

## Idaho Adult Education Narrative Report 2016-2017

### **1) 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:***

Adult Education in Idaho is administered by the Idaho Division of Career and Technical Education, which provides leadership, support and technical expertise to local Adult Education and Family Literacy Act (AEFLA) programs. Two of the four activities required under section 223 of WIOA— items (i) and (iv) below—are supported through state and local funds and therefore are not activities for which Leadership dollars are spent. Additionally, many of the activities that fall under item (iii) are supported through State dollars. The benefit of this structure is that more of the AEFLA grant can be applied toward direct services and Leadership funds spent on professional development and targeted program improvement efforts are leveraged. A description of the relevant State Leadership activities is detailed in the narrative that follows including how those activities are supported financially.

#### ***i. 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)***

**WIOA One-Stop Committee:** The State Director of Adult Education participates in monthly WIOA One-Stop Committee meetings, which include representation from WIOA core programs and one-stop partners. The One-Stop Committee provides guidance and coordination on regional MOUs, infrastructure costs, data sharing and American Job Center branding. The state-level American Job Center partners have been working together on WIOA one-stop implementation since late 2014. The State of Idaho supports two service delivery areas with two comprehensive American Job Centers and additional affiliate centers. The State Director's position is funded with State dollars, and therefore Title II Leadership dollars were not required to support this activity.

**Workforce Development Council:** Idaho's Workforce Development Council serves as both the State Workforce Development Board and Local Workforce Development Board for the entire State of Idaho. The State Director of Adult Education staffs the Workforce Development Council meetings and works in close collaboration with its partners to ensure successful implementation of the Combined State Plan, shared goals, and WIOA requirements.

**WIOA Advisory Group:** Idaho's State Director for Adult Education supports the Regional WIOA Advisory groups, which include all core WIOA program representatives and various stakeholders. The Advisory groups work throughout the State to support WIOA implementation, and support the coordination and alignment of policies and partnerships between core programs in their local regions.

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

Professional development in Idaho centers around two areas. The first is training and staff development in the processes and procedures necessary to work in a federally funded AEFLA program. The State Director hosts two annual Regional Director's meetings per program year. These regional meetings typically span two days and include various workshops. The topics of discussion range from updates on data collection and policy; federal WIOA policy and regulations; NRS reporting, fiscal and grant management; recruitment, intake and orientation; training in the

use of the State's MIS (Idaho Management & Accountability System 'IMAS'); new-teacher onboarding; refresher trainings for existing staff; distance learning; and other compliance-related training. The Regional Director's meetings serve as a setting to share best practices and learn about relevant updates, which are shared with program staff. These professional development activities are provided by State office staff, and Title II Leadership funds are not used to support these activities.

The second professional development area supported with Leadership funds are activities for the purpose of expanding and elevating the capacity of practitioners to excel in their profession. Each program identifies a staff member, or members, to serve as expert trainers or Regional Professional Development Specialists. The Regional Professional Development Specialists organize trainings to their local program staff based on locally requested, or required, topics and materials. The Specialists are essential to the tracking of training needs, staff training participation, and evaluation and feedback. Leadership funds also support in-state and out-of-state training costs; examples of the activities supported in FY16-17 are listed below:

- Staff from Lewis Clark State College attended the Workplace Excellence training
- The College of Southern Idaho staff attended the CASAS Summer Institute
- Idaho Department of Corrections staff attended the Mount Plains Adult Education Conference
- Staff from North Idaho College sent their instructors to the GED Train the Trainer Conference
- Staff from the College of Eastern Idaho attended the NorthStar Digital Literacy Training

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

In Idaho, much of the technical assistance that took place in FY16-17, took the form of the State Director updating and informing local programs about the updates in statutes, regulations, and reporting elements, as such information became available. The State Director has an open door policy regarding ongoing technical assistance, and programs are in contact with the Director through regular emails, phone calls, and face-to-face meetings. Because the State Director is a position supported with State funds, Title II Leadership dollars are not used to support these activities.

**Idaho Management & Accountability System (IMAS) Usability Taskforce-** In FY17, the State office kicked-off the IMAS Usability Taskforce. The taskforce included four regional Adult Education Directors who represented a variety of programs and levels of experience within the system. The goal of the taskforce was to streamline, enhance, and improve local IMAS use. The State office did a preliminary mapping of the database and created an IMAS Usability Analysis Survey to evaluate the frequency of usage, the need of usage, and IMAS functionality. The results of the survey highlighted local user priority issues, and the system changes led to greater user ease and increased efficiencies.

**Local Program Improvements:** Three of Idaho's local programs were placed under program improvement plans after their FY15-16 annual reports. The program improvement efforts around instructional and program improvement practices took place in FY16-17. The College of Southern Idaho (CSI) undertook an effort to review and align its ELA curriculum and implemented a new teacher orientation. The program improvement plan also addressed follow-up methods for students who had stopped attending class or had erratic attendance. Leadership funds were used to support these attendance and curriculum improvement initiatives. The College of Western Idaho (CWI) used Leadership funds to support a Peer Observation project which paired (on a voluntary

basis) low-performing or struggling teachers with their high-performing peers. After observing class, the teachers met face to face to share feedback, discuss strategies and brainstorm ways to improve delivery, deepen conceptual understanding and strengthen application. The Idaho Department of Correction (IDOC) focused on increasing student post-testing rates. IDOC hired a new data coordinator, implemented a weekly monitoring process of enrollment and post-test rates, and reestablished processes for data entry.

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

Monitoring and evaluation is primarily conducted by State staff, and therefore does not require the support of Title II Leadership funds. Because of the geographic size of Idaho and the limited number of state staff (two), the State office relies on a variety of remote monitoring tools in addition to on-site monitoring, which is conducted on an as-needed basis. In FY16-17, the State did not conduct any on-site monitoring.

This program year, grantees submitted four quarterly desk audits and one annual performance report to the State office. These documents help the State identify areas in need of improvement and target its technical assistance and site monitoring more effectively. The desk audit includes the reporting of post-test data, student performance data, assessment data, and a draw-down of expenditures. If the report indicates a need for improvement, the program is required to address the intervention(s) they plan to implement in order to improve their outcomes in the identified area(s).

The State also employs a dedicated staff member (a Technical Records Specialist - TRS) who collects, researches, resolves, and responds to all data-related inquiries. The TRS is accessible to all AEFLA program personnel via phone and email. The TRS also checks the on-line Management Information System (MIS) regularly to see how individual sites are doing and follows up with the State Director to advise and recommend potential issues and training needs for local programs.

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

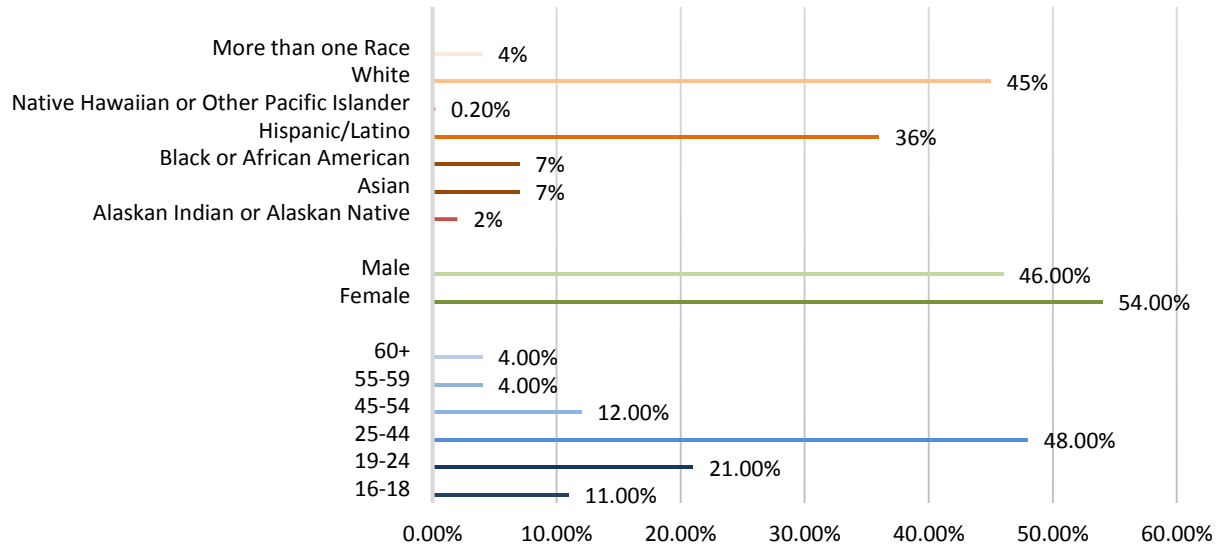
***2) Describe how the adult education program performed in the overall assessment of core programs based on the core indicators of performance. Discuss how the assessment was used to improve the quality and effectiveness of the funded eligible providers and any plans to further increase performance in future reporting years.***

*Enrollment FY 2016-17*

In 2016-17 Idaho's AEFLA providers, which include six community and technical colleges along with the Idaho Department of Correction, served a total of 5,223 students. The breakdown of adult learners enrolled in Idaho's AEFLA programs are shown in the table below. The largest ethnic

groups of learners are White (45%) and Hispanic (36%). Adult learners are more likely to be female (54%), and the largest age group is between 25 and 44 years old.

### Idaho Adult Education Demographics

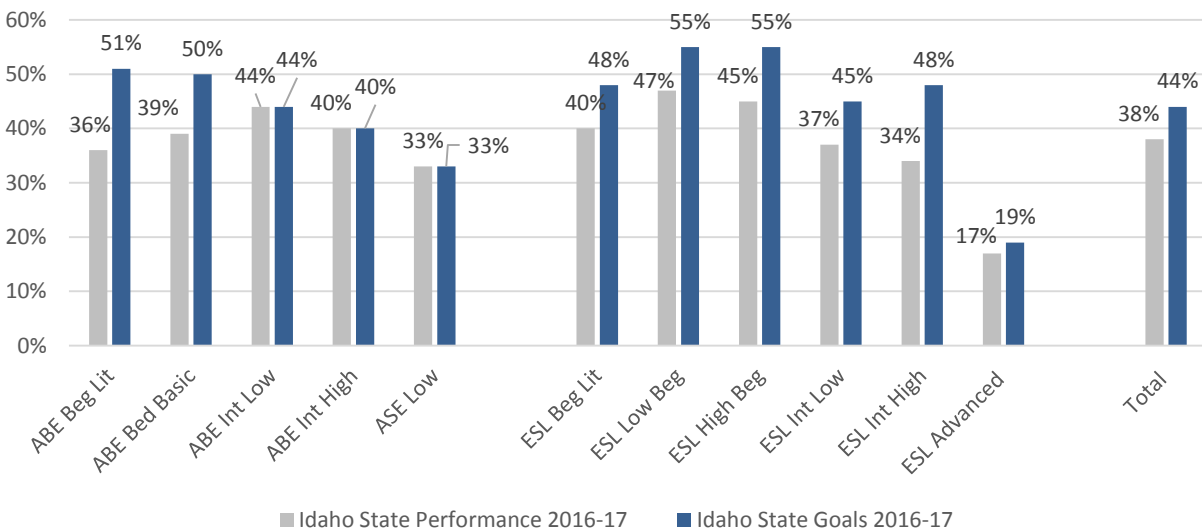


### EFL Outcomes FY 2016-17

The tables below provide Idaho’s actual performance targets for FY16-17. These numbers represent, for each educational functioning level, the percent of students who demonstrated a measurable skill gain by advancing to a higher level as demonstrated on a standardized assessment or obtained a passing score on a State-approved high school equivalency exam.

<b>Educational Functioning Level</b>	<b>FY16 Actual</b>	<b>FY17 Target</b>	<b>FY17 Actual</b>	<b>Above/Below Target</b>
AE Beginning Literacy	28%	51%	36%	-15
AE Beginning Basic	37%	50%	39%	-11
AE Intermediate Low	36%	44%	39%	-5
AE Intermediate High	32%	40%	39%	+4
ASE Low	25%	33%	44%	+11
Beginning ESL Literacy	35%	48%	40%	-8
Low Beginning ESL	42%	55%	47%	-8
High Beginning ESL	38%	55%	45%	-10
Low Intermediate ESL	30%	45%	37%	-8
High Intermediate ESL	34%	48%	34%	-14
Advanced ESL	20%	19%	17%	-2
Total Skill Gains (all levels)	33%	44%	38%	-6

## NRS EFL Performance 2016-17



The overall skill gain rate for Idaho was 38% for FY16-17, compared to 33% in FY15-16. Despite not meeting the FY17 EFL performance goals, Idaho’s Adult Education programs did make significant improvements from last year. The overall rate for measurable skill gain varied from 32% to 45% among local programs. Given this range, it is difficult to point to any one factor that may have affected programs across the State. The other primary indicators of performance are not included in Idaho’s FY17 report; this has been a year to establish baseline data for future years.

In examining local annual reports, a couple of trends have emerged in local programs which may help identify at least some causes of low EFL performance. Many programs have identified challenges using accurate data analysis tools and strategies to measure student progress and program improvement. The state Management Information System (MIS), Idaho Management & Accountability System (IMAS) has gone through many programmatic changes, reports were not available for part of the program year, and staff have not received recent in-depth training. IMAS training webinars along with an in-person two-day training are scheduled for spring 2018 to address these issues. Another possible cause for low EFL outcomes during this program year could be the improving Idaho economy. As the economy improves, it becomes harder to retain students, and teacher retention also becomes a challenge.

Despite not meeting the EFL performance goals, Idaho’s AEFLA programs have increased performance in most EFL levels and have implemented various program improvement strategies and best practices.

- Post-testing rates went from 54% to 57%. This increase likely resulted from targeted professional development towards quality instruction and ongoing curriculum refinement. An increase in post-test rates also indicates improved student retention from last program year.
- The College of Southern Idaho (CSI) implemented a revised orientation process and improved strategies to emphasize student time commitment and engagement in the EL Civics program. CSI staff also implemental standard classroom protocol to help instructors better track student hours, address attendance concerns, and identify student barriers.

- Idaho State University (ISU) managed to improve its overall performance from last program year through targeted professional development and a focus on best practices in instruction and program improvement strategies.
- The College of Western Idaho (CWI) improved overall enrollment numbers by expanding their intake hours at their Community Learning Center (CLC). The expanded hours served to promote more walk-in traffic, since the CLC is the first stop for potential adult education students at the college. CWI staff made this program change in order to offer more opportunities for adult education students to enroll. This strategy has mitigated confusion for both students interested in the program and partnering organizations who refer students to the program.
- North Idaho College (NIC) participated in a campus-wide initiative to support adult education student transitions to post-secondary education and training. This initiative, called Guided Pathways, is a partnership between the NIC AEFLA program, the NIC Skills Center and college credit bearing programs.
- In FY17, the College of Eastern Idaho (CEI) partnered with a local elementary school to provide English Language classes for parents of students who attend an after-school program. This program facilitates a two-generation approach, where parents benefit from adult education coursework, while their children participate in after-school enrichment activities.
- Lewis-Clark State College (LCSC) staff designed an intensive four-week GED class with a focus on high impact GED test subject success indicators. LCSC staff integrated science and social studies with math, and reasoning through language arts, and included hands-on community “field trips” to the library’s maker space and the Center for Arts and History’s Beauk Aie Temple. Staff also arranged for campus tours with specialists from the admissions office. LCSC staff also purchased GED vouchers as incentives for students who completed the program. Due to the success of this class, this pilot has been expanded in FY18.
- The Idaho Department of Correction (IDOC) incorporated blended learning in the classroom, combining the use of independent computer work stations and face-to-face classroom instruction and tutoring. The program also delivered classes leading to certification in electrical wiring, electronic systems, drywall, carpentry, cabinet making, masonry and Microsoft Office Specialist. In cooperation with LCSC and ISU during the past fiscal year, IDOC offered micro credentials in Ornamental Horticulture and Administrative Services. The Ornamental Horticulture class awarded 258 badges. Because the prison population is so transient, the SkillStack system (Idaho’s micro credentialing program) fits well within this program. Micro credentials or badges allow students to transition into community training programs with documentation of the work and skills they have completed.

**3) Describe how the State Eligible Agency, as the entity responsible for meeting one-stop requirements under 34 CFR part 463 subpart J, carries out or delegates its required one-stop roles to eligible providers. Describe the applicable career services that are provided in the one-stop system. Describe how infrastructures costs are supported through State and local options.**

In FY16-17, the State of Idaho’s WIOA one-stop partners focused on WIOA implementation requirements. As a single area state, Idaho is statutorily required to operate at least one

comprehensive one-stop center; the State of Idaho has two. Given Idaho's large geographic area, the State has established two separate one-stop systems based on service delivery areas or regions, rather than multiple one-stop centers throughout the State. In FY16-17, WIOA partners in Idaho Falls (the College of Eastern Idaho) and Lewiston (Lewis-Clark State College) have made progress towards the negotiation of the MOU and infrastructure cost sharing agreements. In Idaho, the AEFLA providers are technical colleges, and the signatories of the MOU's are the Deans of the respective colleges. The negotiation authority for the MOU has been delegated to the Deans of the colleges, which coordinate with the local AEFLA Directors. The regional Adult Education Directors receive support and technical assistance on the specific costs and methodologies for the local funding agreement from the State office.

The College of Eastern Idaho (CEI) and Lewis-Clark State College (LCSC) Adult Education Directors have participated in the planning and development of the comprehensive American Job Centers. The local Adult Education Directors have been meeting with staff from the Idaho Department of Labor, along with other WIOA partners, to complete the MOU and cost-sharing plan, to develop a referral process, and to schedule the cross training for all staff. The local Adult Education programs are also considering designating their Adult Education Centers as Affiliate Partners. Local Adult Education staff at LCSC helped lead a cross-training with all one-stop partners to help staff make and receive appropriate and effective referrals to partner agencies. CEI has a part-time instructor/advisor who has an office at the one-stop center. From that office, she does advising, testing, referrals to CEI's program, and even some instruction of shared clients. The infrastructure costs currently negotiated in the MOU are provided through non-cash services.

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

- i. 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.**
- ii. Describe your State efforts in meeting the requirement to provide IELCE services in combination with integrated education and training activities;**
- iii. 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**
- iv. 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 NRS Annual Reporting Instructions for FY 2016-17 Page 4 of 4 functions as described in section 243(c)(2) and discuss any performance results.**

The State of Idaho held a grant competition for all Adult Education and Family Literacy Act funds in the spring of 2017, for Fiscal Year 2017-18. In FY17, three of Idaho's seven AEFLA providers received Section 243 funds.

**College of Western Idaho:** In FY16-17, the College of Western Idaho (CWI) redesigned classes that were originally developed as a "bridge" from ESL to adult education into three distinct Integrated English Language and Civics Education (IELCE) tracks. These tracks include Business and Technology, Health Occupations, and Transportation and Auto Technology.

The IELCE classes include the incorporation of English language instruction, relevant civics education, and industry-specific contextualized instruction. The IELCE tracks will be connected to

CWI certificate and degree programs with clear referral processes and entrance standards. Current Integrated Education Training's (IET) developed or in development include:

- Business Technology Pathway with Career and Technical Education (CTE): This IET program is currently in development to assist English Language Learner (ELL) students who desire certifications and/or an Associate's degree in Software Development or Applied Accounting CTE programs.
- Truck Driving/CTL Pathway: Currently in the exploration phase of the development of an IET in partnership with CWI's Truck Driving program.
- Nursing Assistant (NA) Pathway with Workforce Development: CWI has been providing this IET since 2012. The ELL NA Pathway program offers English literacy and civics education for concurrently enrolled ELL NA students so that they can successfully complete the course and are prepared to take the Idaho State NA exam.
- Full Circle Exchange (FCE): FCE is a non-profit organization dedicated to serving refugee women through training, education, design partnerships, and sustainable economic opportunities by partnering with local business and industry. FCE provides transitional income, job training and placement and financial literacy, and CWI staff provide the integrated English and civics education.

CWI is the State of Idaho's representative on the Building Opportunities through Integrated English Literacy and Civics Education (IELCE) collaborative, a technical assistance opportunity led by the Manhattan Strategy Group. CWI will serve as a representative, along with the State office, to advance and share IELCE implementation know-how to the rest of the IELCE programs in Idaho.

**College of Southern Idaho:** The College of Southern Idaho (CSI) implemented an integrated Certified Nursing Assistant (CNA) pilot class in FY16-17. The integrated CNA pilot paired a certified CNA instructor with an ELA instructor. The pilot provided English language instruction and technical skills instruction to support students in achieving their CNA certificate. Through this pilot, CSI staff collected valuable information and insight regarding class structure improvements, appropriate assessments which reflect student readiness, as well as student recruitment and engagement strategies.

**Idaho State University:** During FY16-17, Idaho State University's (ISU) piloted the IELCE program model. ISU staff surveyed ELL students, gathered results, and designed a healthcare-focused pilot. The pilot focused on English language literacy along with workforce preparation and training activities. ISU staff partnered with the Center for New Directions to integrate the Workplace Excellence Series into the curriculum. Employers (or a group of employers) who are committed to employ students upon successful completion, provide customized workforce training. During their coursework, students have access to apprenticeships and job shadow experiences. The pilot will begin micro-credentialing students through the State of Idaho's SkillStack micro-credentialing program in FY17-18.

***5) If your State has adopted new challenging K-12 standards under title I of the Elementary and Secondary Education Act of 1965, as amended, describe how your Adult Education content standards are aligned with those K-12 standards.***

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



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

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

The Idaho Department of Correction (IDOC) is the primary provider for institutionalized individuals in Idaho. IDOC’s research division was able to compile a very informative report about recidivism for the AEFLA population in its facilities. The full report is available upon request. A summary of those findings is presented in the table below.

The definition of recidivism used for this study includes any new re-incarceration event as a parole violator, termor or rider after release from prison within six months to one and a half years of release. Overall, the rate of return to incarceration for those taking AEFLA programming compared to those not receiving 20 hours of programming was significantly lower (26.8% compared to 37.9%). There was also a significantly lower return to incarceration rate for those released to parole (40.8% compared to 51.9%). Individuals released to probation had a slightly smaller rate of return (22.6% compared to 23.6%).

Recidivism of AE Participants Compared to Other Releases by Release Type

Status	AE	N	No class	N
Probation	22.6%	549	23.6%	2,148
Parole*	40.8%	191	51.9%	3,486
Discharge	13.8%	29	9.8%	646
Total*	26.8%	769	37.9%	6,280