



Annual Performance Report

USVI Department of Education AE Narrative Report 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 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).*

State Office of Career, Technical and Adult Education (SOCTAE) goal for Adult Education continues to be that we provide the best education that will enable our eligible participants a greater sense of self to establish post-secondary readiness, creating an engaging member in the workforce community.

We aim to provide comprehensive wraparound services to participants through our One-Stop Center with intake/orientation services, transition resources, referral processes, etc. Our financial status and the natural disasters that occurred has hampered many initiatives that would of position our agency in production mode. Therefore, we are still in planning and revision mode, continued efforts in policy and planning are being made between Virgin Islands Department of Labor (VIDOL) and Adult Education (AE).

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

Through assessments, federal guidelines and recommendations SOCTAE will continue to survey eligible providers ensuring that they are proficient in Adult Education. Professional development will be coordinated for training program leaders, teachers, and administrative staff in improvement of the program, learning techniques, transitioning techniques from post-secondary education to employment, and technology use in instruction. Annual meetings for policy implementation/revisions, budgeting, reporting, etc. Annual conferences for professional development for our AE staff.

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

Delivering technical assistance to our eligible providers will improve our program effectiveness and performance standards adhering to the obligations of being a one-stop partner. Phone, webinars, teleconferencing, on-site training, and seminars are viable channels to provide

technical assistance. Areas on continued focus such as: recruitment/intake, student engagement, data management and reporting, testing procedures, and transitioning from post-secondary education to employment.

SOCTAE will provide technical assistance:

- ✓ To increase the ability for instructors to provide instruction and results in key areas
- ✓ To inform data regarding the role of AE as an important factor in delivering one-stop services.
- ✓ To train use of technology in program and classroom effectiveness

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

Overall monitoring will be maintained for local adult education providers through data monitoring, site visits, onsite reviews, and monthly reporting. Providers who are operating at low performance levels will be subjected to extensive program monitoring and implementation of guidelines and practices to ensure levels are increased with a given timeframe.

(b) Describe additional permissible activities.

SOCTAE will continue to develop a more complete model of career pathway programs. New and existing partnership agreements will continue to facilitate the completion of Adult Basic and Adult Secondary level courses to Post Secondary programs.

2. Performance Data Analysis

(a) Describe how the adult education program participated 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.

The Virgin Islands State Office of Career, Technical, and Adult Education has identified that based on our core indicators of performance for the reporting year 2017-2018, we again served an age population of 16-60+, with the highest concentration in the 25-44 age range who mostly consisted of minority females. This population is unemployed with the highest level of school completion at a secondary level with no diploma. Upon students entering the AE program most tested at ABE Level 3 and 4 and ESL Level 1 which reflects low intermediate to high intermediate literacy and numeracy skills. In measuring our educational functioning level gain 53.66% of our students achieved gain in ABE levels; 70.83% gain in ESL levels.

To increase our overall performance, SOCTAE is currently looking into additional monitoring tools and/or plan actions that will help improve our performance measures. We will continue adapt services that will strengthen our program management for ABE and ESL as it relates to data capturing, program design, retention, and instruction. Providing data analysis review with our state office and teaching staff to identify problem areas, periodic monitoring visits by the state office and its program manager, and continuous implementation of action plans suitable for all problematic areas identified. Analysis of data collection through LACES will be reviewed in quarterly meetings to collect more in-depth information, clarify previous information, and collect new data, this will result in improvements within the program. Desktop monitoring is

also another possible implementation. This will ensure that the program review their data collected each quarter and helps the state office gain an understanding of how the program throughout the school year.

3. Integration with One-stop Partners

(a) Describe how the State eligible agency, as the entity responsible for meeting one-stop requirements, 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 publicly funded workforce system is a national network of Federal, State, regional, and local agencies and organizations that provide a range of employment, education, training, and related services. It helps all jobseekers secure good jobs while providing businesses with the skilled workers they need to compete in the global economy. WIOA requires States and local areas to enhance coordination and partnerships with local entities and supportive service agencies for strengthened service delivery. This system is comprised of workforce and related programs from both WIOA core program partners and required one-stop delivery system partners. These core program partners include: The VI Department of Labor (VIDOL), who administers the Youth, Adult, Dislocated Worker (Title I) and Wagner-Peyser programs (Title III); the VI Department of Education (VIDE), which administers Adult Education and Family Literacy programs (Title II) and the VI Department of Human Services (VIDHS) which administers the Vocational Rehabilitation program (Title IV).

The Virgin Islands Workforce Board (VIWB) is charged with system coordination, integrity and compliance, and continuous improvement. Each of the four core programs is represented and is a voting member of the Board.

The Virgin Islands One-Stop Job Center is housed on each island district at the VI Department of Labor office. It will serve as the hub of all employment and training activities for employers or job seekers. The system is designed to assist those with multiple barriers to attaining and maintaining employment by streamlining administrative functions, offer career readiness and training services virtually through the Virgin Islands Electronic Workforce System (VIEWS) at www.vidolviews.org or in person at the Job Center location. It operates on the basis that everyone who accesses the system is seeking employment (first time job or an advanced work opportunity).

Job seekers have access to career services (that prepares them for the workforce); training services (that helps them attain the credentials in different skills) and follow up services (ensure that career goals are met). Title I job seekers have access to services to include job readiness workshops and seminars, individualized career counseling, job search matching and referrals. Additionally, job seekers who have been or are about to be laid off from their current employment have access to all workforce preparedness and training services. Youth customers have access to fourteen (14) program elements designed to develop the whole person with wrap around services that are connected to career development goals. Title II customers who seek to obtain their high school diploma or equivalent are referred to Adult Education services offered by VIDE. Title III Wagner-Peyser programs are also administered by VIDOL. Their primary customers are job seekers who are skilled and ready for work or who have been in the workforce and are seeking employment change or advancement. They will be able to

prepare/update their resumes; attend in-house workshops and seminars designed to enhance work etiquette; attend short term pre-vocational activities to enhance specific skill sets such as computer literacy, communication skills and interviewing techniques. Title IV job seekers who because of a disability may need additional assistance attaining employment. Eligibility will be determine through a complete assessment and they will sit with the VR counselor to develop an Individualized Plan for Employment (IEP). Services will include: vocational counseling, guidance and referral; vocational training; transition services from school to work; rehabilitation technology services; supported employment; and job search and placement.

The Employer Engagement Team assists businesses, small to large with solutions to the workforce needs. They can schedule access to the Job Center facilities for screening, interviewing or providing workshops for their current or potential employees. They may request assistance with the administration of testing or career assessments. They will work with business service representatives to develop job fairs or information dissemination or even post job vacancies or schedule hiring events. Employers can also take advantage of training solutions that can help their employees ascend the career ladder within their organization.

Required Partners Programs offered by the required partners of the One-Stop delivery system include: VIDOL- Unemployment Insurance Program, VIDE- Career and Technical Education programs, VIDHS- Temporary Assistance for Needy Families program, Supplemental Nutrition Assistance Program, and the Senior Community Service Employment program; Resident Opportunity Self Sufficiency (ROSS) and Family Self Sufficiency (FSS) program.

The State Office of Career, Technical and Adult Education is responsible for administering funds to suitable providers, and providing program performance oversight to sub-grantees. Funds will be provided to eligible local entities for the provision of adult education services which include: Adult Education; Literacy; Workplace adult education and literacy activities; English language acquisition activities; Integrated English literacy and civics education; Workforce preparation activities; or integrated education and training.

The Virgin Islands Department of Education has accepted and awarded two (2) applications as eligible applicants to fund Adult Education and Family Literacy services in St. Thomas/St. John and St. Croix Districts in accordance with applicable Public Law Title II, Adult Education and Family Literacy Act (AEFLA) for an established period designated by the VIDE State Office of Career, Technical, and Adult Education.

The purpose of the sub-grantee is to provide AE and Literacy programs in the USVI that will assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency; assist adults who are parents to obtain the skills necessary to be partners in the education of their children; assist adults in the completion of a secondary school education. Title II, AEFLA provides funding for ABE and Literacy services programs that will help break the cycle of poverty and illiteracy by improving educational opportunities of low income families. The eligible provider receiving a sub grant of the VIDE will use the funding to operate one or more programs in the St. Thomas/St. John District, St. Croix District or both.

Categories of Service or Instruction (AEFLA, Section 231 (b))

- Workplace Literacy
- Family Literacy
- English Literacy

Awards will be subject to availability of funding from the US Department of Education with a time period of (2) two years.

Infrastructure cost and agreement have been agreed upon and signed by the Core Agencies for One-Stop Job Centers.

4. Integrated English Literacy/Civics Education (IELCE) Program (AEFLA Section 243)

(a) 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.*
- *Describe your State efforts in providing IELCE services in combination with integrated education and training activities;*
- *Describe how the State is progressing towards program goals of preparing and placing IEL/CE program participants in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and*
- *Describe how the state is progressing towards program goals of ensuring that IEL/CE program activities are integrated with the local workforce development system and its functions*

This program is not available/offered.

5. Adult Education Standards

If your State has changed its K-12 standards, describe how Adult Education content standards are aligned.

- *Optional- Describe implementation efforts.*

There is no change in our K-12 standards.

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

Data was requested from VIBOC, unfortunately to date, data was not provided.