**Rhode Island Narrative Report 2018-19**

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

*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 meets on a regular monthly basis to discuss the design and implementation of common assessments, intake forms, data sharing agreements, and general work surrounding the statewide implementation of WIOA. This workgroup is chaired by a staff member of the Governor’s Workforce Board (GWB) [aka. State Workforce Board under WIOA] 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 established 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 for partnering with local businesses and industries to provide educational services related to the industry-specific career pathways. The Department of Labor and Training continues to expand this initiative with the Real Pathways Rhode Island grant for training programs specifically for low-skilled residents. 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.

RIDE provided fiscal assistance to the Providence Public Library’s adult education program 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 also becoming eligible for further training through the One-Stop system.

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

RIDE funded the Community College of Rhode Island (CCRI) in 2018-2019 to hire a Director of Professional Development 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, planning for and implementing I-BEST models, and sharing promising practices and research-based models online. In 2018-2019, the state 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 state implemented additional PLCs to deepen and extend professional learning in ESOL, Reading and Proficiency-Based Teaching and Learning.

One of the more promising technology PD initiatives to highlight is the Learning Circle blended technology model as a means for programs to serve wait listed students. Through the Tech Hub, practitioners have been trained in the Learning Circle model. See next section about the Tech Hub.

* *Provision of technical assistance to funded eligible providers*

RIDE’s Adult Education staff facilitated four Leadership Institutes in 2018-2019. Participation was mandatory for 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.

In 2018-2019, 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. The Tech Hub successfully supported the continued use of the RI AdultEd Domain and Google Suite Implementation, created a more efficient method of communication for the adult education field, and delivered professional development events to 118 attendees.

The Tech Hub activities in 2018-2019 were:

* Facilitate the continued implementation of the Google domain for adult education including oversight  of related workgroup and implementers.
* Develop and deliver programming on pedagogical best practices of distance and blended learning  for adult education.
* Develop communication tools to keep adult education field aware of relevant initiatives and  resources.
* Integrate all research, resources and best practices from all partnerships into all Technology Hub  efforts.
* Develop an Adult Education micro-credentialing system that can serve as a foundation for Adult  Education practitioner instructional technology competencies and student digital literacy  competencies.
* *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. One such intervention at the mid-year mark led to a significant improvement in the program’s final outcomes. The program, which might have risked being de-funded, ended up meeting the state’s performance outcome measures by the end of the program year.

**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 2018-2019, the Rhode Island Department of Education (RIDE) awarded 20 grants as a result of its RFP competition. The RFP encouraged programs to form consortia and several agencies merged under one lead agency. In 2017-2018, RIDE funded 25 agencies,, and 32 in 2016-2017. These programs were funded with a combination of WIOA Adult Education and Family Literacy Act funds; state General Revenue funds, and generous funding from the Governor’s Workforce Board’s Job Development funds. Programs were required to provide 20% in local matching sources. These 20 agencies enrolled more than 6,000 individuals and **served** **5,942 adult learners** with 12 or more hours of instruction, which is an increase in enrollment of 7.6 percent compared to 2017-2018 (5,520 students). 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.

In summary, the participants attended an average of 99 hours of instruction, 53% made Measurable Skill Gains, and (from Table 4B) 66% of those who were both pre-tested and post-tested made educational gains (a more detailed Table 4 Analysis is below).

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 1,200 adults, equal to about 20% of the total number of learners who were enrolled.

Of the 5,942 adult learners enrolled in Rhode Island, 31% were placed at entry in Adult Basic Education levels, 7% were placed in Adult Secondary Education levels, and 62% in ESL levels – percentages that reflect a two percent decrease in ABE and a two 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 75%** which has led to high completion rates overall. The state was focused on performance, and the programs were aware that demonstrated effectiveness is an important component of the future 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.

NRS Table 4 Analysis:

Fifty-three percent (53%) of all Rhode Island adult learners served for 12 hours or more made Measurable Skill Gains in 2018-2019, which is equal to the performance of the previous year in Rhode Island, and which is seven percentage points higher than the national average of 46% for 2017-2018. This should again rank Rhode Island in the highest performing quartile nationally, or close to it.

In Rhode Island, there were only 37 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 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** | 45% | 54% | 1,219 | **56%** | **1,263** |
| **ESL** | 45% | 50% | 1,622 | **52%** | **1,935** |
| **OVERALL MSG** | N/A | 52% | 2,840 | **53%** | **3,198** |

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 309 MSGs in Rhode Island during 2018-2019.

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, RIDE will continue using performance as a factor in funding decisions.

Using data from 2018-2019, RIDE set three tiers of performance for future funding: Tier 1 was for any program that exceeded the 52% target, Tier 2 was for any program that was between 41.6% (which equaled 80% of the target percentage) and 52%, and Tier 3 was for any program that had performance below 41.6%. This formula was used (1) to reward programs that exceeded the state target of 52%, (2) to level fund those that were at least 80% of the target, and (3) to reduce funding for programs below 80% of the target. As it turned out, none of the programs was below 80% of the target during 2018-2019. A clear understanding of the state’s targets and tying financial incentives to performance are a strong combination that have led to the state meeting and exceeding its targets from year to year. What is not yet clear is whether the state has reached its peak and has plateaued since this is the second year in a row that the state’s MSG has been 53% and this percentage is also the target for 2019-2020.

NRS Table 3 Analysis: Table 3 shows Integrated Education and Training (IET) participants at each educational level as well as the Section 243 funding for Integrated English Literacy and Civics Education (IELCE) and its IET subset. Rhode Island’s adult education programs have done a better job classifying their learners into these categories over the past three years. Compared to the two previous years, many more students were identified as IET in 2018-2019, but we still believe we need to do a better job collecting and reporting this information. We continue to train programs on the elements of an IET program and IELCE programming. As a result of this better understanding and improved data collection and reporting, the number of participants in IET programs on Table 3 jumped in the last three years from 191 learners in 2016-2017, to 360 in 2017-2018, to 873 in 2018-2019.

NRS Table 5 Analysis:

Table 5 was completed for the first time with a full year’s data in 2018-2019. The major issue the state is experiencing now is the inability to data match adult education students with the National Student Clearinghouse (NSC) for postsecondary records. We are also not convinced the data system is correctly tracking those students who are manually entered as achieving the goals affiliated with postsecondary education.Therefore, the number of students with a Secondary School Credential enrolled in postsecondary education or training within one year is very low, with only 50 out of 279 (16%). The number of students who attained a postsecondary credential while enrolled or within one year of exit is almost non-existent at 1 out of 207. We believe that these numbers would definitely increase if the adult education team could perform the basic data matching with NSC records.

Another possible issue the state is facing is whether the data from the previous year’s students are being accurately captured in Table 5 for those who obtained a secondary credential. We question whether those with the credential are being matched with the employment results or postsecondary results within one year of exit. This twelve month period is troublesome since it does not correspond with the two, or four, quarters related to employment goals for the other cohorts on Table 5. We also believe that the instructions for these two rows on Table 5 are open to much interpretation.

It is again interesting to attempt to compare the 2nd quarter after exit employment results on this year’s Table 5 with the student records from 2017-2018. In 2017-2018 approximately 45% of students at entry self-identified as employed – reflected on Table 6 – yet only 23% of students were employed in the second quarter after exit on Table 5 from 2018-2019. There are many possible factors, but two are: either we are missing a lot of social security numbers to match with UI data and/or many students are self-employed, working under the table, or working in Massachusetts. The new State Wage Interchange System should help alleviate the issues with tracking the workers who cross state lines.

The median earnings in the second quarter after exit for those who were employed was $4,371, which is only $29 more than last year’s median earnings. This seems unbearably low and insufficient as a family-sustaining wage.

Although the state has spent considerable funds and professional development hours on integrating technology into the adult education instruction, the Distance Education tables (4C and 5A) are not reflecting those investments. We believe it is an issue with programs not identifying student attendance in distance education instruction within the data system. Professional development in this area of the data system is needed.

**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, as detailed in Section 1.

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.

Eligible agencies were required to detail, as part of their funding 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 continued 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 State Plan**

RIDE Adult Education staff worked closely with WIOA partner agencies and the Governor’s Workforce Board team to begin developing the 2020 WIOA state plan revisions. This included co-facilitation of an adult client stakeholder focus group feedback session to collect information from the field to inform the revised state plan.

 **State Wage Interchange System (SWIS)**

In 2019, RIDE finalized legal agreements with the RI Department of Labor and Training to participate in the State Wage Interchange System (SWIS). This will be the new vehicle through which states can query wage and employment records from other states. This will replace the existing Wage Record Interchange System (WRIS) to better address requirements for all partner agencies and programs under WIOA.

**WIOA Inter-agency Workgroup**

Rhode Island’s WIOA Inter-agency 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.

**Adult Education Inter-Agency Core Team**

Stemming from a 2019 Senate Commission report, an inter-agency advisory committee was formed to address all relevant cross-departmental issues and solutions relating to Adult Education needs and services, including providing guidance for developing the state’s plan on Adult Education. The team meets on a weekly basis and is comprised of representatives from the Governor’s office, the Governor’s Workforce Board, the Department of Human Services, the community college system, and RIDE.

**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.*

Rhode Island conducted a competition for IELCE funds in spring 2018 and awarded **four** grant awards to adult education providers to support IELCE programs during the 2018-2019 year.  This was the first year of a three-year grant award cycle.

Using the Integrated English Literacy and Civics Education model, each of the programs developed partnerships aligned with specific career pathways.  As required by RIDE, these programs have incorporated related industry credentials into their programming.  These four IELCE-funded organizations have built on key industry sectors in Rhode Island, as well as rigorous academic components that either align or are embedded in their work training components. Additionally, many of these programs have institutionalized a full-service approach to IELCE programming, enabling them to offer additional supports for students, as well as opportunities for job-related experiences aligned with the given pathway.   The following are highlights of the 2018-2019 fiscal year for the state’s IELCE-funded providers that detail these efforts more fully.

**Dorcas International Institute of Rhode Island (DIIRI)** developed multiple industry and training partnerships during 2018-2019. One multi-agency partnership provided integrated education and training for the unemployed and underemployed. This partnership with Taylor Farms served twenty-one English language learners, with eight of them receiving job offers. Classes were taught to help students increase their basic literacy skills in English, as well as to gain industry-specific language knowledge.  Successful completion of this training provided a pathway for employment at local businesses, as well as providing the option to take the ServSafe exam for additional credentials.

Through another multi-agency collaboration, workplace communication classes were provided to incumbent employees at Landscape Creations of RI.  As a result, twenty-three employees received this instruction.  Two levels of English as a Second Language classes were offered, with a contextualized curriculum using vocabulary and phrases specific to the landscaping industry.  All of the participants received a bonus and one participant received a promotion as a result of the program.

Another major partnership, with the Rhode Island Builder’s Association (RIBA) enabled DIIRI to offer a Pathways to Construction class as a 15-week residential construction program for English Language Learners.  Working with RIBA has helped DIIRI to modify the House Builder’s Institute’s (HBI) Pre-Apprenticeship Certificate Training (PACT) for ELL students seeking careers in the building trades.  This training integrated contextualized, work-based learning with academic and vocational skills.  Three training cohorts, of fifteen students each, provided industry-related employment skills to these students, supported by RIBA’s connection to construction employers. This program can lead to apprenticeship positions along the Construction Trades pathway.  As a final result of this program, twelve students obtained employment in construction.

**Genesis Center** training programs integrated contextualized English Language Acquisition, occupational training, industry credentials and supportive services in their Pathways to Employment program.  These pathways included Healthcare, Culinary/Hospitality, Retail, and Early Childhood. Additionally, their Medical Assistant training program received accreditation from the National Healthcare Association, enabling the Genesis Center to offer the Certified Clinical Medical Assistant credential to program participants.  This national credential strengthens their resumes and is also portable between states.

Genesis programs are highly successful in preparing participants for unsubsidized employment in high-demand jobs, as evidenced by their employment rate of 70-80%, when they complete program training.  Participants’ starting wages have increased 11.7% between 2018 and 2019.

Genesis Center also integrates its programs with the local workforce development system. It works with the RI Department of Labor and Training and the Governor’s Workforce Board through their Real Pathways partnership.  They are also a partner under the Department of Labor and Training’s Real Jobs RI grant. In addition, the Local Workforce Development Board helps to provide partial funding to the IELCE programs, which are substantially more intensive and expensive than traditional adult education programming.

Genesis also expanded to include a Pharmacy Technician Pre-Apprenticeship, as well as their first Certified Nurse Assistant training, that began in 2019.  In 2018-2019 they served forty-five IELCE participants, with 46% of them completing an Educational Functioning Level. Twelve students gained new jobs, at an average starting hourly rate of $14.20.

Future plans include continued work with postsecondary providers to develop and pilot RI-BEST programming that will bring additional industry credentials and postsecondary credits to IELCE participants.

**Newport Community Schools** (Aquidneck Island Adult Learning Center – AIALC)

Healthcare is one of the four top high-demand, high-growth industries in the state of Rhode Island. There is a very high demand on Aquidneck Island for Homemakers, Certified Nursing Assistants, and Med Techs. Since many of the English Language Learners at AIALC have worked in the health care field in their native countries and are looking for occupations that can lead to career pathways and secondary education credentials (i.e. becoming a nurse), the IET Healthcare program has become especially important to these students.

Students in the C.N.A., Homemaker, and Teacher Assistant classes receive occupational skill training, on the job training through clinical experiences and job shadowing, and concurrently receive job readiness training and literacy activities, including math and reading instruction. Feedback from employers has been very positive and our graduates are in demand—often receiving employment offers before graduation. The ESL curriculum is aligned with College and Career Readiness Standards and is contextualized to include work readiness components. Of the 40 ELLs who completed the IET C.N.A. and Homemaker classes last year, 35 became employed in that field and another 12 of the students went on to take the Med Tech course—which is the next step for C.N.A.’s, who often earn another $3--$5 per hour with this additional certification. Fifteen students completed the IET Teacher Assistant course and all have become employed in local school districts on Aquidneck Island.

Since the One-Stop on Aquidneck Island has been closed for many years, AIALC has developed and maintained tangible examples of constructive working relationships with next-step agencies and institutions such as employers, career centers, post-secondary education and job training partners, as demonstrated through both formal MOU partnerships and informal partnerships. Newport Community School programs are also involved with the Federal Working Cities initiative. This project focuses on community engagement, partnerships from all sectors (public and private education, non-profits, public and private businesses, faith-based, and political) and Newport residents with the goal of developing programs which address residents’ identified needs.

The AIALC program often has ELLs who require wrap-around services in order to be successful in the academic courses and job training programs.  AIALC is a member of the Newport County Adult Education Network of thirteen agencies that provide services in the area and can offer various social and emotional supports – child care, rental assistance, personal financial management – to help ensure that a student has the resources and supports to remain in the program, complete the academic curriculum and internship, and become certified for employment.

**Progreso Latino** partnered with Rhode Island College (RIC) to develop a pre-bridge program starting with their Medical Assistant Certificate class, as well as with Roger Williams University (RWU) Business Office Technology Certificate program.  Nineteen of twenty-two students completed the Medical Assistant and Business Office Technology classes.   During the first six months of the 2018-2019 fiscal year Progreso Latino and both postsecondary schools worked together to develop the curricula and the synchronization of the classes to enable an easier transition from pre-bridge to the certificate training classes.

Progreso Latino also wanted to shape and maintain a strong recruitment and retention process for their students.  They offered ServSafe Food Manager Certification classes for hospitality workers, with fifty of fifty-two students obtaining this certification, resulting in new jobs or promotions for the workers.  Additionally, Progreso Latino partnered with other agencies to offer an industrial welding program that trains and employs ten to fifteen adults per year.

**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 of Education 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 in alignment with the RI K-12 system’s requirement to use the CCSS to align instruction. Implementation efforts with the CCR standards continue annually with program-based studies of curriculum alignment to the standards.

**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?*

In 2019, a new set of data will become available on a more current rate of recidivism. In the meantime, the only data currently available (from 2016) 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.

The DOC provides transition services for up to 90 eligible inmates annually, within five years of release under WIOA guidelines. This model of transition service delivery focuses on preparing inmates to overcome some of the most difficult obstacles many face as they work on their individual plans to succeed post release. The focus is to screen inmates for enrollment, goal setting, scheduling assistance, data management, and ongoing support for eligible inmates during and after incarceration. Additionally, the DOC, under contract with the state’s community college, provides on-site postsecondary counseling services for students enrolling in certificate based courses, courses leading to industry recognized credentials, and college prep for English and Math.

The eligible agency using funds provided under WIOA section 225 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.