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STATE OF NEW HAMPSHIRE

**DEPARTMENT OF EDUCATION**

**Bureau of Adult Education**

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**Narrative Report**

**July 1, 2016 – June 30, 2017**

**1. State Leadership Funds** (AEFLA Section 223)

**(a) How has New Hampshire used funds made available under section 223 (State Leadership activities) for each of the following activities:**

* **Alignment of adult education and literacy activities with other one-stop required partners to implement the strategies in the Combined State Plan.**
	+ State staff actively participates on the Interagency Directors Group, a cross-agency collaborative group with representatives from all core WIOA partners responsible for developing policy, procedure and operations across all core agencies.
	+ State staff actively participates on the Professional Development Team, a cross-agency collaborative group with representatives from all core WIOA partners responsible for planning and implementing training across all core agency staff. Projects in 2016-2017 include:
		- Planning the annual NH Works Conference in May, 2017 including offering workshop on Dispelling the Myth of Adult Education and Improving ESL Transition – a Collaborative Approach
		- Revising the New Hire Handbook and redesigning the New Hire training required of all core WIOA staff within 6 months of hire by any core agency.
		- Develop and implement quarterly training for all core WIOA agencies including program specific cross-training.
		- Work with one-stop satellite offices to ensure accessibility equipment is available, in good operating condition and staff is trained to use it appropriately.
	+ Local adult education providers participate in quarterly regional WIOA Partner meetings which include supervisory staff from all core WIOA partners. This group is responsible for cross-training on a local level, facilitating local communication, developing referral processes and implementing local collaborative training projects.
	+ Special projects included a pilot program for transitioning English language learners from adult education programs into workforce development training program under the WIOA Adult program. Two models were implemented – one using an On the Job Training contract through the WIOA Adult program with an adult educator working with the employer to provide training. The other was a bridge class on Health Care Communications that prepared students for transition into a Licensed Nursing Assistance program. Both program utilized braided funding and required local adult education programs to collaborate with their local WIOA Adult program. Administrators from both programs met on a biweekly basis to ensure that this model could be replicated in other areas of the state.
* **Establishment of operation of high quality professional development programs.**
	+ The Bureau of Adult Education sponsored 110 activities with 1373 adult educators receiving a total of 5866 professional development hours. This includes the work of several professional development committees including:
		- The Mentor team responsible for planning and implementing a 2 day series of New Staff workshops, the Fall and Spring conference as well as providing mentor services to individuals on an as needed basis.
		- The Disabilities Committee responsible for providing support to Disabilities Coordinators in each local program, offering an annual training and coordinating services to individuals with disabilities enrolled in adult education programs.
		- The Math Advisory Committee responsible for providing support and resources to math teachers across the state. This year’s project included: Math Lesson Plan Symposium, the Traveling Math Road Show and a presentation on the NH Math Guidebook at the National HiSET Conference in San Francisco.
	+ This year, the Bureau piloted a Train the Trainer program to provide training on the College & Career Readiness Standards for Adult Education. The 19 trainers were able to provide an Introduction to the CCRS for 330 adult educators between January and June.
* **Provision of technical assistance to funded eligible providers.**
	+ The Bureau of Adult Education provided a technical assistance to local providers in a number of different ways:
		- In August, 2016, the New Directors Boot Camp was a full day training for new program administrators that covered WIOA rules and regulations, NH policies and procedures and best practices for managing an effective adult education program.
		- Multiple training sessions on the NH Adult Education Data System were offered throughout the year. In May 2017, the Bureau issued an RFP for a new commercial-off-the-shelf data system to replace the old system.
		- The Bureau offered in-person and online technical assistance related to the WIOA adult education funding competition. A new Request for Proposal process was introduced, a new application was released and potential bidders were required to use new budget worksheets when submitting applications.
		- Technical assistance was also offered in person and online through individual requests to the State office as needed.
* **Monitoring and evaluation of the quality and improvement of activities.**
	+ The Bureau required three program director and 4 program coordinator meetings for all eligible providers annually. Each of those meetings included review of performance data, technical assistance for programs, best practices and promising models.
	+ The Bureau conducted desk monitoring of performance data in February of 2016. Programs with deficiencies or unsatisfactory performance were provided with additional assistance to improve quality.
	+ All professional development activities are evaluated at the conclusion of the activity. Evaluations are reviewed by the Mentor Team and the state office for areas of improvement and those needing further assistance.

**(b) How has New Hampshire used funds for additional permissible activities as described in section 223(a)(2)?**

* NH piloted a distance learning program using Edmentum’s PLATO courseware. More than 500 students accessed high school courses for credit in the Adult Diploma programs; career exploration and college preparation courses in the Postsecondary Transitions program; high school equivalency preparation modules and modules for extended learning in adult basic education and English as a Second Language programs.
* The Bureau supported 8 curriculum projects including the development of a Health Care Communications course and a guide for implementing blended learning solutions.
* Three programs used Job-Embedded Professional Development activities to explore new instructional models and to develop curriculum frameworks.

**2. Performance Data Analysis**

* **Overall assessment of core programs based on core indicators of performance**
	+ Due to the changes in data collection and reporting for 2016-2017, the collection of follow up data was limited this year.
* **How was assessment used to improve the quality and effectiveness of providers?**
	+ As a part of the competitive bidding process, all providers were required to submit a chart of demonstrated effectiveness that included data from the last three years. Providers were required to analyze their previous performance data regarding enrollment, measurable skill gain, credential attainment and transition including employment and postsecondary education. Additionally, providers were required to address areas of strength and areas needing improvement and identify their strategies for improvement over the next three years.
* **Plans to further increase performance in the future**
	+ In May of 2017, the state of New Hampshire issued an RFP for a new data system. A contract was signed with LiteracyPro Systems, Inc. for their LACES data system in September of 2017 and the system went live on November 7, 2017. It is anticipated that this robust system will give local providers and the state office, the tools necessary to better track performance throughout the year.
	+ One feature of the program is a notification that students have received the appropriate number of instructional hours to make them eligible for post-testing. In the past, instructors have not had a reliable system for knowing when a student might be ready for retesting and often post-testing was delayed. Multiple providers indicated in their self-assessment that measureable skill gain was not adequately reflected in their performance numbers because they often failed to posttest in a timely manner, or at all.
	+ As a result of attending multiple training sessions with AIR, the state staff is better positioned to conduct detailed monitoring throughout the year rather than at the end of the program year. This, along with the local providers’ new ability to track performance in “real time”, should improve the quality of data collection as well as the state being able to provide more timely technical assistance for the improvement of instruction.

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

* **One-stop role**
	+ As mentioned previously, there are multiple layers of cross-training occurring at the state administrative, professional development and local provider levels.
	+ The state staff provides regular updates on the role of adult education as a one-stop partner during program directors and coordinator meeting.
		- In October 2016, a representative from the Office of Workforce Opportunity addressed all program directors on referral policies and procedures.
		- A section of the Program Directors Resource Handbook is dedicated to the role of adult education in the one-stop system.
		- Local program directors are required to attend quarterly regional Partner meetings.
		- A workshop was offered at the NH Works Conference on the role of adult education in the one-stop system, adult education program information was distributed to all attendees and a booth was set up to provide additional information.
	+ Multiple representatives from adult education, including state office, were involved in the recent evaluation of the comprehensive one-stop center. As a result of the evaluation, the one-stop center is currently undergoing a customer satisfaction improvement project and adult educators will participate in both the third-party evaluation and the improvement activities recommended as a result.
	+ The one comprehensive one-stop center and all ten of its satellite offices have information available about local adult education programs and referrals are made directly to the program director when appropriate.
	+ All core WIOA partners were represented at the NH Adult Education Fall Conference.
	+ Adult education is represented on the State Workforce Board by the Deputy Commissioner of the NH Department of Education. Adult education is also represented on the Youth Council by Leslie Haslam, program director at Exeter Adult Education.
* **Applicable career services**
	+ Career Services offered through the one-stop center include:
		- Determination of eligibility
			* NH Works staff will conduct General Orientation and Intake meetings to determine eligibility at local adult education centers as necessary. This was piloted in Manchester during 2016-2017.
		- Assessments
			* Adult education and other core partners share assessment information on co-enrolled participants as necessary and with the appropriate releases of information.
			* There is a standard release of information used for all WIOA core partners.
		- Labor Market Information
			* The Professional Development Team (see Question 1), in collaboration with NH Employment Security, developed and distributed a 5 part webinar series on using Labor Market Information.
		- FAFSA Assistance
			* Assistance is provided through the Postsecondary Transitions program.
		- Career Planning
			* Career planning is provided by adult education counselors as well as staff of other core WIOA programs.
		- Workforce Preparation activities
			* Workforce preparation activities are integrated into instruction at all levels of adult education programming.
* **Infrastructure costs**
	+ The Bureau of Adult Education is not co-located in the one-stop center.
	+ Infrastructure costs are provided in non-cash and third-party in-kind contributions including:
		- Financial and registration support for the annual NH Works Conference
		- No-cost access to core WIOA partners for attendance at Bureau of Adult Education sponsored professional development activities.

**4. Integrated English Literacy and Civics Education Program**

* **When did New Hampshire hold a competition for IELCE program funds, the number of grants awarded.**
	+ New Hampshire issued an RFP for Integrated English Literacy and Civics Education programs on February 24, 2017. 5 grants were awarded in September, 2017.
* **What have been New Hampshire’s efforts in meeting the requirement to provide IELCE in combination with integrated education and training activities?**
	+ In May 2017, the state office held a technical assistance meeting for any programs interested in providing an IELCE program. Program requirements were covered extensively and there were lengthy discussions about program design.
	+ During the 2016-2017 program year, in anticipation of IELCE, the state office collaborated with the WIOA Adult program to explore potential IET opportunities. A survey was distributed to over 300 English language learners who were enrolled in adult education classes. Results indicated that the majority of students were already working, but in entry-level, low-paying jobs. A pilot included the combination of an On the Job training program along with adult education and literacy activities as well as civics education.
* **How is New Hampshire progressing towards program goals of preparing and placement IELCE program participants in unsubsidized employment including performance results, challenges and lessons learned?**
	+ NH struggles with a very low unemployment rate, even among English language learners. 88% of adult education students are employed. Those who are not employed are often not in the labor force, i.e. retired or disabled. Recruiting students for an English language program that integrated occupational skills training is difficult because of the lack of interest.
	+ Because NH is also a rural state, designing IET programs where there is not a critical mass of students is also challenging. In the southwestern region, a group of employers approach a local adult education center about training students for administrative positions. Through a combination of funding solutions, they piloted an Office Occupations course in the spring of 2017. This course is offered as an IET and is available concurrently for those students in the IELCE course who choose to engage in occupational skills training.
	+ Timing is an additional challenge. In the past EL/Civics programs have been offered over the course of the academic year or in 12 week sessions. Because there are not enough students to be able to provide the IET component on site, the IET component must be provided by a third-party. This creates a challenge for all components to be offered concurrently.
	+ NH is involved in the Building Opportunities Collaborative with the Manhattan Strategies Group in an effort to improve IELCE programming.
* **How is New Hampshire progressing toward program goals of ensuring that IELCE program activities are integrated with the local workforce development system including any performance results, challenges and lessons learned?**
	+ Two IELCE programs are working with their local WIOA Adult partners to offer Licensed Nursing Assistant training as their IET component. The English language acquisition/civics education classes have been contextualized and an ESL teacher will be embedded in the occupational skills training class.
	+ The state office will hold another technical assistance meeting in the winter of 2018.

**5. Adult Education Standards**

* **How has New Hampshire ensured alignment with the College and Career Readiness Standards for Adult Education as required in the Combined State Plan?**
	+ 330 adult educators were trained on ELA and/or MATH Module 1 using the CCR modules provided on LINCS between January 2016 and May 2016.
	+ Many adult educators were trained on Modules 2 – 4 as well.
	+ The RFP issued in February 2017 required all applicants to explain how their programs would ensure alignment with the CCRS. Current program contracts require alignment of curriculum with CCRS.
	+ Multiple workshops were offered at the Fall Conference on aligning curriculum.
	+ Several practitioners used the mini-grant projects to produce materials to assist other adult educators with aligning curricula including:
		- CCRS Checklists
		- Adapting the CCRS for Alignment
		- Online modules for CCRS
	+ Previously developed health & occupational safety lesson plans were revised to clearly identify the CCRS being taught.

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

* **What was the relative rate of recidivism for criminal offenders served? What were the methods and factors used in calculating the rate for this reporting period?**
	+ The NH Department of Corrections does not currently collect recidivism data associated with participation in adult education activities. The state office released an RFP for adult education services in the NH State Prison system on October 24, 2017. A grant has not yet been awarded, however data collection on recidivism will be a requirement of the contract.
	+ County corrections systems do not collect recidivism data associated with participation in adult education activities. In the most recent competition, a requirement was added for any adult education center operating in a correctional facility to collect and report on recidivism. Currently there is one county facility with a grant from the NH Bureau of Adult Education and five adult education centers that provide services in county corrections.