**Rhode Island Narrative Report 2017-18**

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

1. *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).*

Adult Education state staff, whose salaries are partially paid with Section 223 State Leadership funds, attend the Rhode Island WIOA Interagency Workgroup which has been meeting on a regular monthly basis to discuss the design and implementation of common assessments, intake forms, data sharing agreements, and general work around the statewide implementation of WIOA. This workgroup is chaired by a staff member of the Governor’s Workforce Board (GWB) and includes the adult education state director and staff, the Executive Directors of the Local Workforce Development Boards (LWDB), and representatives from the Department of Labor and Training (DLT), the Department of Human Services (DHS) (including TANF, the Office of Rehabilitation Services, and SNAP), and the Department of Behavioral Healthcare, Developmental Disabilities and Hospitals (BHDDH).

The Adult Education state staff also participate in the RI Workforce Alliance which is made up of WIOA partners from GWB, LWDB, American Job Centers and their Operators, DLT and DHS. In addition, the Alliance consists of local adult education agency directors and interested constituents from several other agencies, ranging from College Unbound, the community college system, USDA, and the RI Food Bank. This group has been providing feedback on a statewide basis for several WIOA activities including the choice of the One-Stop Operator, the development of the two Local Plans, and a Working Cities Challenge Grant for the city of Providence through the Federal Reserve Bank of Boston. This grant establishes four One-Stop Community Connection Sites at adult education agencies to be staffed by One-Stop personnel at regular intervals.

Real Jobs Rhode Island (RJRI), Governor Gina Raimondo’s primary economic and workforce initiative, has been highlighted in the Rhode Island WIOA State Plan. The Governor’s Workforce Board continued to fund RJRI grants that included the integration of adult education and literacy with ten adult education providers awarded grants for partnering with local businesses and industries to provide educational services related to the business and industry career pathways. The Department of Labor and Training expanded this initiative with a grant for training programs specifically for low-skilled residents, called Real Pathways Rhode Island. The purpose of Real Pathways is to promote and support partnerships between and among public, private, and nonprofit agencies, education and training providers and other providers as necessary within a specific geographic region or who focus on a similar population, such as veterans or English language learners. Nine out of the 14 grants went to adult education providers who are focusing on building career pathways for their students in the fields of healthcare, hospitality, construction, manufacturing, and culinary arts.

* *Establishment or operation of high-quality professional development programs.*

RIDE funded the RI Adult Education Professional Development Center (PDC) in 2017-2018 to provide a statewide system of professional development and technical assistance to support local activities required under WIOA. Priorities continued to include a focus on essential components of reading instruction, NRS approved assessments, improving technology-based teaching and learning, integrating workforce and career readiness content into the College and Career Readiness Standards (CCRS) based curriculum, and sharing promising practices and research-based models online. Professional development was provided through statewide workshops, local program-based activities, and an annual statewide conference. In 2017-2018, the PDC fully moved to a consultant-based PD delivery model, utilizing practitioners with local, national and international expertise in this delivery. Building on the Professional Learning Community (PLC) model that has proven effective for PD in the state, the PDC implemented additional PLCs to deepen and extend professional learning in ESOL, Reading and Proficiency-Based Teaching and Learning.

In the area of assessment, the PDC also coordinated trainings in CASAS, BEST Plus, TABE, the GED® test, and the National External Diploma Program to equip practitioners in assessing the progress of learners. Professional development in the use of performance-based assessments remained largely embedded in the Proficiency Based Teaching, Learning and Assessment (PBTLA) initiative, preparing practitioners to assess progress with CCRS and specific workplace skills. Programs continued to learn how best to undertake this rigorous, research-based method of teaching and learning the CCRS and workplace skills in 2017-2018, with some programs being successful in implementing the necessary changes in program design to accommodate this shift in teaching and learning. The knowledge base for PBTLA and performance assessment in general has increased in the field resulting in more rigorous, CCRS-based curricula being shared among programs through an Adult Education Google Domain platform. Next steps include planning and implementation of the design and validation of NRS level aligned performance tasks that will serve as exemplars for the field. Finally, the Transition to College PLC learned in-depth about how the Prior Learning Assessment process works at the Community College of Rhode Island (CCRI).

The Annual RI Adult Education Conference, held in September at a local technical college, offered 26 workshops based on themes from WIOA: career pathways and contextualized curriculum, technology enhanced teaching and learning, CCRS based planning for ESOL and ABE classrooms, and partnership building with employers and other agencies. Professional Development overall continued to build on the most recent, research-based practices and resources disseminated on the PDC website, as practitioners increasingly need access to just-in-time information and professional development.

One of the more promising technology PD initiatives in the blended learning priority to highlight this year is the Learning Circle (blended) model as a means for programs to serve wait listed students. Through the Tech HUB (see next section for more information), seventeen practitioners were trained in the Learning Circle model through a hands-on approach. A total of 18 participants from 14 different organizations joined one of four regional cohorts who worked through the online course in a Learning Circle model, a peer support method of going through an online course together and in-person. Using guidelines given at the kick-off event, each cohort met weekly for two hours, shared the roles of facilitation and note taking and worked through the 18-hour course over a period of 12 weeks. This proved to be an effective approach for training adult educators in the Learning Circle model to use with students on the waitlist. There was strong persistence with 95% of participants completing the course.

* *Provision of technical assistance to funded eligible providers*

In addition to the technical assistance provided by the PDC, as mentioned above, RIDE’s Adult Education staff facilitated two Leadership Institutes prior to the release of the state’s RFP in February 2018. Participation was mandatory from each RIDE-funded adult education agency. The sessions featured panel discussions and presentations by local programs to highlight best and promising practices related to contextualized education, occupational skills training, and other WIOA-based activities. The sessions also included the most up-to-date information and guidance from OCTAE that was available at the time.

RIDE provided technical assistance to an adult education agency (Providence Public Library) to provide adult education services in the state’s two comprehensive One-Stop Centers. The Library assigned teachers to classrooms within the One-Stops on a regular basis to serve One-Stop clients who needed basic academic skills, English as a second language instruction, and digital technology skills. This was a successful arrangement, with many of the clients improving their educational functioning levels and therefore becoming eligible for further training through the One-Stop system (See Question 3 – Integration with One-Stop Partners).

In 2017-2018, as a component of a statewide system, RIDE also funded the Rhode Island Adult Education Technology HUB as a means of organizing and formalizing technology professional development and technical assistance activities that had been underway in adult education in the state for several years. Priorities of the HUB in 2017-2018 included RI AdultEd Domain & G-Suite Implementation, professional development in pedagogical best practices in distance and blended learning, as well as the management and facilitation of technology related partnerships in the state and at the national level.

The Tech HUB team, including our partners at Rhode Island Society for Technology Educators (RISTE) and the PDC, worked collaboratively to be responsive to individual and program needs, establish tools for communicating with the field, and experimented with innovative methods of professional development. Throughout the year, the HUB implemented several initiatives including the roll-out of the RI AdultEd Domain, intensive training on G-Suite tools and a cohort model of Google Educator Certification. The HUB’s work was informed by a needs assessment, which was completed by local program directors or Technology Point Persons in the fall of 2017. The results of the assessment guided their conversations as they met with program staff to assist them in prioritizing their technology-related PD needs.

Throughout the year, the Tech HUB saw a shift in PD needs. As practitioners learned to use newly issued Chromebooks, they began setting up accounts under the RI AdultEd Domain, and then began requesting assistance with Google Classroom. As the early adopters in the field became proficient in using Classroom, they extended their reach to learning how to use other G-suite tools for teaching and learning. The culminating activity of the year was the Level 1 Google Educator Certification program. The PDC, in partnership with the Tech Hub, supported Chromebook inventory, maintenance, training and distribution, including integration of the Google domain with CALIS, the statewide student information system. The Tech HUB remained responsive to the needs of the field, offering on-going support with Chromebooks, which included orientations and trainings, troubleshooting, and technical support.

* *Monitoring and evaluation of the quality and improvement of adult education activities*

The adult education office conducted both quarterly and annual local program evaluations, including desktop audits, using a comprehensive program assessment tool. The state office continued to train programs on using this tool for on-going self-evaluation purposes. The performance criteria is constantly evaluated on multiple measures, including EFL completions, high school credentials, transitions to postsecondary education and training, and entering and retaining employment.

Using the referenced process and tools, the state office carefully and regularly monitored program performance on an annual basis. Programs that were at risk of meeting their targets or were failing to meet their targets were issued a warning by RIDE, were visited by state staff that reviewed in detail the performance assessment tool and were required to implement a corrective action plan.

**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.*

During program year 2017-18, the Rhode Island Department of Education (RIDE) funded fewer agencies than in the past (25 compared to 32 in 2016-17) because the Department encouraged programs to submit joint applications for renewal funding. These programs were funded with a combination of federal Adult Education and Family Literacy Act funds; state General Revenue funds and Governor’s Workforce Board’s Job Development funds; and local matching sources. These agencies enrolled more than 6,000 individuals and **served** **5,520 adult learners** with 12 or more hours of instruction, which is an increase in enrollment of 1 percent compared to 2016-17. With less federal and state funding statewide, our agencies were still able to serve more students with 12 or more hours than last year without a decrease in the percentage of students who made measurable skill gains.

On average, participants attended 107 hours of instruction (Table 4 Analysis is below), and overall 65% of those students who were post-tested made educational gains (Table 4B). The demand for adult education classes has not decreased and programs continue to have waiting lists of students, in particular for ESL classes. The current waiting list statewide consists of more than 1,500 adults, equal to more than 25% of the total number of learners who were enrolled.

Of the 5,520 adult learners enrolled in Rhode Island, 33% were placed at entry in Adult Basic Education levels, 7% were placed in Adult Secondary Education levels, and 60% in ESL levels – percentages that reflect just a one percent decrease in ABE and a one percent increase in the number of ESL learners served compared tolast year’s enrollment. About 6% of ESL students were enrolled in Integrated English Literacy and Civics Education programming under Section 243 (Table 3 Analysis is below).

The post-test rate continues to remain high at about 74% which has led to high completion rates overall. The state was focused on performance; programs were aware that the WIOA RFP competition would take place in the spring and that demonstrated effectiveness would be a component of the RFP. This focus on performance has led to continuously high post-test rates and to the overall effectiveness and performance of local programs and the state.

From NRS Table 4:

Fifty-three percent (53%) of all Rhode Island adult learners served for 12 hours or more made Measurable Skill Gains in 2017-18, which is an additional two percentage points higher than the previous year in Rhode Island, and which is seven percentage points higher than the national average of 46% for 2017-18. This should again rank Rhode Island in the highest performing quartile nationally, or close to it.

In Rhode Island, there were only 33 students (less than one percent) with more than one Period of Participation (PoP). On average, these students performed better than those in the first PoP, increasing the Measurable Skill Gains (MSG) by a fraction of a percent.

The table below presents the following: Government Performance and Results Act (GPRA) targets for Adult Basic Education (ABE), Adult Secondary Education (ASE), and English as a Second Language (ESL); MSG target percentages and target numbers; and the actual Rhode Island MSG results (in yellow). In summary, Rhode Island exceeded its state targets and the GPRA targets for MSG in percentages and in numbers of enrollments.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **GPRA Target** | **MSG Target %** | **MSG Target #** | **RI MSG %** | **RI MSG #** |
| **ABE/ASE** | 47% | 51% | 1,024 | 56% | 1,246 |
| **ESL** | 50% | 48% | 1,361 | 51% | 1,686 |
| **OVERALL MSG** | N/A | 49% | 2,386 | 53% | 2,932 |

Rhode Island adult education programs are doing an excellent job of educating our adult learners, and an additional factor contributing to the high MSG is also the new regulation that high school equivalency diplomas and high school diplomas may count toward a Measurable Skill Gain in any educational functioning level. This accounted for 273 MSGs in Rhode Island during 2017-18.

To continue the improvements made in overall program effectiveness, Rhode Island will conduct regular data audit reviews, quarterly desk reviews, annual performance reviews of local program performance, and targeted on-site monitoring focusing on compliance issues for high-risk programs identified through desk reviews. In addition, Rhode Island will continue its three-stage process of progressive discipline and associated technical assistance and turnaround expectations for low-performing programs.

From NRS Table 3 Results:

Thenew Table 3 shows Integrated Education and Training (IET) participants at each educational level as well as rows for Integrated English Literacy and Civics Education (IELCE) and its IET subset. Rhode Island’s adult education programs were just starting to classify their learners into these new categories last year, and the management information system has the appropriate data fields to capture this information for Table 3. Compared to the previous year, many more students were identified as IET, especially in IELCE, but we still believe we need to do a better job collecting and reporting this information. We have been training programs on the elements of an IET program and have begun special group trainings with the IELCE providers (there are only four in Rhode Island in 2018-2019). The number of participants listed on Table 3 as being in IET programs jumped from 191 learners in 2016-17 to 360 in 2017-18, with 126 of those being in IET as part of IELCE.

From Table 5 Results:

Table 5 was completed for the first time under WIOA in 2017-2018.There was concern that the data system would not be capable of reporting this new table or that the data matches would not be completed in time to import into the system. Almost all functions worked well in the end with the exception being the data match with the National Student Clearinghouse for postsecondary records, which was held up and is still pending. Therefore, the number of students with a Secondary School Credential enrolled in postsecondary education or training within one year is extremely low, only 7 out of 206, reflected in the RI data. We believe that with the addition of the NSC data match, this number will increase, and we anticipate the possible opportunity to unlock and open Table 5 to update this information.

It is interesting to attempt to compare the employment results on this year’s Table 5 with the student records from 2016-17, notably Table 6. During 2016-17, the total student cohort was comprised of 2,365 learners who self-identified as employed on Table 6, or approximately 43% of the student enrollment. On Table 5 of 2017-18, 3,816 learners were in the cohort who exited during 2016-17. Of this exited cohort, 1,238 were employed in the second quarter after the exit quarter, or 32%. The percent employed in the fourth quarter after exit was 31%. Median earnings in the second quarter after exit were $4,342, which is the exact same as the Eastern Region median earnings (not counting multiple Periods of Participation) and only $41 higher than the national average.

It is difficult to assess exactly why these low employment percentages (although they are similar to the Eastern Region and higher than National Averages) are still quite a bit lower than the self-identified employed cohort from the same year; however, there are some factors to consider. First, Table 5 is only about students who exited during the program year. Also, Table 5 results are largely (although not completely) the result of data matching with the Department of Labor UI data, while Table 6 is based on self-identification of employment. Some students who identified as employed (1) might not have been employed at all, (2) might have been employed in a job that pays an employee under the table, (3) might have been employed in nearby Massachusetts or Connecticut and RI DLT does not have that data, or (4) might have been self-employed. There are probably other factors that are at play here as well. In any case, for the first year that we are collecting and reporting this data, we can begin to see the difficulty in getting a full picture of student employment.

**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.*

RIDE state staff are fully engaged partners on a state-wide WIOA Interagency Workgroup team.  The team is convened for the purpose of establishing common goals and objectives, improving access to comprehensive services, and enhancing career services through the cooperation, collaboration, and coordination of efforts between the Rhode Island Department of Education, the Rhode Island Governor’s Workforce Board, Labor and Training, Health and Human Services, both Local Workforce Development Boards and Rehabilitation Services.

There are two local workforce development areas within Rhode Island.  Adult education providers, supported with AEFLA funds from the RI Department of Education, cooperate closely with the One-Stop centers in the areas of Providence, West Warwick, and Woonsocket. RIDE has fully executed Memorandums of Understanding with both workforce development boards. The MOUs define the roles and responsibilities of each partner as mutually agreed by the parties for the operation of the one-stops as required under WIOA.

The Providence and the West Warwick One-Stops have designated classrooms where a local adult education provider (Providence Public Library) supports a comprehensive “learning lab” to One-Stop clients. This technology-enabled learning opportunity allows clients from both locations to improve their basic academic skills of reading, writing, speaking, listening, digital literacy, math, and English as a second language.  Clients also receive education services from this provider in order to meet the minimum scores required to enter training programs funded by the One-Stop Centers.

The Woonsocket One-Stop is near several local adult education providers. Since there is no classroom space in the facility, the One-Stop often refers clients to the adult education providers to improve basic academic skills in order to increase their test scores to qualify for a training program, like the Providence model. One local program receives many clients seeking employment; and the other adult education provider collaborates by offering adult education classes for those with low literacy or low English language skills.

Meetings were convened with local AE providers, RIDE staff, Local Workforce Development Board administrators, and personnel from the One-Stops to discuss ways that WIOA core program partners could align services. These meetings also provided the opportunity to review and approve the One-Stop infrastructure funding mechanism.

Two local adult education provider representatives sit as members on the two local Workforce Development Boards and participate in ongoing plan development and implementation of WIOA. The work of the boards supports local program efforts on the development of career pathways that provide access to employment and training services for adult learners; and support for promoting an understanding in the field of the implementation of Integrated Education and Training models in partnership with employers.

The state released a new Request for Proposals for Adult Education Funds in February of 2018. Eligible agencies were required to detail, as part of their 2018-2019 RFP application, the process that would be used to plan for collaboration with One Stop Centers and workforce development programs and how they would prepare to align adult basic education programming with partners named in the Combined State Plan. Programs were required to develop a detailed plan to provide services, which would promote concurrent enrollment with Title I and other WIOA core programs and activities in order to meet the state performance targets and collect data to report on performance indicators.

Local programs have focused on enhancing and revising procedures and policies including intake, case management, and client referral and placement, to facilitate access to high-quality career services, education, and training supportive services for those with the greatest barriers to employment. Programs are required to track progress in implementing strategies to address One Stop Center alignment with service delivery. This data will be used to help guide the state plan technical assistance and continuous quality improvement.

WIOA Interagency Workgroup team member agencies are currently engaged in creating stronger and renewed partnerships for program alignment including intake, case management, assessment and data system integration between partners to allow for more efficient access to high-quality services.

Challenges identified by the team include lack of alignment in the area of screening and assessments and MIS systems that do not interact cohesively across partner agency systems. Programs are working to be more effective in the future, particularly in the development of a formal referral system, which builds on the excellent partnerships that exist, allowing for better documentation and tracking of educational and employment successes. The team began work to identify gaps in the services needed to fulfill the requirement of a comprehensive and seamless one-stop customer experience.

**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 activities of the IELCE Program.*

In 2017-2018, previously-funded adult education programs that were interested in receiving WIOA IELCE funds were required to submit to a rigorous application process. A total of six programs were selected based on proposals on how they were going to implement formalized IELCE programming under WIOA. In transitioning away from EL Civics to the IELCE model, programs developed partnerships aligned with specific career pathways. In 2017-2018, as required by RIDE, these programs have incorporated related industry credentials into their IELCE programming. IELCE funded programs have built on key industry sectors and rigorous academic components that either align or are embedded in the work training components. Many of these programs have institutionalized a full-service approach to IELCE programming, offering additional supports for students and opportunities for job-related experiences aligned with the given pathways. The following are highlights from four of our 2017-2018 IELCE funded providers that capture these efforts more fully.

**Dorcas International Institute of Rhode Island** (DIIRI) Pathways to Construction program began as a pilot in 2017-2018 and was successful, with students earning OSHA-10 certification and Home Builder’s International (HBI) certification in Basic Carpentry and Construction terminology. DIIRI partners with the RI Home Builder’s Association (RIBA) to provide this programming. Their Pathways to Manufacturing program was developed with significant input from employer partners Amerisewn, Mearthane Products Corporation and Lumetta, as well as input and assistance from CCRI. The class is run collaboratively with *We make RI!*, which provides their “I Am Ready!” job training program during week seven of the class. This component of the larger IELCE program was designed to prepare students for *We Make RI!* trainings and job placement. Workplace skills lessons are also integrated into the IELCE programming, which include introduction to a broad variety of careers while improving their English language skills with contextualized, industry-specific vocabularies and concepts. Partnerships with other adult education providers and area employers are regularly fostered and maintained in order to assist students in their transition to the workforce. Program staff also continue to work with training partner agencies to refer clients and learn more about their curriculum, including career pathways components, so their students are better prepared to enter the various training programs and to succeed once enrolled. As a system building effort, at RIDE’s request, DIIRI’s Program Director participated in monthly technical support meetings with LINCS and RIDE representatives to ensure the development and sharing of best practices in IET and IELCE programming in the state.

Occupational training participants with limited English proficiency received contextualized ESOL, occupational training, and civics instruction in **the Genesis Center** Culinary Arts program and in two sections of Health Services training. The program’s contextualized occupational training programs integrate ESOL and civics education to prepare immigrants for success in employment and participation in American society. Instructors focus contextualized ESOL activities around occupational vocabulary, reading and writing, speaking, and listening. To facilitate this process, they have integrated a more robust civics component, including history, civil rights, government, and everyday civics.

In 2017-2018 the **Crossroads RI** program implemented their new CNA Plus program. Their adult education instructor worked closely with their CNA instructor to supplement and enhance the CNA curriculum to make it more accessible to students of all academic levels. Students learned reading strategies, study skills and test taking strategies, in addition to the CNA content. In each session of the CNA Plus Program the program has a Career Day on site where students connect with potential employers. It also has a strong network of long-term care and home care employers that hire their graduates.

**Newport Community Schools** (NCS) was successful in 2017-2018 with infusing workforce preparation activities into its curriculum, student registration process, and student support systems. During the year the program started to deliberately identify student career/employment needs and goals at intake as well as research employment data for the area. Great efforts were made with teachers in making the curriculum more rigorous, inclusive of a workforce readiness component, as well as in integrating technology and 21st century skills into programming. NCS also worked extensively with local employers to assess their needs and those of the community. MOU’s with the healthcare sector were implemented in 2017-2018 and the program worked with employers in the restaurant field to tailor the IELC curriculum to meet the needs of the industry. The IELCE classes are for ESL students who are enrolled in the CNA and Teacher Assistant courses. IELCE focuses on supporting those students with English Language acquisition while jointly enrolled in the workforce preparation courses. Since these classes are mixed with native English speakers, the program has also expanded academic support for the native English speakers who are enrolled in the classes. These supports have led to better outcomes for both ESL students and native English speakers on state exams and with employment.

**5. Adult Education Standards**

*Describe how the Adult Education standards are aligned with the K-12 standards.*

In 2010, the Rhode Island Board of Education adopted the Common Core State Standards (CCSS) for use in the K-12 system. On January 13, 2014, the Board adopted the national College and Career Readiness Standards for Adult Education (CCRS) (a subset of the CCSS) to be used within Rhode Island’s adult education system, effective as of January 14, 2014 and in alignment with the RI K-12 system’s requirement to use the CCSS to align instruction. Implementation efforts with the CCR standards began with program-based studies of curriculum alignment to the standards.

In 2017-2018, programs continued their efforts of aligning their curriculum, both ABE and ESOL to the CCR standards through the Proficiency-Based Teaching and Learning (PBTL) initiative as well as through other PDC and program-based activities. In March 2017, in an effort to further build the components of an adult education proficiency-based learning system, five adult education practitioners along with fifty other K to 12 staff, participated in the RI Learning Champions Project, a collaborative effort of the RI Department of Education and the Great Schools Partnership. The goal of this work is to design and pilot sample assessments aligned to proficiencies, performance indicators and scoring criteria. Adult Education’s connection with the Learning Champions has been a valuable and constructive resource in diving deeper into standards proficiency-based learning and will continue to benefit and strengthen the effort through 2019.

During 2017-2018, RIDE funded Jayme Adelson-Goldstein, an international ESOL consultant and author of the Oxford Picture Dictionary, to work with intermediate and advanced level ESOL instructors in day-long professional development sessions. In [21st Century Skills and Strategies: Integrating the English Language Proficiency Standards with](http://riaepdc.org/21st-century-skills-and-strategies-for-the-adult-english-language-learner-integrating-the-english-language-proficiency-standards-with-contextualized-task-based-learning-2/) Contextualized Task-Based Learning, teachers focused on how project-based learning expands and refines learners’ 21st century skills as they use language “to collaborate on a plan, negotiate tasks, contribute ideas and constructive criticism, assess progress, and achieve consensus on various issues” relevant to the learner. (Finn Miller, 2010, p. 4). Building on the instructional shifts in the College and Career Readiness Standards and aligning ESOL instruction to the ELP/CCR standards, teachers had the opportunity to analyze and apply the new English Language Proficiency (ELP) Standards’ integrated approach to instructional planning. Two local ESOL PD specialists also worked with Jayme Adelson-Goldstein to develop a follow up coaching model to these sessions, which they implemented in the weeks following in order to promote transference of what was learned to classroom practice.

**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?*

The Rhode Island Department of Corrections (DOC) has indicated that the mechanisms to track and report the relative recidivism data for criminal offenders served with WIOA funds such data continues to be enhanced for future reporting periods.

The limited data currently available is based on released inmates who obtained a postsecondary Associates of Arts degree from the Community College of Rhode Island (CCRI). The data indicate that the vast majority of the college degree recipients (34 former inmates out of 43, or 79%) successfully reintegrated back into the community without any subsequent reoffending. Of the nine recidivists, seven offenders were recommitted within one year, while two offenders were recommitted within two years. Of the 43 total offenders released, 41 (about 95%) were released from Medium Security, while two offenders (about 5%) were released from the Women’s Facility.

From funds made available under Section 225, priorities are utilized for reentry services with the goal of reducing recidivism. The DOC provides transition services for up 90 eligible inmates within five years of release under WIOA guidelines. This model of transition service delivery focused on preparing inmates to overcome some of the most difficult obstacles many face as they work on their individual plans to succeed post release. Additionally, the DOC, under contract with CCRI, provides on-site postsecondary counseling and guidance. The focus of this position is to screen inmates for enrollment, goal setting, scheduling assistance, data management, and ongoing support for eligible inmates during and after incarceration.

The eligible agency using funds provided under section 225 (Programs for Corrections Education and Other Institutionalized Individuals) to carry out a program for criminal offenders within a correctional institution, must give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program.