**Indiana Narrative Report 2016**

In Program Year 2016-17 (PY 2016), the Indiana Department of Workforce Development (IDWD) continued to drive toward improving student outcomes as well as WIOA implementation. IDWD also continued to focus on innovative models of instruction and effective professional development to move the system toward its vision of adult education programming that leads to successful career pathways, postsecondary transitions, and employment.

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

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

* Alignment of adult and literacy activities with other one-stop required partners to implement the strategies in the Unified or Combined State Plan as described in section 223(l)(a).

Since moving from IDOE to IDWD, Indiana Adult Education has worked to align adult education and literacy activities with those provided by the one-stop system. WIOA allowed this work to deepen and expand to include additional partners. Throughout PY 16 local eligible providers and adult education state staff participated in the work of WIOA implementation through state and local partner meetings. Much of the work this year focused on developing MOU’s and infrastructure funding agreements and the changes needed to implement strategies identified in the state plan. Additional work has been done around the delivery of employment and training services and development of career pathways using multiple funding sources

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

Indiana continued to provide high quality professional development in 2016-2017 through new and existing initiatives. Adult educators had a variety of online options as well as professional development conferences available to fulfill the Indiana requirement of 10 hours of professional development for all instructors teaching over nine hours a week.

A strategic plan for professional development was developed based on a careful analysis of state and local program data. A key metric was the significant numbers of students entering Indiana adult education programs at low to very low educational functioning levels. Consequently, the delivery system currently covers four pillars – Professional Development Facilitator (PDF) Network; Basics and More; Struggling (Low Performing) Programs; and Professional Development Federal Initiatives.

Several activities were representative of a high quality professional development program as described under State Leadership Activities.

► **Professional Development Staff** – Employed a full time, state-level professional development manager and utilized an existing Adult Education Coordinator (AEC) as a professional development lead to advance a strategic plan to:

(1) Develop a **professional development plan** to target focused instruction for low to mid-level skill gainsin reading, writing, and math integrated with employability and workforce prep skills;

(2) Create a **Professional Development Facilitator (PDF) Network** that will work at local and regional levels to design professional development targeting individual program needs based on data analysis;

(3) Designate the professional development lead to work with struggling and **low performing programs** to increase performance that is aligned more closely to federal and/or state benchmarks; and

(4) Utilize content experts to design and deliver **targeted professional development** in the priority areas of Adult Numeracy, Evidence-based Reading Instruction, Standards-based Education, Staff Effectiveness, English Language Acquisition, and Instructional Leadership.

The professional development team initially identified underperforming programs using performance data; a systematic approach followed to address gaps. Moreover, the team will work with PDFs and adult education directors to design and construct **professional development plans** that pinpoint specific PD needs based on NRS Table 4 results.

**► Professional Development Facilitator (PDF) Network –** A network of the best-performing instructors in each program (approximately 30) were recommended and selected to coordinate and provide just-in-time training locally and regionally, and to provide professional development planning and mentoring.

In order to be selected as a PDF, candidates were required to possess adult education teaching experience; demonstrated performance in the adult education classroom on NRS Tables 4 and 5; schedule flexibility – approximately five hours a month; and knowledge of career awareness and workforce prepactivities.

Duties include the formulation of new teacher training; delivery of NRS/TABE training; development of a new teacher handbook; delivery of accommodations training; and to model effective teaching strategies. Instructors will receive ongoing training to deliver the highest quality professional development both locally and regionally, all of which are directly tied to federal and/or state performance measures.

Candidates who applied were recommended by their supervisor; final selections were made by the state professional team.

Additionally, three regional trainings for the Professional Development Facilitator Network were scheduled for August 2017 to kick-off the project.

**► 2017 Spring IAACE Conference** – DWD partnered with the Indiana Association of Adult and Continuing Education (IAACE) to offer a variety of professional development opportunities at its annual conference.

Attendees attended sessions on distance learning; TABE 11 & 12; low level learners; career pathways; multi-level ELL classrooms; fast track math; adaptive technology; TASC test writing; soft skills; corrections education; Indiana Career Explorer; WorkINdiana; online tutor training; coaching; and the state’s new professional development network.

► **2016 COABE Virtual Conference** – IAACE partnered with COABE to offer members the opportunity to participate in the 2016 COABE Virtual Conference. The virtual conference was held October 2016; however, IAACE members had access to the recorded sessions for six months.

IAACE also partnered with DWD to offer professional development credit for those who participated. To be eligible for professional development credit, attendees were required to view at least 10 of the 15 sessions listed, choose one activity or concept to implement in the classroom/program, and discuss the impact based on the following questions.

(1) What were the specific details of the strategy and how was it implemented?

(2) How successful was the implementation of the strategy?

(3) What impact has it had on the program and/or classroom?

(4) How has it impacted performance measures?

(5) In reflecting on the implementation of the strategy, what changes have occurred in the program and/or classroom?

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

Indiana continues to utilize six regional AECs to provide technical assistance and professional development to local program providers. AECs assist with the development of local program professional development plans, and are a liaison between eligible providers and WIOA partners. AECs interpret performance data for local programs and determine areas for improvement with significant input from the professional development team.

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

In order to monitor and evaluate the quality of adult education activities, program management, fiscal management, data management, and performance measures are continuously assessed. Informal monitoring, desk audits, data checks, and program visits were conducted by state central office staff, AECs, and the InTERS data team. Ongoing technical assistance and professional development were provided as required. Likewise, a comprehensive risk assessment was performed on all successful grantees from the **2017-2018 Adult Education Grant Competitive Application (Request for Application)** and **2017-2018 Integrated English Literacy & Civics Education Competitive Application (Request for Application).** Ongoing technical assistance and professional development will be provided in 2017-2018 based on models of proven and promising practices.

Elements of the risk assessment included key questions.

* Is the organization being awarded funds by the DWD for the first time?
* Does the organization have a limited history of managing grant history?
* Does the organization have administrative leadership with less than three years in adult education?
* Are there significant gaps in the organization's submitted itemized budget?
* Does the organization's budget fail to include maintenance of effort?
* Are one-stop partners missing from the organization's plan?
* Are supportive services by partners missing from the organization's plan?
* Does the organization contract for services?
* Has there been audit or monitoring findings within the last three years?
* Does the organization's performance data fail to show demonstrated effectiveness in providing adult education and literacy activities with respect to – Academic skill gains (reading, writing, mathematics, or English language acquisition skills), employment outcomes, family literacy, attainment of secondary school diploma or its equivalent, entry into postsecondary, and workforce training?

**Performance Data Analyses:**

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

PY 2016 Performance Outcomes

|  |  |
| --- | --- |
| 26,993 | * Student Enrollments * 4% decrease from PY 15 |
| 30,866 | * Level Gains (student may have achieved more than one gain) * 24% increase over PY 15 |
| 4,870 | * HSEs and HS Diplomas Awarded * 6% decrease from PY 15 |
| 885 | * WorkINdiana Enrollments * 85% completion rate * Of those who completed, 87% earned certification |

DWD has a system of state performance metrics in addition to the federal measures required under the National Reporting System. Above is a summary of outcomes that state staff shares broadly with practitioners in the field.

There was another decrease of High School and HSE Diplomas awarded during this program year as well. Prior years saw upwards of 20% decrease in diplomas awarded; this year’s decrease is again 6% but are above the 2010 benchmark attainment numbers.

|  |  |
| --- | --- |
| Program Year | # of HSEs awarded |
| 2010 | 4,848 |
| 2011 | 5,683 |
| 2012 | 7,349 |
| 2013 | 6,759 |
| 2014 | 5,405 |
| 2015 | 5,132 |
| 2016 | 4,870 |

Of the 26,993 students enrolled, 23% were English Language Learners (ELL), up from 21% in PY 15. Of the ELLs 52% entered instruction at the bottom two educational functioning levels (EFL). ELLs attended an average of 92 hours of instruction, equal to PY 15. Of the ELLs served 51% made a level gain up from 48% last year.

Of the ABE/ASE student enrollments 78% entered instruction at an EFL of 8.9 or below, with the largest group, 32%, entering with an EFL of 6-8.9. The overall ABE/ASE student group attended an average of 80 hours of instruction.

Overall, 66% of students received a post test, up from 60% in PY 15.

At 47%, students between the age of 25-44 are our largest demographic. Particularly interesting to Indiana is the percentage of students who fall within the WIOA Youth age range. Thirty nine percent of Indiana enrollments are between the ages of 16-24. This is a two percent decrease from PY 15 and a result of the six percent decrease in 16 and 17 year old enrollments this year. IDWD has provided this information at a local level to providers and Regional Workforce Development Boards as they look to develop out of school youth programming.

**NRS Table Highlights**

***Table 4***

Indiana negotiated an overall Table 4 target of 49% for PY 16. We more than exceeded that ending the year at 58%, largely a result of our increase in ABE level gains.

Indiana met and exceeded performance for all ABE categories in PY 16. The lowest level was ABE Level 1 at 54%. This was a 4% improvement over PY 15 when we missed our performance target. Our overall target for ABE was 49%. With the addition of HSE attainment, Indiana achieved 60% overall gain for ABE. This has been used as a benchmark with local providers for moving forward.

Total enrollment in ABE programs continue to decline for a variety of reasons. Programs report more students working as one cause for the decrease. To offset this, programs are encouraged to work with employers to establish work based classes. We have seen early success with this model in Bloomington, Indiana, at Cook Medical where 21 of 31 enrollments earned their HSE last year. The model is expanding, and we look forward to reporting more on this next year.

Indiana met all but one individual target for ELL. The individual target for ELL Level 1 was 46%. Indiana ended PY 16 at 45% for this level the same as PY 15. Most individual levels saw improvements over PY 15. The most significant was in ELL Level 6. Gains here improved from 12% in PY 15 to 24% this year. The overall ELL target was set at 50%. Indiana finished the year at 51%.

Indiana continues to see significant growth in the ELL student population. For PY 13 ELL enrollment was 4,289, in PY 14 enrollment grew to 5,053. ELL continued to grow reaching 5,787 for PY 15 and for PY 16 is now at 6,263.

**Integration with One-stop Partners:**

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

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

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

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

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

AEFLA funded career services in Indiana include outreach, intake and orientation including initial assessment. These assessments include TABE, Clas-E as well as the KUDER Indiana Career Explorer (ICE). ICE includes three brief assessments on interests, aptitude and values and is required along with TABE for enrollment. In PY 16 the ICE contract was not funded by AEFLA, but the administration to eligible students was. Additional AEFLA funded career services include referrals and coordination of activities with other programs and services as well as the provision of information on the availability of supportive services with appropriate referrals. AEFLA does not fund the Eligible Training Provider List. However staff funded by AEFLA use this list with program participants to provide performance information and program costs of eligible training and workforce providers.

Indiana developed and implemented an infrastructure cost policy in PY 16. Prior to AEFLA grants being awarded, the state adult education director represented adult education providers during initial local infrastructure negotiations. Once AEFLA grants were awarded, local providers completed these negotiations.

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

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

* Describe when your state held a competition for IELCE program funds and the number of grants awarded by your state to support IELCE programs.

IDWD released a grant competition for IELCE funds in February 2017. Seven grants were awarded with implementation beginning July 1, 2017.

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

IDWD continues to provide training in Integrated Education and Training as well as IELCE. Both topics were addressed with program directors during a training in the fall of 2016. After receiving a presentation on IET and IELCE, program directors were walked through a gap analysis to determine what components their programs had in place currently, what components they had access to through partners, and where there were gaps.

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

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

Finally, IDWD set up an IET/IELCE approval process. Programs must submit curriculum showing all required components of and IET/IELCE class. Applications are reviewed by central office staff and technical assistance provided on any areas not meeting program requirements.

* Describe how the state is progressing towards program goals of preparing and placing IELCE program participants in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency as described in section 243©(1) and discuss any performance results, challenges, and lessons learned from implementing those program goals.

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

* Creating a group of ELA Ambassadors made up of local program staff to assist in promoting and/or delivering the ESLPro resources and trainings.
* Cross training AE and Workforce Development staff on how to support ELLs during transitions.
* Increasing ELL participation in IDWD’s WorkINdiana bridge program.

IDWD launched Indiana Career Ready this year. ICR enables students, employers, and educators to use employer job requirements and job demand in making training and education decisions. As a part of the IET/IELCE application process, Adult Education programs must access ICR and submit the job demand for positions that will result from proposed training. This information will ensure training offered aligns with employer needs as well as job openings.

* Describe how the State is progressing towards program goals of ensuring that IELCE program activities are integrated with the local workforce development system and its functions as described in section 243(c)(2) and discuss any performance results, challenges, and lessons learned from implementing those program goals.

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

**Adult Education Standards:**

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

Indiana Department of Education (IDOE) adopted Indiana Academic Standards in April 2014 for K-12. With few variations these align with the Common Core. IDWD has adopted OCTAE’s College and Career Readiness (CCR) Standards for Adult Education a subset of the Common Core.

**Programs for Corrections Education and the Education of other Institutionalized Individuals** (AEFLA Section 225):

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

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

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

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