

Narrative Report  
New Hampshire PY 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 activities:*

- *Alignment of adult education and literacy activities with other one-stop required partners to implement the strategies in the Combined State Plan as described in section 223 (1)(a).*

NH uses State Leadership funds to pay part of the Bureau of Adult Education's Education Consultant. Her job duties include:

- Participation on the Joint WIOA Professional Development Team (PDT) including monthly meeting with core partners to plan joint training opportunities for all core partner staff.
    - In 2017, the PDT redesigned the New Hire training, mandatory for all core partner staff, created a resource handbook with information on all core partner services and contract information and presented the 2 hour training quarterly to all new staff.
    - In June, 2018, the PDT facilitated an all-day conference on topics aligned with the strategies of the Combined State Plan such as Adult Education as a Workforce Development Program, Client Centered Continuous Improvement, Sector Strategies and Career Pathways.
    - Other joint trainings included: Substance Prevention and Rehabilitation, Mental Health training, Equal Opportunity training and Career Navigator training.
  - Representing Adult Education on various employer panels and advisory groups including the NH Hotel & Restaurant Association, NH Job Corps and Seacoast Leadership.
- *Establishment or operation of a high quality professional development program as described in section 223 (1)(b).*

NH uses some State Leadership funds to contract with Second Start to provide a high quality professional development program. In 2017-2018, more than 325 adult educators attended various 92 activities including workshops/conference, webinars, communities of practice and online courses. Topics included:

- Instruction related to specific needs of adult learners including workshops on services available to ESL Learners, the College & Career Readiness Standards for Adult Education and Resource Sharing sessions for teachers.
- The development of a Volunteer Handbook by the Adult Learner Services Coordinators.
- Dissemination of information about models and promising practices included: Distance Learning 101, Integrating Employability Skills and a variety of webinars offered through World Education, New England Literacy Resource Center and COABE.

A new evaluation process was adopted in 2017 to better assess the application of the professional development activities. This included an initial evaluation to determine whether the objectives of the activity were met and a follow up evaluation after 6 weeks

to determine if the knowledge/skill was applied in the classroom. Feedback was overwhelmingly positive.

In December, 2017, LINCS sent a trainer to provide assistance with implementing the Adult Education Teacher Competencies and the Teacher Effectiveness Training. Seventeen program directors and mentors attended the training. The Mentor team then used the information and materials to redesign the New Staff Workshop to be better aligned with the Teacher Competencies.

NH also participated in the STAR Hybrid pilot program and now has a National Trainer available to continue building capacity for instruction incorporating the essential components of reading in New Hampshire.

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

All professional development activities, funded in part by State Leadership, except committee meetings, are required to be based on the most rigorous or scientifically valid research available. These are incorporated into the objectives of the training session. Topics included: STAR reading program, Teacher Effectiveness (for New Staff Workshop), the ESL Pro series (for Community of Practice), and Learning to Achieve (for Annual Disabilities Training).

The role of adult education centers as a one-stop partner was provided directly through the NH Works New Hire training, required for all program directors as well as the New Program Directors Boot Camp, offered to new program directors. A representative from local providers in each region is required to attend the quarterly WIOA Partner meetings in their region.

In November, 2017, NH transitioned to a new data system. Multiple face-to-face and online technical assistance activities were offered on inputting quality data as well as the use of the system for program monitoring and improvement.

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

The job duties of the Bureau's Education Consultant, paid in part by State Leadership funds, included monitoring the quality of adult education data collected, entered and reported by local providers and the State office. As a part of her training, she attended the NRS Annual Checkup: WIOA Accountability After Year One.

In 2017-2018, she revised the Self-Evaluation report used annually by local programs. The report includes a variety of data points and documentation of required activities. The report is used at the state and local level for program monitoring, program review and the development of an improvement plan.

She was also responsible for planning quarterly Program Directors' meetings which often featured promising practices in New Hampshire. For example, one center switched to managed enrollment in January 2017 and reported on the positive impact at the May Program Directors meeting.

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

Permissible activities funded by NH State Leadership money included:

- A variety of workshops were provided on how to incorporate distance learning opportunities.
- In 2017-2018, all professional development workshops were accessible through Zoom for those who were unable to travel to the face-to-face meeting.
- Curricula were disseminated through the Earn & Learn Grant program which provides a stipend to instructors to develop materials that can be shared with other adult educators. Emphasis for this year's projects was alignment with the College & Career Readiness Standards for Adult Education, implementation of the I-DEA (Integrated Digital English Accelerated) program, implementation of the STAR reading program, and contextualized lesson plans aligned with the sector initiatives.
- Additional permissible activities were offered, but funded through state funds, not State Leadership funds.

## **2. Performance Data Analysis**

*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.*

In November, 2017, New Hampshire went live with LiteracyPro's LACES system for data collection. The transition from a home-grown data system with multiple limitations to the robust system offered by LiteracyPro along with the incorporate changes due to WIOA was challenging. All 2017-2018 data was required to be entered into the system by January 15, 2018.

On March 1, 2018, the Bureau required all programs to submit a Program Self-Evaluation which was aligned the sections of the WIOA Program competition RFP. Programs were required to address each section through the use of data and narrative responses. The process also involved a description of the deliverables required in their contracts, an analysis of their data and a plan for improvement. This was the first-time programs were required to submit such a comprehensive report. Extensive technical assistance was provided, but the challenge of learning a new system, internalizing new regulations and conducting quality analysis all within the span of four months was substantial.

Because the follow-up data reported in October, 2018 came from the old data system, which did not have the mechanism for the new reporting requirements, the data is limited. The new LACES system allows programs to collect and record the data accurately for the correct population. Local providers have been trained on how to determine which students need to be contacted for follow up reporting. NH is still completing follow up by survey for all participants except for limited data matching with the National Student Clearinghouse.

Additional technical assistance was conducted in the spring of 2018 on how to conduct follow up surveys effectively including how to ask about income, especially since this was not asked previously and staff was uncomfortable asking about income.

The Education Consultant attended the NRS Regional Training on Evaluating Program Effectiveness in the summer of 2018 and will continue to work on developing a comprehensive evaluation program in her new role as the State Director. This will include revisions to the Program Self-Evaluation, the development of more comprehensive monitoring tools, continued technical assistance on data quality and a system for constructive data analysis to guide program improvement. Now that local providers have a year of experience with the LACES system, we anticipate the data from 2018-2019 to be of better quality and can be used to set standards and improve performance.

### **3. Integration with One-Stop Partners**

*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 infrastructure costs are supported through State and local options.*

The Bureau of Adult Education carries out the roles and responsibilities of the required one-stop partners in the following ways:

- *Provide access to its programs or activities through the one-stop delivery system, in addition to any other appropriate locations*
  - Adult education is not co-located at the one comprehensive one-stop center (called NH Works Offices) in New Hampshire or the eleven affiliate sites. Access to adult education is provided by cross-training NH Works staff. Every NH Works staff member is required to attend the New Hire Training within 60 days of employment. Information about Adult Ed services, identifying appropriate clients, making referrals and co-enrolling participants is incorporated into that training.
  - As needed, local adult education staff will accompany students to the NH Works office for services and the NH Works staff will conduct Intake interviews, orientations and assessments at the local adult education centers.
  - Additionally, adult education is represented by local providers at the quarterly regional Partner meetings. Those meetings are designed to develop local plans for sharing interagency information, communication, establishing procedures for co-enrollment and addressing other local partner issues.

- *Use a portion of funds made available to the partner's program, to the extent consistent with the Federal law authoring the partner's program and with Federal cost principles in 2 CFR parts 200 and 3474.*

**NOTE:** The NH Works Memorandum of Understanding did not take effect until January 1, 2018. Infrastructure costs were not applied until 2018-2019.

- *Provide applicable career services; and*
  - *Career services available at the NH Works offices, accessed by adult education students; include individualized career services, use of the resource room, access to labor market information and workshops.*
- *Work collaboratively with the State and Local WDBs to establish and maintain the one-stop delivery system. This includes jointly funding the one-stop infrastructure through partner contributions based on [reasonable cost, Federal cost principles, local administrative cost requirement]*
- *Enter in an MOU with the Local WDB relation to the operation of the one-stop delivery system that meets the requirements of 463.500(b)*
- *Participate in the operation of the one-stop delivery system consistent with the terms of the MOU, requirements of authorizing laws, the Federal cost principles, and all other applicable legal requirements; and*

- *Provide representation on the State and Local WDBs as required and participant in Board Committees as needed.*
  - The NH Works MOU, signed by the Commissioner of Education as the representative of Adult Education, includes the cost allocation methodology, the infrastructure funding agreement and outlines the roles and responsibilities of the Board, the Consortium and the Interagency Directors Group (IDG) as they relate to the operation of the one-stop system.
  - The MOU was developed by the State Workforce Innovation Board which included the former Deputy Commissioner of Education as a representative of adult education.
  - The SWIB selected the NH Works Consortium to serve as the one-stop operator for the state of New Hampshire. The current Deputy Commissioner of Education is the representative for adult education.
  - The Consortium works with the IDG. The State Director represents adult education on the IDG.

**4. 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 [the latest competition] for IELCE program funds and the number of grants awarded by your State to support IELCE programs.*
  - New Hampshire conducted a competition in March of 2017 and awarded five IELCE grants that were effective upon the approval of the Governor & Council on September 23, 2017.
- *Describe your State efforts in meeting the requirement to provide IELCE services in combination with integrated education and training activities.*
  - The competition included a description of IELCE services as described in Title II, Section 203 (12). Since March of 2017, there have been several clarifications provided by OCTAE and the Bureau of Adult Education has worked with the five providers to implement the program as described.
  - Because only one of the providers had an existing pilot program that included workforce training, most of the first year was spent providing the instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation while they developed the integrated education and training activities component.
  - Meetings were held with IELCE program directors to discuss program design and development. The State Office participated in the pilot project for the IELCE checklist and all of the local programs provided feedback as the checklist was being developed.
- *Describe how the State is progressing toward 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*

- **Performance results specifically related to IELCE participation & NH Sector Partnerships**
  - *Jobs in Health Care – 2*
  - *Jobs in IT/Office Occupations – 2*
  - *Jobs in Hospitality – 6*
  - *Jobs in Manufacturing – 3*
  - *Transition into Training – 3 (Health Care)*
- **Challenges**
  - The majority of adult education students are already employed and are not in a financial position to quit a job to pursue workforce training that will enable them to transition into better jobs. NH's unemployment rate is one of the lowest in the country (3<sup>rd</sup> lowest in the country at 2.6, as of October, 2018).
  - It is difficult to get the critical mass needed to conduct a cost-effective integrated education and training program.
    - Students are employed and not available.
    - In some programs, many students are not in the labor force. 17% of ESL students are over the age of 60.
    - Student interest and skill level is varied.
    - There is a small pool of students for recruitment. Only two programs have more than 200 students, programs average 70 students over the course of a program year.
    - NH has a number of rural areas and an IET program with an intensive schedule is affected by the lack of transportation and child care.
  - Funding the IET component is a challenge.
    - Training provided by external partner is often not accessible due to student work schedules and lack of funding available for those who are employed. Using outside partners also presents a challenge to the concurrency requirement of IELCE.
    - Adult education does not have the funding available to provide occupational skills training internally.
  - Building partners requires considerable time and effort and may not pay off with a viable option.
    - The Bureau Education Consultant and several local providers participated in a year-long project to increase co-enrollment of ESL students with training provider by the Title I contractor. After several failed attempts, it was determined that the majority of adult education students were not eligible for Title I services because their income was too high. Eligibility under the basic skills deficit was not possible because of the restricted number of slots available. Adult education did not have the funding available to provide tuition to those training programs.
    - One IELCE provider was approached by an employer to provide a health care apprenticeship for 7 employees. The employer needed assistance with funding, but the apprenticeship funding is only available to the community college. The community college would not provide the training because they needed a minimum of 8 students.



- One program refers students to the WorkReady program at the local community college.
- One program is working closely with each of the Sector Partner Initiative Liaisons to develop “incubator” courses that support foreign trained professional into their chosen field, inform those interested in a field about training and jobs in it, and spark an interest in those industries for students seeking a career path. Students are directly exposed to industry professionals, technical trainers, as co-teachers or guest speakers, with whom they develop relationships and deepen their understanding of how to access further training or a job in the field.
- Various program directors serve in the following capacities:
  - Member of the Seacoast Area Healthcare Workforce Collaborative, subcommittee member focusing on the integration of foreign-trained professionals
  - Board of Directors for the Chamber of Commerce, chair of the Business and Education Partnership
  - Sponsor for two annual workforce events, one focusing on students, one focusing on employers
  - Partner with the Keene Immigration and Refugee Project
  - Member of the Office of Health Equity (responsible for Refugee Resettlement) Employment Team
  - Member of the Community Network (local social service providers)
  - Local Manufacturing group with representation from the Chamber of Commerce and Sector Partnership Initiative.
  - Participant in the Workforce Development Forum
- See previous section for employment performance results specifically related to IELCE participation.

## **5. 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.*

In accordance with the NH State Plan, NH Adult Education requires alignment of curricula with the College & Career Readiness Standards for Adult Education.

- *Optional – Describe implementation efforts, challenges and any lessons learned.*

In 2016-2017, the State Office trained 19 adult educators as trainers. Those trainers have offered multiple training sessions across the state in the last two years. In 2017, an online version of the professional development modules from the CCR Institute was posted in an online platform for all adult educators to access. In 2017-2018, the New Staff Workshop was revised to align with the Adult Education Teacher Competencies. The Mentor team provided sample lesson plans and modeled how to align curriculum.

As a part of the Self-Evaluation process, program directors are required to address how alignment is done and where documentation or verification can be found.

In 2018-2019, a full-day work session was offered at the Fall Conference on how to align curriculum. This will be repeated at the Spring Conference. In addition, the trainers were going



to offer regional communities of practice on alignment of curriculum, but that has been postponed until new materials are available from Standards Works under the new OCTAE contract. This project will be offered in the fall of 2019.

## **6. 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.*

In NH, the State Office funds a program at one county jail and in the State Prison. Services are provided in most of the other counties by the local adult education center.

Each county tracks and measures their recidivism rate differently. There is not a centralized system; therefore each county only tracks whether an individual returns to the same facility. Adult education programs are not granted access to inmate data and the jails do not track adult education students as a separate subsection of their general population.

Because of the small numbers of incarcerated students served, the following information was available:

- Carroll County (provided by Carroll County Adult Education)
  - Does not currently track recidivism, they are planning to do so in the future.
- Rockingham County (provided by Exeter Adult Education)
  - Recidivism rate for the general population 2017 is 56.7% based upon a review of inmate numbers recurring from calendar years 2016-2017 and was reviewed for reentry solely to Rockingham County jail.
  - All students included in the NRS data for PY2017 were both released and not returned, continue to be incarcerated at Rockingham or were transferred to another correctional facility.
- Strafford County (provided by Dover Adult Learning Center)
  - Unable to provide data for re-arrest or custody in different jurisdiction.
  - Of the 50 students served
    - 28 were Pretrial Federal Detainees – unable to determine outcome
    - 4 remain in custody
    - 18 were discharged, 1 has been returned to custody
- Merrimack (provided by Second Start)
  - It takes 3 -5 years to measure an accurate recidivism rate. The average recidivism rate for the general population is 56%.
  - Of the 11 students served
    - 6 were federal inmates – no data
    - 2 remain incarcerated
    - 3 released and have not returned
- Cheshire County (provided by Keene Community Education)
  - Of the 11 students served
    - 3 remain incarcerated
    - 5 were transferred to other correctional facilities
    - 3 were released and 2 returned
- Hillsborough County
  - Do not track this information. Adult Educator program does not have access to this information.

- NH State Prison
  - No students enrolled in 2017-2018 (they did not have a contract until the spring of 2018)

The calculation for the state rate is the number of students returned divided by the total number of students served:  $3/128 = 2.3\%$