

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 Adult Education State Director served on the Governor's Workforce Development Board (WDB) as of November 1, 2018. 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. Three of the seven local providers are co-located with WIOA core partners, either in the One-stop center or through Workforce satellite sites. The Program Director of the Western Nevada College serves on the Northern Nevada Local Workforce Development Board (LWDB). 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)

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

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, including sustainability of standards-based education, career pathways, transitions to postsecondary education, English language instruction, and support for High School Equivalency preparation. In 2018-2019 workshops, webinars and direct technical assistance were delivered to the seven AEFLA-funded program directors, coordinators and teachers multiple times throughout the year.

Also, State Leadership funds supported three directors meetings with trainings for local programs focused on using data to drive program improvement, accountability, and risk-based monitoring. All local programs attended these trainings.

- *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:

- Special Needs Students
- Program Design (Orientation, scheduling, etc.)
- Success in Multilevel Classrooms
- Evaluation of Staff Effectiveness
- Concurrent enrollment and Career Pathways

A duplicated total of 372 staff attended targeted technical assistance, statewide, or regional training.

- *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 local program directors attended specific training on using data to drive program improvement. A new risk-based monitoring system and process for placing programs under corrective action was shared with local program directors and A.I.R. staff to drive program improvement and provide targeted 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. 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 6,057 learners in seven programs across the state in 2018-2019. The proportion of ESL participants increased from 69% of the total in 2017-2018 to 75% in 2018-2019. Although the decline in enrollment was again primarily ESL as it was from the previous year, we also saw a smaller decline in ABE and ASE enrollment.

The approved target was not met with an overall NRS Table 4 outcome of 41% and a target of 43%. However, we did see a significant improvement with the overall MSG reaching 4 percentage points higher than the previous year. Performance outcomes continue to fluctuate in all educational functioning levels, with gains in ABE and ASE and losses in all ESL levels. A new system of placing programs under a Warning, Probation, and/or Termination Status was put in place and those programs with a MSG outcome below 40% were placed on Warning Status and were required to submit a Corrective Action Plan. The Corrective Action Plan includes participation in the OCTAE funded Standards in Action Project beginning in 2020 and ongoing technical assistance.

Overall post-test retention increased slightly from 62% in 2017-2018 to 64% in 2018-2019 but the state target remains 70%. Technical assistance to address this issue has started and includes additional data elements for each program to report quarterly and ongoing training on analyzing data for program improvement.

The number of participants achieving high school equivalency through the GED, TASC, or HiSET assessments continued to decrease from the previous year, at 247 for 2017-2018 and 228 for 2018-2019.

There was a decline in the number of individuals served in integrated education and training programs from 185 to 100. This is believed to be a result of additional training on acceptable

categorization of IET, as well as a focus on team teaching within IET programs. Programs received, and will continue to receive, additional technical assistance in developing and expanding 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. Both local workforce areas have Title II local providers co-located with Title I, III, and IV partners through either the One-stop or affiliate sites.

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 2018-2019, Section 243 funds were awarded through a continuation funding application from the previous competition held in 2017. Tracking has improved to more accurately capture the number categorized as receiving IELCE services from 191 to 653.

- *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;*

In partnership with the Nevada System of Higher Education, Nevada Adult Education was able to successfully advocate for a change in policy that allowed for adult education participants to concurrently enroll in postsecondary education through the community colleges and adult education prior to achieving a high school credential. This policy change enabled the programs to launch the pilot project, Nevada – Accelerated Career Education (NV-ACE), which was developed in the spring of 2018. The pilot project built a uniform process for Nevada to meet the requirements to provide IELCE services in combination with integrated education and training.

- *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*

A significantly higher percentage of IELCE participants achieved a MSG than the rest of the program participants. Based on the NRS Table 9 the overall MSG for IELCE participants was 60% while the overall MSG for the state was 41%. In addition, programs are providing concurrent enrollment opportunities in in-demand occupations such as; construction, HVAC, medical assistant, and CNA. Enrollment of IELCE participants within these programs has grown slowly with 27 participants in IET through IELCE.

Multiple programs are using the Career Ready 101 curriculum, as well as, WorkKeys Assessment leading to the National Career Readiness Certificate. The Las Vegas area was designated as a certified ACT Work Ready Community and all WIOA programs are encouraged to use WorkKeys.

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 Standards by incorporating CCRS content within a newly developed new teacher training online system. 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 years.