy sites.

Programs are working to be more effective in the future, as they work to develop a more formal referral system which builds on the excellent partnerships that exist allowing for better documentation and tracking of educational and employment successes.

**c. Describe how infrastructure costs are supported through State and local options.**

Infrastructure costs are currently not supported through local agreements. The state agencies responsible for WIOA have not yet intervened in the local negotiations. The state adult education and literacy division has provided and will continue to offer in the following program year, technical assistance on the federal regulations and the law. Starting in July 2017, state agencies will examine the barriers and challenges articulated among WIOA partners to determine if additional guidance or intervention is needed.

**Future Direction in PY 2018**

Over the next year, local adult education and literacy providers programs will work based on the combined guidance from the state to realign (as needed) the local regions, procure one-stop operator(s) to assist in streamlining services, and finalize the MOU with a negotiated infrastructure funding agreement and appropriate cost sharing. This work will be assisted with follow-up through the DOL/ETA Region 5 monitoring scheduled for the fall of 2017.

**IV. Integrated English Literacy and Civics Education (IELCE) Program**

**a. Describe how the state is using funds under Section 243 to support the following activities under the IELCE program:**

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

On March 15, 2017, the Iowa Department of Education (IDOE) Division of Community Colleges and Workforce Preparation released a request for proposals for a three-year federal grant opportunity to provide Integrated English Literacy and Civics Education (IELCE) (WIOA sec. 243). A comprehensive competitive grant application package and technical assistance webinar was developed to assist eligible applicants in designing IELCE programs and partnerships to provide services to IELCE eligible participants.

On June 14, 2017, the grant review process was completed. Eight out of twelve applicants were selected for funding. The awards ranged from \$15,000-\$40,000. The award amount was based on the number of IELCE eligible participants committed to serving per program year.

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

On October 17, 2016, a webinar focused on the IELCE federal requirements was provided to all eligible providers. The goals of the training consisted of reviewing the IELCE Structure; becoming familiar with Part 463 Subpart D- Adult Education and Literacy Activities and Part 463 Subpart G-Integrated English literacy and civics education program; identifying the changes from WIA to WIOA; highlighting the IELCE program components; and providing access to resources.

Professional development opportunities to provide IELCE services in combination with integrated education and training activities were offered to more than 500 educators. The purpose of the trainings was to provide all staff with the knowledge to develop quality IELCE programs during PY 2016-17. The trainings were facilitated by a LINCS trainer. Those trainings include:

- Designing Curriculum for Work Based ESL
- ESL Learner Persistence Study Circles
- Vocabulary Instruction for ESL in ABE
- Integrating Technology in the Adult Education Classroom
- Second Language Acquisition for Adult English Language Learners

A combination of professional development opportunities combined with knowledge of IELCE federal requirements has been a foundational step which has generated awareness for the need of developing curriculum that aims at meeting all of the IELCE goals.

- **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;**

Iowa has released two additional Sector Partnership toolkits. The first toolkit was released on September 2017; the second was released March 2017. The toolkit, although not specific to English Language Learners, addresses opportunities for English language learners and other populations with many barriers to have access to pathways that provide evidence of self-sufficiency. Topics covered related to providing adequate onramps for nontraditional students with unique scenarios to access a career pathway that has a strong evidence of self-sufficiency. Overall, sector partnerships are increasingly recognized as an effective method for aligning education, economic, and workforce development systems to address industry-identified labor market needs. Iowa's adult education and literacy providers will continue to support and partner with others to promote the inclusion of English Language Learners and participants with multiple barriers to employment access to and inclusion with career pathways.

During PY 2016-17 the state's English Language Acquisition Consultant was recruited to participate in the state's Minority Unemployment and Outreach Committee. The goal of the committee is to reduce minority unemployment rates by five percent (or to the state average) in the next five years. The target audience impacted by minority unemployment included English language learners.

- **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.**

During PY 2016-17, professional development opportunities for all 15 programs to develop curriculum that meets the IELCE program criteria was provided. At the program director level, technical assistance to



incorporate blended funding with WIOA and other community college partners with a similar mission was a recurring technical assistance topic. Although some grantees were able to effectively partner and utilized blended funding to cover the costs of some of the IELCE program components, this is not the rule for our grantees, but rather the exception. In some regions, partnerships with Title I to provide some of the components of workplace preparation have taken place. However, no formal partnership agreements have been formed. The state will continue to provide technical assistance on IELCE and IET program components and share best practices and resources to ensure all grantees have the tools necessary to develop their own IELCE programs and overcome barriers.

### **Future Direction in PY 2018**

The state will continue to provide technical assistance on IELCE and IET program components and share best practices and resources to ensure all grantees have the tools necessary to develop their own IELCE programs and overcome barriers. Opportunities at the national level to collaborate and identify best practices to overcome challenges to implement an IELCE program will be an area of focus during PY 2018.

## **V. ADULT EDUCATION STANDARDS**

In 2010, Iowa adopted the Common Core State Standards (Iowa Core Standards) for K-12, which were articulated vertically through all grade levels. Additionally, all of Iowa's federally funded adult education programs are required to institute the College and Career Readiness Standards, as per Iowa's administrative rule 23.7(1) adopted January 14, 2015:

*23.7(1)(c) Appropriate reading, writing, speaking, mathematics, English language acquisition, distance education, and staff training practices aligned with content standards for adult education.*

In PY 2017, Iowa updated and aligned the adult education and literacy monitoring to include program standards that addresses WIOA implementation, along with the development of a quality assurance system that ensures student performance improvement, financial accountability, program quality, and regulatory compliance of local providers. The monitoring will be used to track the implementation of the college and career readiness standards in lesson plans, curriculum and assessment for preparation in transitioning successfully to further education or employment.

### **a. Describe how your Adult Education content standards are aligned with those K-12 standards.**

The State's implementation of and support for academic content standards grounded in research was evident in several ways. National trainers were brought to Iowa to offer College and Career Readiness training in both English Language Arts and Mathematics. Each of these two-day training institutes helped instructors understand the fundamental advances in instruction that the CCR standards demand. Instructors received critical information (methods and materials) about the CCR standards with a strong focus on the key advances in instruction and curriculum that the standards demand. Implementation teams were identified and selected from those instructors that attended the CCRS training institutes in Nashville and Dallas the prior year. Implementation team members served as table coaches for the CCRS trainings. A total of thirty-one (31) participants were trained at these events. Instructors who could not attend these CCRS sessions were provided additional opportunities to access highly rated CCRS aligned instructional resources by attending the AEL Virtual Conference in January. Instructors ranked this session (provided by a state leader and the AEL Educator of the year) as one of their favorite sessions of the conference.

State leaders served as the first point of contact for programs as they began the work of standards implementation and provided guidance on how best to build a sustainable model at the program level. Clear expectations for standards implementation were incorporated into the 2017 AEFLA grant competitions and given high priority

### **Future Direction in PY 2018**

To continue building on the implementation of standards based instruction, a program standards framework will be developed that consists of two broad categories: Learner Success which includes standards that help programs to support learners' progress towards their next steps in postsecondary education, training, and/or employment leading to a family-sustaining wage; and Organizational Capacity which includes standards that help programs to support their staff and guide directors in administering a quality program. The standards framework will be used by programs to assess their own performance in providing quality instruction and services to adult learners.

Iowa will also address the urgent need for educational equity, access, and rigor for adult English language learners (ELLs) by ensuring that program instructors are trained in the English Language Proficiency (ELP) Standards for Adult Education. The ELL Standards for AE are essential to ensuring that adult ELLs receive the focused and effective instruction they need to access our state's academic content standards. Iowa's English language acquisition programs will be designed to support ELLs in becoming skilled in reading, writing, and comprehension of English and help ELLs obtain a high school credential and support them as they move toward further education, training, or employment.

## **VI. Programs for Corrections Education and the Education of Other Institutionalized Individuals**

### **a. Describe the relative rate of recidivism for criminal offenders served and the methods and factors used in the calculation.**

The Association of State Correctional Administrators (ASCA) has developed standard definitions of performance measures which Iowa's Department of Corrections follows when reporting data, which includes the measure of tracking recidivism rates. A benefit of using this standardized method allows states adopting these measures to compare their performance with similar states, and set benchmarks for improvement. ASCA has defined a measure of recidivism -- the return rate to prison -- which describes the percent of offenders released from prison who return within three years. The releases tracked are paroles, discharges due to end of sentence, and sex offender releases to special sentence supervision. The recidivism rate may be further defined by the reason for the prison return: new convictions with sentences to prison; and technical returns. The PY 2017 (July 1, 2016-June 30, 2017) reporting year describes recidivism for offenders leaving prison in FY 2014 and tracked 4,586 offenders and found 1,113 (24.3 percent) returned to prison due to a new conviction and 510 (11.1 percent) returned to prison for technical reasons associated with a previous conviction. This totals a 35.4 percent recidivism rate for Iowa.

### **Future Direction in PY 2018**

Iowa's adult education and literacy division will continue to work with the Department of Corrections in exploring and opening integrated education and training opportunities that support the recently awarded Second Chance Pell Grant as well as the expansion of apprenticeship programming. As part of the State Recidivism Reduction taskforce and the Minority Unemployment Committee, an increased collaboration in the provision of educational services is expected.