

NH Adult Education  
2018-2019 Narrative Report (for OCTAE)  
December 30, 2019

**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).
  - The Bureau of Adult Education (BAE) has aligned its activities with other one-stop partners to implement the strategies of the Combined State Plan by:
    - Partnered with workforce development system to create a demand-driven workforce development system with a focus on sector strategies through representation on various interagency work groups, disseminating information to local providers and providing technical assistance for the development of Integrated Education and Training program based on the sectors identified in the plan.
    - Working with the Bureau of Career Development and the Community College System to ensure adult education as an entry point to career pathways for individuals who have not previously earned their high school diploma or equivalent as well as disseminating information and resources about career pathways, apprenticeship and on-the-job opportunities.
    - Contributed to the revision of one-stop marketing materials to increase the awareness of services available and encourage local participation in chambers of commerce and business and industry associations.
    - Explored common information systems with an interagency group, supported work-based learning opportunities through adult education and co-enrollment with other core partners.
    - Participated in the planning and implementation of the annual NH Works Conference, promoted shared professional development opportunities and required adult education participation at local quarterly partner meetings.
- Establishment or operation of a high quality professional development programs as described in section 223(1)(b).
  - The Bureau expanded its professional development contract to provide a full-time director responsible for the facilitation of all professional development activities as well as creating a comprehensive evaluation system to track participation and the impact of those activities.
  - All professional development activities are based on the most rigorous or scientifically valid research available, as identified on the activity verification form; or on models and promising practices shared at the state or national level. In addition to locally produced trainings, the BAE promotes activities through the Coalition on Basic Adult Education, LINCS and the New England Literacy Resource Center.
  - In 2018-2019, a local instructor was certified as a national STAR trainer and offered the course for both NH and Vermont practitioners during the program year to expand capacity for incorporating the essential components of reading.
  - The professional development contract also includes provisions for a Mentor Team, a group of experience practitioners in specific content areas, who share expertise, resources and facilitate Communities of Practice. One example is the

- ESL COP which focused on Integrating Digital Literacy into English Language Instruction using resources provided through LINCS.
  - The Adult Learner Services (ALS) Coordinators, under the direction of the Professional Development Director and the ALS Mentor worked on the development of a Volunteer Handbook to improve instruction provided by volunteer tutors in the programs.
- Provision of technical assistance to funded eligible providers as described in section 223(1)(c).
  - The Bureau uses State Leadership funds for the part of the State Director position, who provides extensive technical assistance for local programs including the administration of the professional development contract which disseminates information on instructional practices in reading, writing, speaking, mathematics, English language acquisition and distance learning.
  - The State Director also actively promotes the role of eligible providers as one-stop partners by providing guidance for ensuring direct access for referrals, requiring regional attendance at quarterly partner meetings, and regular communication on local employment, education and training opportunities.
  - In 2018-2019, the Bureau, in collaboration with the professional development contactor and the IDEAL Consortium, provided multiple technical assistance activities designed to assist local programs with the development of a distance learning policy, orientation to distance learning and facilitation of hybrid instruction at the administrative and instructor levels. Additionally, multiple technical assistance activities were provided by the State Office and the Mentor Team on the effective use of the LACES data system for data collection, analysis and program improvement.
- Monitoring and evaluation of the quality and improvement of adult education activities as described in section 223(1)(d).
  - The quality of local adult education activities is evaluated frequently through data analysis and various reporting mechanisms.
    - The Bureau contracted with a data analyst to provide additional assistance for local providers with understanding the data, identifying areas needing improvement and providing additional reporting tools.
    - One of the Mentors provided a five-part series on the NRS tables and the connections between how data is entered and where it appears. Those webinars were recorded and remain available to local practitioners.
    - In addition to desk-audits at the SEA, each local provider is required to complete an annual program Self-Evaluation using data and narrative to identify promising practices as well as areas needing improvement. These are reviewed and feedback is provided. Where necessary, the State Director meets with the local provider to ensure compliance with all policies, procedures and requirements.
    - On-site visits are conducted as needed.
    - The newly formed Department of Education, Bureau of Federal Compliance, conducts fiscal monitoring of adult education programs.
    - At each of the three director meetings, local programs have targeted discussion and sharing of promising practices.
  - The State Director and the Professional Development Director attended the targeted NRS Training – WIOA Communication during 2018 and started implementing the strategies developed in that training for working with the Bureau of Career Development and the Community College System to identify clear entry points into career pathways for adult education students. That work

will continue to develop over the next year through discussions about partnering for an iBEST model program.

- The Professional Development Director is developing tools for the evaluation of professional development activities, especially the effect on improvement in adult education and literacy activities. Evaluation is provided at the end of each training or technical assistance activity and follow up regarding application of the learning is conducted at a later time.

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

- Technology – Through membership in the IDEAL consortium and the Technology Mentor, extensive professional development is offered to support the use of instructional technology. Additionally, the SEA has contracts with two online learning programs (Edmentum and Aztec) and the publishers provide multiple trainings during the year. NH was also represented on the Team World Ed for the Xprize competition and conducted a comprehensive outreach campaign to promote access to the free applications.
- Curricula Development – The Bureau uses fund to provide Earn and Learn Grants for adult education instructors to develop curricula or instructional resources. Any funded project must be presented to other NH adult education practitioners and added to the library for future access.
- Models for IET and Career Pathways – The Bureau held several special meetings of IET/IELCE program directors to assist them with the completion LINCS Checklists, sharing resources and discussion for program improvement.
- Develop Programs – The State is currently funding a pilot program that combines high school equivalency preparation instruction with career exploration tied to the sector initiatives and dual enrollment in the local community college. The planning occurred in the spring of 2019 with implementation in September, 2019.
- Transition – The State is in the process of restructuring the former postsecondary transition program because significant changes in the community college system resulted in the former program no longer being viable. The State worked with those program directors to pilot a different approach to transition; either through adding the services to ABE and ESL programs or for a full-time transition counselor that is shared between three local agencies.
- Integration of literacy and English language instruction with occupational skill training – See information under IELCE.
- Promote workplace adult education – The State is working with the Community College System that currently is the sole provider of workplace education for business accessing the Job Training Fund. The new State budget moved that Training Fund to a different department as of October 1, 2019 and removed the college system as the sole provider. The State will work with the Department of Employment Security on proposed legislation naming the Bureau of Adult Education as a provider.
- Curriculum Frameworks –
  - The Bureau, through the Professional Development contract, provided two full session conferences with in-depth strands on aligning/integrating curricula with the College & Career Readiness Standards for Adult Education, STAR, Contextualized Instruction and Technology.
  - The Bureau has a statewide contract with Data Recognition Corporation for online TABE testing and has provided multiple training sessions on the administration and use of the assessment.
- Teacher Quality – In 2018, the Mentor team overhauled the New Staff Workshop to incorporate Teacher Effectiveness using the Adult Education Teacher Competencies. A

workshop for administrators was offered at the Fall Conference this year. This work will continue by training local program administrators on the adult education teacher competencies.

- Individuals with Disabilities – The Disabilities Coordinator and committee, under the Professional Development contract, meets regularly to provide support and resources to local programs. They plan and facilitate an annual training. The 2018-2019 topic was Assistive Technology in the Adult Education classroom.
- Outreach – The Bureau is using Edmodo as a communication system between the State Office, the PD contractor, local program administrators and instructors. There are multiple groups based on role and/or content area. All communications are shared through this resource. Each group has folders that contain applicable resources. This has greatly improved communication across the state.

## **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.

- Adult education serves considerably more participants than the WIOA Adult, Dislocated Worker and Youth programs when participants are not posttested (Table 4). When posttesting occurs, the percentage of those making EFL gains is higher than all Title I program except Youth. Adult education and the WIOA Youth program share the largest number of co-enrollments which may contribute to better performance for both programs.
- The Measurable Skill Gain in Adult Education is lower than those attained by participants in WIOA Adult, Dislocated and Youth programs.
  - One contributing factor to this might be the intensity of services. In the case of the Title I programs, most participants are unemployed and available for intensive career services and/or training, whereas in adult education that is not the case because most participants are employed or not in the labor force. However, the State has provided technical assistance to programs in an effort to increase the intensity of service by encouraging more flexibility in scheduling, pop-up classes off-site, distance learning and year round programming.
- For performance indicators, the adult education rates are lower than the Title I programs. This may be due to the fact that adult education's follow up is conducted solely by survey whereas the Title I programs are done through data matching with the NH Department of Employment Security and through the WRIS. Adult education started collecting social security numbers on July 1, 2019 and is in the process of developing an MOU with Employment Security and signing onto the new SWIS for data matching. It is the State's belief that this will increase the accuracy and volume of the primary indicator data.

## **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 Director actively participates in the Interagency Directors Group and the Interagency Youth Group. The Professional Development Director participates on the Interagency Professional Development Team.
- The State Director participated in the development and dissemination of the Statewide Joint Data Validation Policy; the revisions to the NH Works New Hire Training; the federal DOL monitoring visit in December; the one-stop certification process; the promotion of the National Health Grant and Granite Advantage (Medicaid); and other interagency projects.
- All local program directors are required to complete the same trainings as staff in the other core programs (usually offered as joint trainings) such as Equal Opportunity, ADA and Labor Market Information.
- Adult education is not co-located in the NH Works Centers due to a lack of space. However, cross training is provided for staff at the one-stop center through the New Hire Training, access to the New Hire Handbook, joint training workshops, representation at the NH Employment Security Job Fairs and the annual NH Works Conference. Each local provider ensure that the local NH Works office staff know how to access adult education services for customers. Some local providers provide a staff member at the NH Works Orientation sessions, other provide direct communication channels with an Intake Counselor.
- Infrastructure costs are outlined in the NH Works Memorandum of Understanding. However, the MOU is in the process of being rewritten because it did not allow for adult education infrastructure costs to be paid for by a local provider. It is anticipated that it will be completed soon.
- Career Services offered through adult education include: basic career services and individualized career services as appropriate. Other services are provided through referral and co-enrollment with other core partners.

#### **4. Integrated English Literacy and Civics Education (IELCE) Program (AEFLA Section 243)**

Describe how the state is using fund 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.
  - NH held a competition in 2017 and awarded IELCE grants to five agencies.
- Describe your State efforts in meeting the requirement to provide IELCE services in combination with integrated education and training activities.
  - IELCE programs have been provided extensive technical assistance over the last three years as the State's understanding of the requirements for the program have increased. In the winter of 2018, the State convened a full day meeting with all IELCE and IET providers to review the program requirements, check on progress, and discuss the design of an effective IELCE program based on presentations from the National Training Institute. The programs also completed and shared the IELCE and IET Self-Assessment Checklists.
  - Integrated education and training was a new program in NH starting in 2017 and local programs have built relationships with local employers and the workforce development system to design innovative programs for a state with very low unemployment rates and high employment rates among its adult education students.

- In 2018, the State Director and one local program director participated in the Building Opportunities Project with Manhattan Strategies Group. NH was paired with Idaho and found it helpful to discuss common issues and promising practices between states and with the facilitation of our coach.
- The State contracted with an individual to assist the programs with the development of an articulation agreement between one program with a compliant and effective IET and others who were struggling.
- The State made referrals to the Department of Labor regarding insurance coverage for adults participating in work-based learning opportunities such as job shadows and internships.
- The State made a referral to the Office of Career School licensing in order to allow IELCE programs to issue credentials, but the required \$10,000 surety bond was a barrier to completion.
- One program has collaborated with the local Title I partner to braid funding and services in the health care field; another has met the need of local employers by designing an entry level office skills class based on the skills the employers identified as essential; a third program has a personal care aid training that transitions students into employment in another branch of their organization as well as partnering with a local company to train entry level hospitality workers for their multiple hotels.
- Describe how the State is progressing towards program goals or 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
  - NH continues to have very few IELCE students who choose to participate in the integrated education and training component of the program. Despite having few participants, the percent of participating achieving an outcome (29.5%) is higher than the ESL program.
    - Most IELCE students are obtaining employment in the fields for which they are training.
  - In part, the low number of participants is due to a slow start up due to lack of clarity around IELCE requirements and the need to develop appropriate curricula.
  - The majority of NH's adult education students are already employed when they enter into adult education programs or are not in the labor force (waiting on work visas, retired or disabled). This has posed a serious challenge to offering cost effective IELCE programming for a number of reasons:
    - the unavailability of a critical mass of students at one time
    - students are unable to quit current employment to pursue training
    - training hours are limited by student schedules
    - English language learners who are interested in civics education have been in the US for an extended period of time, have a high level of skills and are interested in citizenship rather than training (they are already employed).
    - Funding is not available from AEFLA for training, students are ineligible for training funds from Title I because their income exceeds the thresholds for eligibility.
  - Local providers will continue to explore innovative ways to meet the challenges of recruitment and retention of appropriate IELCE students, especially for the IET component.

- The State is working on partnerships with the Bureau of Career Development and the Community College System of NH to provide financial support and training personnel for the IET component. The Bureau of Career Development is currently piloting a program to train highly skilled immigrants as CTE instructors, including a NH teaching credential, to increase the pool of eligible applicants. One of the IELCE programs is providing the English language acquisition component for this pilot.
- One of the lessons learned is that programs who have developed strong relationships with a specific employer or professional association have been able to develop curriculum faster, engaged students and transition those students into employment. But local providers have also learned that the amount of time invested in building those relationships can be lost if funding is not available from a third party (i.e. Title I partner or other local investors).
- One program provider tried to offer the IET as a distance learning course, but all of the registrants withdrew opting to wait for the next semester which offered face-to-face training.
- Describe how the State is progressing towards program goals of ensuring the 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 of our programs has been experimenting with sector “incubators” in an effort to engage and promote interest in the sector industries. These include modules such as Introduction to Coding with connections to an Information Technology certificate at the local community college; Construction Math with exposure to a variety of occupations in the Construction field; English for Health Care Communications which is based on vocabulary and concepts needed to be successful in a licensed nursing assistant training. While these do not meet the requirements of IELCE, the goal is to increase interest in pursuing career training for those who are underemployed and introduce Title I programs such as the apprenticeship and on-the-job training so that students can continue to have an income while pursuing an in-demand occupation.
  - One program is offering all of their courses as a la carte modules that can be combined to be offered concurrently, they have established a single set of learning objectives, but students have the flexibility to participate in any or all of the modules. So far only one student has met the criteria for being in an IELCE by participating in all the modules.
  - Most of the program providers have become active members of their local Chambers of Commerce and other workforce development associations in addition to regularly attending the quarterly WIOA Partner meetings. One director sits on the Chamber’s Education Committee and has organized multiple employer engagement activities in her area. She also maintains regular communication with the sector partner liaisons. Others have done this to some degree.
  - One lesson that the State has learned is that there may be more of a need for pre-apprenticeship or “bridge” programs in NH than IET programs. To engage participants effectively and retain them, it seems that they need greater exposure to career exploration earlier in their program. By partnering with the Bureau of Career Development and incorporating adult education into some of their initiatives, it is hoped that this will increase interest in IELCE.
  - Also, by working with the Community College System on implementing Ability to Benefit and allowing adult education students to enrolled in their Apprenticeship

programs, this might clearly delineate the roles of adult education and the community college system by not duplicating services but rather co-enrolling students.

## 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.
- In the 2017 competition, all programs were required to be aligned with the College & Career Readiness Standards for Adult Education by June 30, 2019. The State conducted a Train the Trainer program and 19 adult practitioners were trained to deliver the CCR modules provided in LINCS.
  - In 2017-2018, Module 1 was mandatory for all adult educators. More than 330 educators were trained.
  - A combined module was developed for Modules 1 – 4.
  - Full-day workshops were offered at the 2018-2019 Fall and Spring Conference to assist educators with aligning lesson plans. The keynote presentation used an article from the Change Agent as a demonstration of how a lesson plan should include alignment to the standards, the essential components of reading, distance learning/technology and contextualized instruction.
  - As a part of the Earn & Learn grant, a template highlighting all of the required components was disseminated (CCR, essential components of reading, contextualization, distance/digital learning, workforce preparation skills) was required for curriculum development.
    - One project was a CCR Checklist for teachers to use which was disseminated to the field.
    - Previously developed workshops from the NH Coalition on Safety and Health were aligned to the standards and disseminated to the field.
    -
  - A review of the standards was added to the New Staff Workshop and the New Program Directors Boot Camp.
  - Andy Nash from LINCS provided a full day workshop on “Putting it All Together” to demonstrate how all of the required elements complement each other.
- One challenge to aligning curricula with the standards is that many of adult education instructors do not have a background in formal teaching and were unfamiliar with the concept of written lesson plans. Also, because the majority of instructors are part-time with limited preparation time, fully developed written lesson plans were challenging. To address these issues, training was provided on writing lesson plans; a wide variety of examples were provided; the mentors and other trainers modeled lesson planning by sharing the ones developed for workshops; research was conducted at the local level to provide recommendations for resources such as workbooks that are already aligned; and centers sponsored group work on scope and sequence as well as specific lesson planning. The State hopes to create a central repository for instructors to share lesson plans.

## 6. Programs for Corrections Education and the Education of Other Institutionalized Individuals (AEFLA Section 225)

What was the relative rate a recidivism for criminal offenders served? Please describe the methods and factors used in calculating the rate for this reporting period.



- At the State level, the prison tracks recidivism three years after release, however, this is for the general population, not specifically for adult education students. The Adult Basic Education program at the NH State Prison started in the winter of 2018 and therefore, recidivism data is not available.
- Each county jail has its own policies regarding recidivism. Data has been requested in each facility where adult education activities is occurring, but many have either refused to allow the adult educators access to tracking the data and/or do not track the data themselves. The counties that do track recidivism only do so within their own facility. There is not a state-wide system for determining if an individual was re-incarcerated at a different facility. The same applies if the individual was transferred or re-incarcerated at a state or federal facility.
- The State will continue to work with the county administrators to encourage the collection of this important data.
- The following data was received:
  - Carroll County, only tracked students in the TRUST program (who may have been co-enrolled in adult education). Once the TRUST program has been completed and the individual has been back in the community for one year, the facility checks to see if the individual has been re-arrested on new charges. The last data was from six months ago. The recidivism rate was 19%.
  - Rockingham County reported a recidivism rate of 29.4% determined by the number of inmates served divided by currently incarcerated or post-date.
  - Merrimack County reported no recidivism for those released after exit from the program, however some participants remain incarcerated.
  - Strafford County reported a recidivism rate of 45%.
  - Hillsborough County has eliminated their education program and does not have staff to provide recidivism data.