



NEVADA Narrative Report

ADULT EDUCATION 2017 - 2018

1. State Leadership Funds (AEFLA Section 223)

(a) Describe how the State has used funds made available under section 223 (State Leadership activities) for each 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).*

The Nevada Director of Career Readiness, Adult Learning & Education Options served on the Governor's Workforce Development Board (WDB). As of November 1, 2018 the Adult Education State Director was appointed to the WDB as well. As specified in the Unified State Plan, Title II programs in Nevada make referrals to the One-Stop Centers, and most receive referral clients from these agencies. Four of the seven local providers are co-located with WIOA core partners, either in the One-stop center or through Workforce satellite sites. Northern Nevada Literacy Council, Truckee Meadows Community College, Western Nevada College and Great Basin College all have interagency agreements in place with JOIN, Inc., a Workforce Investment Act Title I provider in Northern Nevada. The previous Program Director of the Northern Nevada Literacy Council served on the Northern Nevada Local Workforce Development Board (LWDB). Following her resignation the Program Director from the Western Nevada College will be nominated. The Las Vegas area program Community Adult Literacy in Libraries (CALL) has a representative on the board of Workforce Connections, the Southern Nevada Local Workforce Development Board (LWDB)

In 2017-2018, leadership funds supported continued training and technical assistance at each AEFLA-funded program to fully implement WIOA, including the College and Career Readiness Standards (CCRS).

The following activities were funded with Leadership funds aligned with State strategies presented in the Unified State Plan, such as; partner referrals, co-enrollment, career pathways, and College and Career Readiness Standards.

Leadership funds were used at the state level to contract with American Institute for Research (A.I.R.), to assist in building an effective professional development system, the focus of which is implementation of WIOA and program improvement. A.I.R. delivered training aligned with the Unified State Plan and addressing the needs of our participants.

Through three director meetings each year, State Leadership funds were used to deliver training to local programs on WIOA and implementation of the Unified State Plan components. All local programs attended these trainings.

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

The Nevada Adult Education Professional Development team was staffed by A.I.R. in 2017-2018. The primary focus of this contract was to continue implementation and sustainability of standards-based education, support for implementation of WIOA, career pathways, transitions to postsecondary education, English language instruction, and support for High School Equivalency preparation. Workshops, webinars and direct technical assistance were delivered to the seven AEFLA-funded program directors, coordinators and teachers multiple times throughout the year.

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

As previously described, targeted technical assistance was provided to each of the local providers. Technical assistance subjects included:

- Leadership Development
- Special Needs Students
- Program Design (Orientation, scheduling, etc.)
- Success in Multilevel Classrooms
- Classroom Management
- Evaluation of Staff Effectiveness

A total of 165 staff attended training for targeted technical assistance.

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

State Leadership planned and offered Nevada Adult Education directors' meetings, designed to provide opportunities to share best practices, policies, and tools to support program improvement. All but one local program director attended specific training on using data to drive program improvement. Monitoring reports were shared with A.I.R. to drive technical assistance based on areas in need of improvement. The work with local programs included reviewing and analyzing NRS data.

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

Leadership funds have been used to deliver training on working with students with disabilities. Digital Literacy training was provided directly to one local program using Leadership funds. Leadership funds have also been used to provide training for an IET/IELCE project to bring local providers together in a structured approach to delivering career pathway opportunities.

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.

Nevada enrolled 6,759 learners in seven programs across the state in 2017-2018. The ESL participants dropped from 75% of the total to 69%. The decline in enrollment was 100% ESL participants. Over 600 of the participants lost between FY 16 and FY17 were from a single refugee program.

The approved target for the second year under WIOA was not met with an overall NRS Table 4 outcome of 37%. Performance outcomes continue to fluctuate in all educational functioning levels. The overall MSG is 5 percentage points lower than the previous year.

Overall post-test retention was at 62%, there were wide fluctuations at the local agencies. Technical assistance to address this issue has started and is ongoing. Age, ethnicity and gender demographics remained relatively unchanged with 66% percent Hispanic, 52% in the 25-44 age bracket, and females outnumbering males by almost two to one.

The number of participants achieving high school equivalency through the GED, TASC, or HiSET assessments decreased from the previous year, at 376 for 2016-17 and 247 for 2017-2018. Although a report is not yet available showing the number of high school equivalencies earned regardless of timeframe and PoP.

There was a decline in the number of individuals served in integrated education and training programs from 409 to 185. This is believed to be a result of additional training on acceptable categorization of IET. Programs received, and will continue to receive, additional technical assistance in developing integrated education and training programs.

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 State will delegate its required one-stop role to eligible providers. Eligible providers will serve co-enrolled participants, with an emphasis on serving individuals with barriers to employment. There is significant overlap between the clientele of the Department of Employment, Training and Rehabilitation and the literacy, basic skills, and HSE preparation programs of Title II in Nevada. These services join in cross-training and participate in referrals between agencies and the one-stop and affiliate sites, therefore, resources will be spent by Title II to share in one-stop infrastructure costs.

The infrastructure costs will be covered using the local option with programs that have been designated to fulfill the one-stop role. Both workforce areas have Infrastructure Cost Agreements in place and local Title II providers will receive additional funds to meet needs for co-location and infrastructure costs. Both local workforce areas have Title II local providers co-located with Title I, III, and IV partners.

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:

During the program year 2017-2018, Section 243 funds were awarded through the competition held under WIOA. Tracking IELCE participants under WIOA and additional training drastically reduced the number categorized as receiving IELCE services from over one thousand to 191.

- *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.*

A competition for IELCE funds was held in the 2016-2017 program year for funding for the 2017-2018 program year and four programs were funded.

- *Describe your State efforts in meeting the requirement to provide IELCE services in combination with integrated education and training activities;*

Our efforts have centered primarily around educating the local providers on the requirements for IELCE under WIOA. Many programs are providing contextualized instruction centering on specific career pathways; such as, Burlington English and Career Ready 101.

One community based non-profit program is partnering with a local community college to offer IELCE students access to co-enrollment with CTE courses.

Two other programs located within community colleges are partnering with multiple CTE programs to co-enroll IELCE participants. One program is also involved with an innovative program to address the teacher shortage in Nevada. IELCE participants with degrees in their home countries who are in advanced ESL levels will be eligible to participate in the Alternative Route to Licensure (ARL) program to prepare for the application process and the Praxis exam.

Development of a pilot project (Nevada – Accelerated Career Education) began in the spring of 2018 for launch during the 2018-2019 program year.

- *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*

Multiple programs are using the Career Ready 101 curriculum, as well as, WorkKeys Assessment leading to the National Career Readiness Certificate. Several programs are using the Burlington English system of career pathways materials.

All programs report the need for documentation as a challenge with the population served.

- *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.*

One local non-profit program has been working with their Local Area Workforce Board and has secured funding for a staff member located at the program providing career counseling to out-

of-school youth, including those in IELCE. Two IELCE funded programs in Northern Nevada have co-located with the One-stop to coordinate services to all eligible participants. Performance results have not been specified for IELCE participants within the One-stop system to-date. All programs report the need for documentation as a challenge with the population served.

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.

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

Nevada adopted the Common Core State Standards in 2010, calling the standards the Nevada Academic Content Standards for English Language Arts and Mathematics. Nevada was one of ten states selected to participate in the U.S. Department of Education's Office of Career, Technical, and Adult Education (OCTAE) two-year College and Career Readiness Standards-in-Action (CCRS) initiative. Implementation of the CCRS aligns the Nevada Adult Education content standards with the Nevada K-12 standards.

State Leadership worked on continuing the integration of College and Career Readiness into all program levels for all adult learners. Helping the teachers learn how to implement the CCRS has paved the way for students to make easier transitions to postsecondary education and training. Furthermore, the implementation of CCRS has helped to align Adult Basic Education programming with workforce and career readiness that leads to certification and credentialing, and to support short-term certification for high demand job sectors based on current Nevada Department of Employment Training and Rehabilitation (DETR) local labor market data.

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.

During the last program year no AEFLA funds were used for Programs for Corrections Education and the Education of Other institutionalized Individuals. The competitive RFP released in 2017 included the option to apply for corrections funding but no applications included such activities. State funding not connected to AEFLA has been used for Corrections Education. We will continue to explore the options for partnering with the existing state funded corrections education program during the coming year.