**North Dakota**

Adult Education and Family Literacy

2017-2018 Narrative Report

This report summarizes the activity of the North Dakota Department of Public Instruction, Adult Education unit, during the past program and fiscal year; the WIOA guidance remains front and center in all activity, training, and meetings. The reauthorization and finalization of a state plan and final regulation review, interpretation, dissemination and compliance with the local programs continue to be a State Office priority. As always, the North Dakota Adult Education State Office is proud to represent nine (9) local Adult Learning Centers – including five correctional education programs, one IELCE program and four satellite programs. The opportunities of WIOA have been carefully crafted in a comprehensive professional development (PD) plan using State Leadership funds to implement the goals of the North Dakota State Plan which align with the strategic goals of the North Dakota Governor’s Workforce Development Council’s (WIB) state plan.

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

***(a) 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 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).***
* ***Establishment or operation of a high quality professional development program as described in section 223(1)(b)***
* ***Provision of technical assistance to funded eligible providers as described in section 223 (1)(c).***
* ***Monitoring and evaluation of the quality and improvement of adult education activities as described in section 223(1)(d).***

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

* ***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).***

North Dakota core WIOA partners – Adult Education, Job Service North Dakota (labor) and Department of Human Services – Office of Vocational Rehabilitation - continue our diligent efforts this past year to implement the approved state plan which was grounded in the foundation of the law and its requirements, yet complemented our uniqueness in its citizens, economy and workforce. In addition to ongoing monthly meetings to share updates and progress on implementation of services, this includes a strong focus on professional development and early evaluation for each partner and collectively at the local and state levels to ensure accurate information is shared; interpretations are standard; partnerships created or enhanced; and services identified to ensure and maximize participant success.

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

As in past years, the Adult Education PD plan was crafted by the State Office with input by local program directors and staff focused on needs to ensure a strong foundation of knowledge, a growth model which allowed for individualization given geographical diversity and continual improvement.

In collaboration with the Adult Education PD association, the North Dakota Association for Lifelong Learning (NDALL), State Leadership provided funds and support for the annual Adult Education Fall Conference held September 19 – 21, 2018. The Conference was attended by 104 participants from both Adult Learning Centers and alternative high schools. Conference evaluations were positive and met local program staff needs.

Specific to adult education, the professional development plan for local program staff included the following topics this past year:

BEST Plus training (intro, refresher) Blended Learning

Distance Education Data (LACES)

GED instructional strategies Curriculum and software programs

Integrated Employment & Training (IET) Cultural Communication

IET models EL resources/technology

Best Practice – Microsoft Teams Opportunities for post-secondary grants

Student engagement TABE 11/12

Apprenticeship Programs Citizenship

Suicide Prevention Job Corps

Governor’s Main Street Initiative Roundtables (ABE, GED, EL, AHS)

Differentiated Instruction Data

Lastly, the State Office staff participated in multiple OCTAE, NRS and NTI sponsored professional development. The State Adult Education Director and Assistant Director attended the OCTAE Directors meeting and COABE conference in Spring 2018, and the NTI conference in Fall 2018 as well as participated in the monthly Shop Talk OCTAE conference calls.

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

To fully meet the specific requirements of WIOA, the State Office provides constant technical assistance to ensure each local program has a solid understanding of the regulations and understands what that means in terms of outcomes and goals. Technical assistance has been in the form of the professional development opportunities described above and also individual conversation and webinar with local program directors and staff to ensure accurate implementation.

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

During October and November 2017, all local adult education programs were monitored for federal and state compliance. As the State Office has a schedule of every other year onsite monitoring, during 2018, all adult education program sites were visited for an informal monitoring process of interviews, data review, addressing needs and concerns and general networking. Formal monitoring will take place in Fall 2019. Additionally, the State Office provides oversight with monthly desk audits of NRS performance indicators.

***Performance Data Analyses***

***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 quality and effectiveness of the funded eligible providers and any plans to further increase performance in future reporting years.***

The State Office staff review existing measures and other data trends to determine new performance measures for negotiations with OCTAE. The State Office reviews and analyzes performance measures for each ALC monthly; the incorporation of a dashboard feature in the LACES system is an easy tool for program staff and directors to gauge performance and focus interventions accordingly. A snapshot review is as follows for 2017-2018 performance measures:

|  |  |
| --- | --- |
| **2017-2018**  **Measures** | **Actual**  **Performance** |
| ABE Beginning Literacy  (ABE Level 1) | 67 % |
| ABE Beginning Basic  (ABE Level 2) | 58 % |
| ABE Intermediate Low  (ABE Level 3) | 57 % |
| ABE Intermediate High  (ABE Level 4) | 53 % |
| ASE Low  (ABE Level 5) | 54 % |
|  | ABE Total 56 % |
| ESL Beginning Lit  (ESL Level 1) | 54 % |
| ESL Beginning Low  (ESL Level 2) | 74 % |
| ESL Beginning High  (ESL Level 3) | 66 % |
| ESL Intermediate Low  (ESL Level 4) | 67 % |
| ESL Intermediate High  (ESL Level 5) | 56 % |
| ESL Advanced  (ESL Level 6) | 29 % |
|  | ESL Total 61 % |
|  | TOTAL: 58 % |

\* data pulled from NRS Table 4b 12.12.18; rounded up %

Adult Education continues partner conversations as it relates to the WIOA required performance measures and evaluating data. As a result of the diligent work of the state’s Longitudinal Data System and the (pending) inclusion of WRIS II (labor) data, the capabilities for greater efficient data matching has become more evident. This process is complimented at the local program level with personal survey and follow up to compensate for data not collected for certain employment sectors (self-employment, contract work, small business).

The State Office continues to prioritize analysis of data as the foundation for all services. We look at data by local program site, ABE and ESL level, before/after training, and other factors. We look at gains and growth as well as decreases and identify contributing factors and help local program staff identify new strategies for continuous improvement. Given our positive economy and low unemployment rate, our participant numbers continue to decrease. As reported in previous annual reports, North Dakota’s current economy continues to drive our educational goals. As of October 2018, our state unemployment rate was 2.8%.

We continue to focus attention at the state and local offices on meeting with local and statewide human resource professionals to influence hiring requirements in hopes of directing students to the adult learning centers to increase skill sets for employment retention, and secure their GED for optimal employment hiring.

***Integration with One-stop Partners***

***Describe how the state eligible agency, as the entity responsible for meeting one-stop requirements under 34CFR 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.***

Job Service ND (JSND) is the provider of career services in our single workforce state. An MOU is in place between the Governor, JSND and the state Workforce Investment Board (in ND, referred to as the Governor’s Workforce Development Council – WDC) to provide and make available the career services described in WIOA 134(c)(2). The One-Stop delivery system MOU is in place to establish cooperative and mutually beneficial relationships between the core and required partners and other WIOA partners whose participation has been determined to be vital to an effective one-stop system capable of accomplishing the Governor’s workforce goals as outlined in the WIOA Unified State Plan.

Specific career services provided by Adult Education programs include: eligibility assessment and orientation; skill assessment; career planning and overview to include local, regional and state labor market information; orientation of training programs; interview assistance and job demands. Duties delegated of the one-stop system to the local programs include: labor market information; placement assistance; training eligibility; employment counseling; diagnostic testing; development of an individual employment plan; and case management services. This listing is not intended to be inclusive and partners may share responsibilities, depending upon the career field and knowledge required.

Core partners have committed to the WIOA required Infrastructure Cost Agreement. However, North Dakota requested a waiver of Section 121(h)(1)(B)(i) and 121(h)(2)(C)(i) of WIOA concerning Funding of One-Stop Infrastructure. This request is specific to the costs involved in establishing the infrastructure funding agreement, creating the calculation methodology and executing the cost sharing between partners versus the financial benefit gain as a result. Based on the financial burden of implementing infrastructure cost sharing with the WIOA required partners who are not co-located within a one-stop location, North Dakota asked for a complete waiver for this calculation due to the unreasonableness of the cost.

North Dakota will continue its practice of allocating overhead/infrastructure costs across all on-site programs by physical location based on staff charges and customer use. This practice addresses nearly all of the infrastructure costs for the one-stop locations.

The WIOA required partners not co-located at a one-stop location will be relieved of the administrative burden of calculating and implementing the infrastructure costs based on co-enrollments and on-site orientations. The request was submitted in November after a 60 day public comment period. We have not yet received approval of the request of waiver.

***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 the latest competition for IELCE program funds and the number of grants awarded by your State to support IELCE programs*.**
* ***Describe your State efforts in meeting the requirements to provide IELCE services in combination with integrated education and training activities.***
* ***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(d)(1) and discuss any performance results, challenges and lessons learned from implementing those program goals; and,***
* ***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©(2) and discuss any performance results, challenges and lessons learned from implementing those program goals.***
* ***Describe when your State held the latest competition for IELCE program funds and the number of grants awarded by your State to support IELCE programs*.**

North Dakota held an IELCE Request for Proposal December 2016 – March 2017. The State Office received one and awarded one local program grant award (Fargo Adult Education).

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

IELCE program funds (Sec 243) are designed to prepare EL students for (and placement in) unsubsidized employment in three (3) key target areas. First, the Governor’s priority industries which include value added agriculture, energy, information technology, advanced manufacturing and tourism; secondly, our labor partner - Job Service North Dakota - high demand, high wages industry sector listing (http://www.jobsnd.com/sites/default/files/North-Dakota-In-Demand-Occupations.pdf); and third, local economic drivers have been identified. JSND specific Title I training program eligibility and funds for training programs are reserved for the occupations described above.

Training has been provided to all local programs by JSND, even though only Fargo is required to meet specific 243 requirements. A thorough understanding of the IELCE concepts of WIOA is critical for all program understanding and knowledge.

* ***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(d)(1) and discuss any performance results, challenges and lessons learned from implementing those program goals.***

Fargo’s focus is on meeting the high demand, high wage occupations within the greater Fargo/West Fargo/Morehead, Mn. metro area. To date, 50 eligible individuals have received services from a pool of 373 students. This collaboration is with local labor partners and focuses on meeting employment needs in the targeted areas of Certified Nurse Assistance Training.

A constant challenge is ‘doing more with less’ funding. As the allocation of funds is key for instructional salaries, there is no funding for simultaneous placement; however, we have strong partnerships with multiple employers who help support student placements and IELCE programs. State Office goals include working diligently to improve our IELCE and IET programs and opportunities.

***Adult Education Standards Describe how your adult education content standards are aligned with those K-12 standards.***

The North Dakota Department of Public Instruction formally adopted the Adult Education College and Career Readiness (CCR) standards on May 1, 2015 as the state legislature formally adopted the Common Core State Standards. Subsequently, the State Office disseminated them to all local programs; training is annually available.

***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? Describe the methods and factors used in calculating the rate for this reporting period.***

Both federal AEFLA and state funds are provided to the ND Department of Corrections and Rehabilitation (DOCR) for Corrections Education and the education of other institutionalized individualized. Recidivism, defined by ND DOCR, is an offender committing a new crime and not returning on a status offense such as a parole violation within three years.

DOCR can specifically extrapolate data for inmates who were served with state and federal adult education funds for the time period July 2017 – June 2018 required by OCTAE. This data was requested of DOCR and provided to DPI; the data confirms national recidivism rates for adults is 42% and for youth is 37%; ND rates for both populations combined is 37%. However, additional data regarding recidivism rates for students while incarcerated is as follows:

* students with only a reading program … DJS 31%; DAS 19%
* students with completed GED/HS diploma … DJS 14.1%; DAS 8.4%
* students with GED/HSD & workforce training/post-secondary….DJS 9.2%; DAS 6.42%