Delaware Narrative Report 2019-2020

The 2019-2020 year has been a challenging one for Delaware's Adult Education system. From July 1 to March 19, programs were operating in a manner that was designated as normal. After March 19th, normal was replaced by a period of experimentation as we transitioned to alternative instructional delivery methods. By the end of the year, a new "normal" was being established and it continues into 2020-2021. The pandemic has left its mark on Delaware's adult learners, program staff, Adult Education system and WIOA Workforce Development system. 2019-2020 presented trials, challenges and opportunities. Covid stretched the expectations, abilities, and efforts of learners and staff to unprecedented extents – demonstrating their agility, ingenuity and sense of community. Simultaneously, Covid exposed technological gaps and highlighted the widening employment divide between those with lower and higher skills levels. Throughout the year, Delaware's Adult Education system continued to collaborate with WIOA partners to develop strategies that supported mutual clients. The WIOA Leadership Team convened monthly to discuss system innovations and share resources to assist Delawareans during the pandemic. Representatives from the Delaware Workforce Development Board, the Departments of Labor, Health and Social Services, Housing, Libraries and Education (Career and Technical Education and Adult Education), Job Corps, and community agencies met in person and virtually. During FY 20, Adult Prison Education was heavily involved in the Delaware Correctional Reentry Commission (DCRC) initiating a system wide vocational survey and academic assessment during the initial classification process of sentenced offenders statewide. The DCRC similar to the WIOA Leadership Team brought together various state agencies, the Criminal Justice Council, the Attorney General's Office, the Public Defender's Office, judges, community representatives, non-profits, and ex-offenders to assess, revise and develop strategies that reduce recidivism. In addition, Adult Education participated in a Public Health sponsored Gun Violence Reduction Project with for Wilmington at-risk youth by assisting in the development of a frontline staff support process and funding new adult education sites in the East Side of Wilmington.

While most but not all performance targets were met this year, Adult Education provided services vitally needed by learners. Services ranged from assistance with filing for unemployment insurance to delivery of trauma informed care sessions, from guiding parents in how to help their children with school to finding food and housing resources. While staff shared community services information to an extent previously unprecedented, Delaware Adult Education also expanded its instructional delivery strategies; increased technology use; embraced new software platforms; and experimented with new procedures such as teacher office hours and correspondences. Adult Education focused on supporting adult learners in their multiple roles as parents, community members and workers.

Delaware's Adult Education responded to the challenges of the pandemic with resourcefulness, innovation and an even deeper commitment to serving our adult learners. The best of these innovations will become part of our "new normal" so that Adult Education will continue to transform the futures of our adult learners under normal and extraordinary circumstances.

State Leadership Activities

Alignment with One Stop required partners to implement the strategies in the Combined State Plan

During FY20, WIOA partners met to discuss, review and align processes and policies that support Delaware's WIOA State Plan.

- Monthly state level meetings, both in person and virtual, were held with WIOA Partners through the facilitation of the One Stop Operator. Sharing of resources, coordination of services, and common problems and best practices took place. Some highlights included:
  - Title II programs supported adult learners with over 4,700 referrals to WIOA partner agencies. The most requested services involved DOL (Unemployment Insurance, job openings and occupational training opportunities) and DHSS services (SNAP and TANF). Other service referrals included Apex expungement of criminal records; financial counseling, Vocational Rehabilitation, and Delaware State Housing. While referrals occurred throughout the year, a significant increase occurred after March when Covid restrictions began. These services were tracked through a referral mechanism developed by the ACE Network, the state's resource center. ACE further provided professional development to all programs on the tool's use and technical assistance to specific programs when needed. ACE also compiled the data and reported results at monthly ABE meetings.
  - The referral data reflected learner surveys that indicated DOL employment services, DHSS assistance, K12 information, financial literacy and trauma informed care were top concerns for students.
- In 2019-2020 the Delaware Workforce Development Board approved a new goal, the development of Adult Career Pathways (ACP) based on the Career Pathways developed by K12 CTE programs. The Adult Education state staff and three AEFLA funded programs were part of this project. After meeting with WINTAC, Vocational Rehabilitation's technical assistance provider, and researching local employment data, the ACP subcommittee focused on the development of ACPs in the Hospitality, Healthcare, IT and Construction areas. In person meetings took place at the Adult Education Resource Center and the ACE Network provided TA on use of LACES to Adult Education staff in support of this initiative.
- Adult Education together with CTE and the Department of Labor developed an MOU that permits the sharing of employment data to report WIOA requirements. The ACE Network Resource Center was a critical advisor on this project sharing expertise on WIOA reporting requirements and LACES operations.
- The ACE Network Resources Center maintained the MIS that reported WIOA outcomes; provided PD to all funded programs on correct data input; delivered individual TA to programs that experienced difficult in using the MIS; and developed specific reports to track WIOA attainment and pinpoint areas of concern.

- Monthly local county WIOA meetings were held at the ACE Network with local partner providers including community Adult Education programs. These meetings fostered a greater understanding of services, client flow and alignment of services.

As the ACE Network pivoted into pandemic operations, services were provided remotely with one stop partners and with funded programs. ACE had been using a remote meeting format prior to the pandemic; but when all in person meetings ceased, a full pivot to 100% virtual occurred.

Establishment or operation of a high-quality professional development program

To ensure high-quality professional development opportunities for Delaware adult educators, Delaware aligned PD activities with the Association of Adult Literacy Professional Developers (AALPD) standards and policies. These presentations are delivered by both in-state DOE staff and contracted out of state professionals through in person and virtual formats.

Delaware delivered professional development events occur throughout the year. Topics included:
- Better Writing for English Language Learners (ELL)
- Winning GED® Writing
- ABE Writing Workout
- Edmentum/Study Island
- ACE Network Online Services Review
- ESL Learner in ABE Classroom LTA
- Next Generation Science Standards Practices
- Schoology 101
- STAR
- Reading Horizon Literacy Summit
- Introduction to Searches and Views Online Course
- Introduction to New User Training Online Course

The annual Literacy Summit was not scheduled this year since COABE was planned to be hosted in Baltimore. Because of the pandemic the conference was hosted virtually, and many staff members were able to attend sessions. The number of attendees increased due to the virtual format.

Due to the pandemic, the ACE Network went into a full remote access mode. The ACE Network understood that not all instructors were tech savoy using Delaware's LMS, Schoology. On March 26, 2020 the ACE Network held and recorded three vital trainings to ensure teacher success in this new remote environment:
- What is Schoology and how do I use my account?
- How do I create a Schoology group?
- How do I create a Schoology class?

These recordings were organized into a new pilot course, Teacher Tech Thursday (T3). In March and April, more trainings to help instructors use Zoom and support students in the new distance learning environment were added. As a result of these trainings the Schoology statewide usage records indicated 80,766 logins - 33,415 occurred during the pandemic time period. 9,736 course

materials were created - 4,986 completed after March 19th. Student use of the system in the pandemic time period represents over 40% of the student logins during 2019-2020, evidence that local programs used the professional development to increase use of the LMS so that students could continue their education.

The ACE Network with support from TABE offered online PD to make sure TABE assessors knew how to provide remote assessments to students. BEST Plus 2.0 virtual training was held on May 14, 2020. All professional development sessions were recorded and included short content quizzes to provide professional development hours to those who couldn't attend the original presentations.

The June Summer Academies were held virtually. Topics of these trainings did include time worthy sessions on remote learning:
- Distance Learning with GED®
- GED Flash and Play
- GED Analytics
- Learning to Achieve: Workforce Preparation Strategies
- A Pathway to Blending Instruction
- Learning to Achieve: Self-Determination

Since the start of the pandemic, the ACE Network hosted 20 professional development sessions with 376 attendees from March 26 to June 30, 2020. Attendance during this time period increased at least 25% in most sessions.

To ensure the evidence-based reading is offered in AEFLA funded programs, Delaware mandated that every program must have at least one STAR trained teacher to provide instruction and/or support other teachers in delivering effective reading instruction. During FY20, only one program did not have a STAR trained staff member. Consequently, a STAR cohort training was initiated. Unfortunately, one individual dropped out and the training had to be delayed due to Covid. The individual who could not complete the training will join the next cohort in 2021. Previously STAR-trained staff were supported throughout the year in several ways: a Schoology folder was developed with information and resources for instruction and assessment in the four reading components; new information surrounding any evidence-based reading instruction was posted in Schoology updates; and technical assistance is provided to programs upon request.

Provision of technical assistance to funded eligible providers

The infusion of technology between state and local adult education professionals for professional development and administrative purposes continued. The primary online services used by Delaware Adult Education were: Go to Meeting and Zoom, Schoology, Survey Monkey, and Google Suite.

Go to Meeting and Zoom was used for administrative and committee meetings, data collection, training videos and technical assistance meetings. Administrators of ABE programs met monthly through in person or webinar formats. Go to Meeting was used to provide webinar services for both statewide meetings and for meetings with individual providers.

To support programs in providing quality instruction, quarterly data review meetings were held with local program data entry staff and administrators prior to state's formal review of quarterly data. Webinars for programs with specific technical needs were scheduled to review data concerns and determine the possible causes and resolutions. In 2019-2020 training videos of various data entry operations using the MIS were recorded and posted to the online instructional platform Schoology for future reference. If a program demonstrated a performance problem, the state team met with the program to discuss possible causes and resolutions including additional professional development, process modification, scheduling revisions, etc. In addition, programs were pro-active in contacting the state team with potential issues since all were committed to meeting or exceeding state performance levels.

In FY 20, the Schoology system was used more extensively as the state's communication platform and resource repository. The use of the LMS delivered critical program information and professional development resources to providers statewide. On a local basis, all funded Delaware programs utilized Schoology for delivery of their own professional development and/or sharing of program resources with staff. Almost half of the local programs used this platform with students to support digital literacy skills since Schoology can be accessed using computer, table, or mobile devices. In FY 20, the use of Schoology almost doubled over the previous year having 80,766 visits with 9,736 course materials created.

Survey Monkey and Google Suite were used to collect follow up information from State meetings, professional development opportunities, and data from local level staff and students. Google forms collected data to assist with new staff signups to the MIS and other staff and professional development venues as needed.

Examples of technical assistance provided to programs included:
- LACES New User Training
- LACES WIOA Training NRS Table Review
- LACES Searches, Views, and Best Practices Refresher Training
- NRS Table 5 Data Match and Survey Review
- Assistance to individual programs as requested or needed

From March 19, 2020 to June 30, ACE provided weekly Constant Contact Newsletters to assist instructors with resources and best practice webinars as materials were posted by COABE, LINCS, our online instructional platforms, and other educational resources.

ACE Network used leadership funds to purchase professional development seats from Simply K12 for prison education staff and ACE staff members to enhance technology and remote delivery of instruction in limited technology settings. Additional webinar presenter accounts were purchased for use by State level staff to provide webinars on Zoom.

Technical assistance included the monitoring of data to ensure that proper reporting in the LACES system. Staff were provided recorded tutorials and exports of data to ensure that students who needed post testing or survey follow up were completed as much as possible throughout the pandemic. This information allowed staff to check in with students to see if they needed additional supports from our WIOA partners.

Many one to one or program level technical assistance sessions were held to provide timely responses to programs requests. The ACE Network held 33 technical webinar sessions that included our monthly ABE Meetings for April through June. These sessions included 128 participants who were provided assistance to enhance their ability to provide high quality service to our students during COVID.

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

Data was reviewed on a quarterly basis at the state and local levels. In addition, programs submitted LACES Performance summaries every month prior to the monthly meeting on Schoology ensuring that programs reviewed their performances frequently. These data reports documented the successes, weaknesses or improvements of each program provider. These statistics combined with the program providers' "Ah-ha" moments at monthly ABE Administrators meetings resulted in the sharing of promising practices focused on improved student progress. Quarterly data chats rounded out the monitoring process. The chats, held prior to the state data review date, were discussion points for better data management. Information from the chats were stored in our MIS group on our Schoology platform for permanent access by all administrators and data staff at state and local levels. Videos were developed on such topics as: student outcomes based on timely assessment proctoring, goal attainment, student employment follow-up, WIOA topics, NRS Table changes, and helping programs understand the new Specialized Performance Reports.

Many of the monitoring and evaluation processes were hosted as online items prior to COVID. However, since COVID the increased use of Schoology has enhanced the process and ensured that monitoring and evaluation are completed on a timely basis.

The third quarter data monitoring was held remotely with participating staff. All data elements from the LACES system were uploaded to our LMS system. Staff members were assigned specific data downloads of reports, tables and exports to complete the State Quarterly Report Card. All data element files were placed in the proper program folders on the LMS. Other staff members gathered information to fill out the requirements on the report card and uploaded the file for the data reviewer to compile comments or rejections. Once the report card was updated by the reviewer the person in charge of binding the files downloaded all of them into a pdf binder. This process ensured that programs and state staff had a complete snap shot of pre COVID information. State staff had access to all files to view as needed adding an on-demand use of data elements for analysis.

Program monitoring was almost complete for 2019-2020 with only one program still needing an in-person visit when Covid restrictions started. Prior to the pandemic, Delaware had already required programs that were being reviewed to upload their supporting data to monitoring questions on Schoology. The last program completed the upload. After a documentation review, the monitoring team compiled additional questions and concerns which were addressed with the program manager remotely resulting in the completion of all scheduled monitorings in FY 20.

Performance Data Analysis

Since Title II outcomes are aligned with DOL Title I, III and IV outcomes, Adult Education is very aware of Delaware's economic status and current job market. The state's FY 20 unemployment rate ranged between 3.5% prior to the pandemic up to 11.1% during the pandemic in June 2020. In comparison FY 19 data reflected a Delaware unemployment average of 3.8%. According to the Workforce Development Board, Delaware experienced a 683% increase in unemployment claims from 2019 to 2020. More disturbing, approximately 76% of unemployment claims were filed by individuals with a high school education or less. While most industry sectors posted a decrease in job vacancies, those that sustained the greatest job loss including retail, accommodations and food services. Many of the adult learners worked in these industries. From April 2019 to April 2020, data analysis revealed that the damage caused by the pandemic disproportionately impacted women, minorities and young people. Further research disclosed that the likelihood a significant percentage of the jobs lost in retail, accommodation and services would reappear was slim.
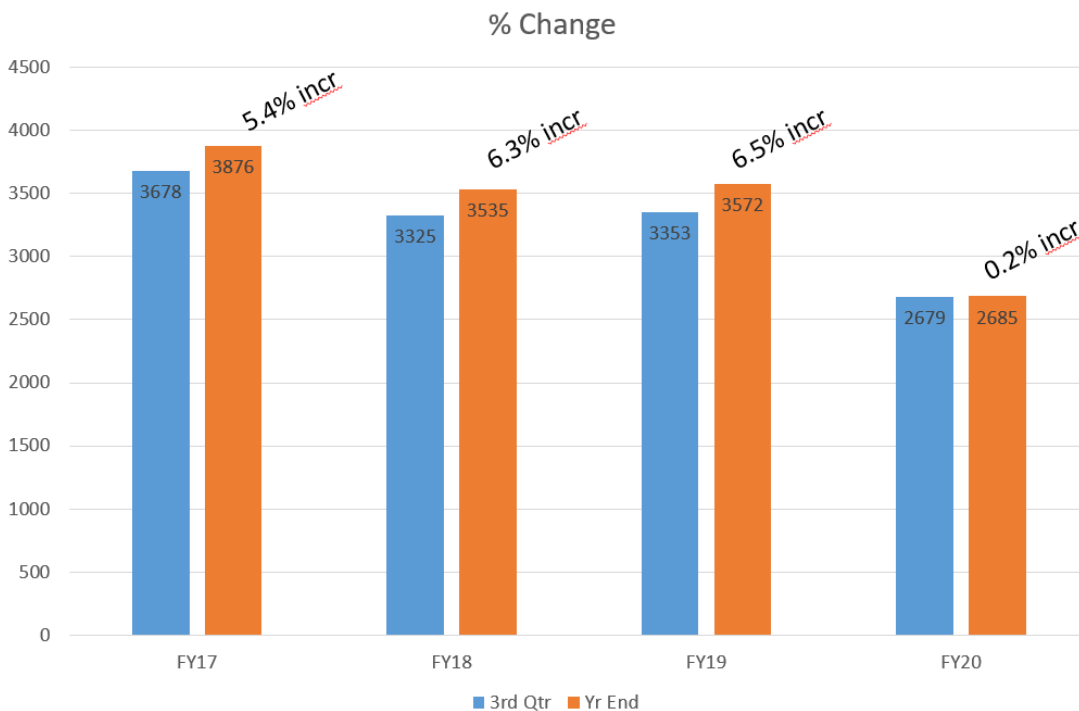
Enrollment

In FY 20, enrollment in Adult Education classes decreased by twenty five percent from FY 19. ABE enrollment represented 55% of students; ASE represented 1% and ESL 44%. This data represented a significant decrease (9%) in ASE students, a significant increase (11%) in ESL students and a slight decrease (2%) in ABE students from the previous year. The age distribution remained stable with a 2% variation between FY 20 and FY 19. The pandemic impacted adult learners in many ways simultaneously:

- High unemployment rates coupled with a severe reduction in job opportunities in the industries employing many adult learners caused students to focus their attentions on job searches and paying bills rather than attending classes;
- Changing K12 instructional delivery strategies required that adult learners focus on their children's education needs rather than their own;
- Limited access to the Internet forced some adult learners to prioritize their children's educational technology needs over their own;
- Lack of access to Internet required that parents bring their children to the nearest Wi-Fi point, such as library parking lots, during regular school hours. While access could be achieved at night, these areas were not hospitable during night hours;
- Lack of technology that supported adult learning platforms;

- Trauma resulting from new medical concerns, unemployment, stay home orders, daycare issues and housing issues caused stress, frustration, and disengagement impacting perseverance in classes; and
- Lack of virtual ESL instructional opportunities.

ABE/ESL Enrollment

FY17	FY18	FY19	FY20
3876	3535	3572	2685
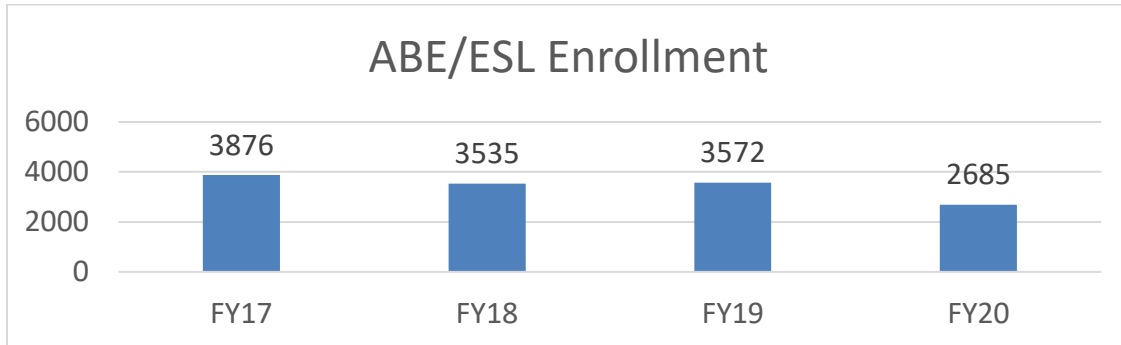
In addition, since in person Adult Education programming shut down in late March and adult learners with children needed to support their virtual education, enrollment in the last quarter of the year was significantly reduced.

% Change

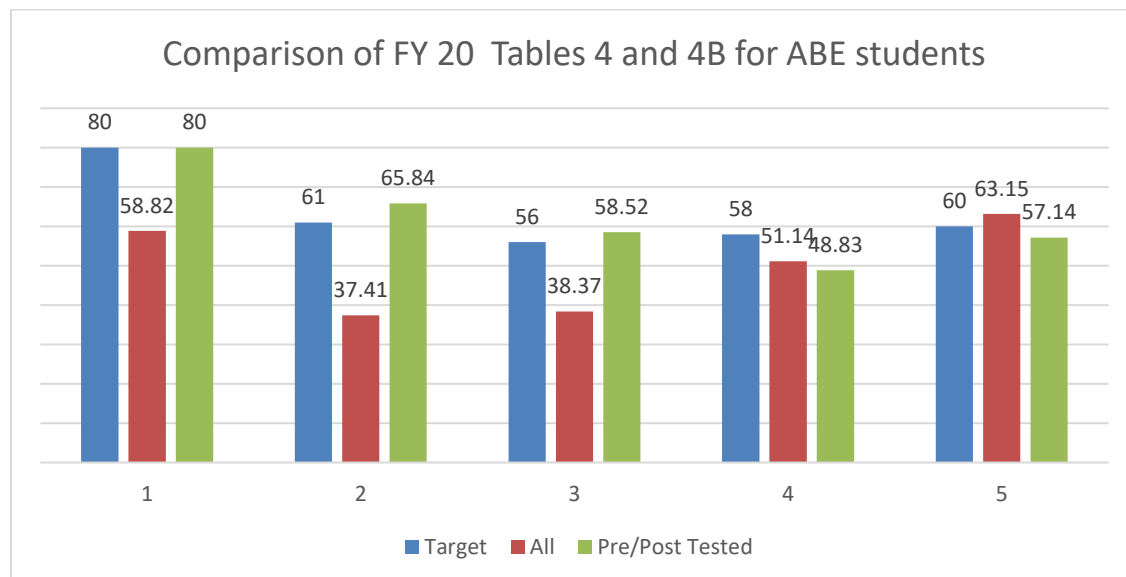|	FY17	FY18	FY19	FY20
3rd Qtr	3678	3325	3353	2679
Yr End	3876	3535	3572	2685
	5.4% incr	6.3% incr	6.5% incr	0.2% incr

When evaluating 3rd quarter enrollment in FY 17, 18, and 19, consistent increases in enrollment occurred. While FY20 illustrates an increase, it was significantly lower than in previous years thereby reducing overall enrollments for the fiscal year.
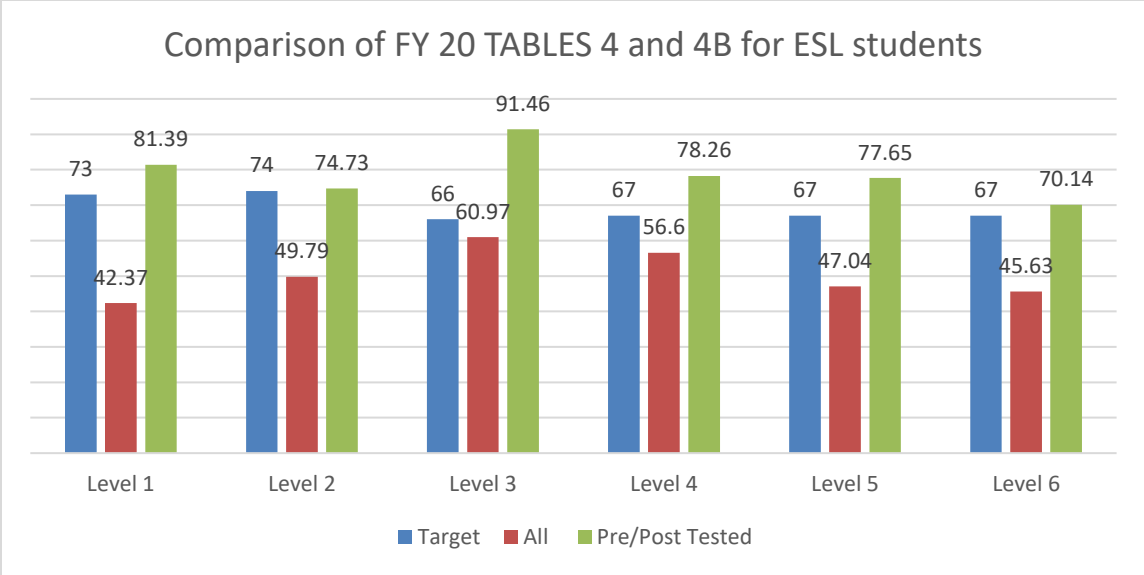
An analysis of Delaware's self-reported "educational attainment upon entry" into ABE programs revealed that 51% of the participants reported attending non US based schooling while 49% attended US based schooling, a significant change from FY 19 stats that reflected a 61%/39% split. Data also revealed that the percentage of those with a secondary credential or higher increased from 17% in FY 19 to 20% in FY 20. In 2019-2020, 46% of AEFLA enrollment consisted of ABE students without a secondary credential and 34% of ESL students did not possess a secondary credential. Additional research uncovered that 17% of non US born ABE students self-reported having completed a secondary credential or high in contrast with 14% reported in FY 19. With the FY 20 Workforce Development Board's goal of establishing Adult Career Pathways (ACP), we hope to create a process that provides adults with clear direction and assistance on advancement within a career area. These stats indicate a need for ACPs that support non US educated students in attaining jobs with family sustaining wages.

Prison Education participation decreased from 24% in FY 19 to 22% in FY 20. Many factors contributed to this decrease including: the restriction of movement to limit the spread of infection among offenders; increased security staff infection rate; offender transfer from facility to facility to handle Covid spread; and security policies involving limited use of technology.
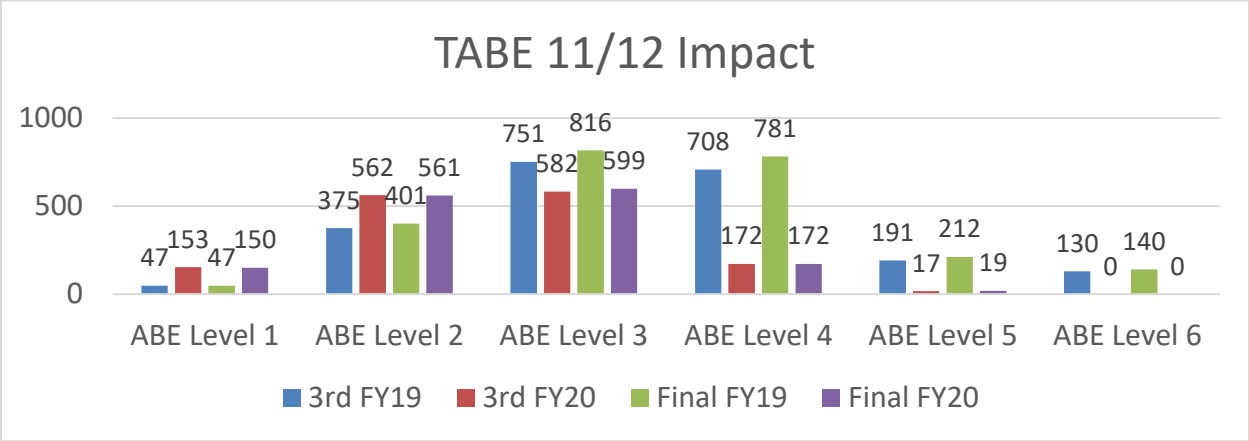
- *Educational Functioning Level Completions*

In 2019-2020, Delaware Adult Education did not meet negotiated targets in 10 of 11 educational functioning levels (EFL) based on total participation. Last year Delaware met or exceeded targets in 8 of 11 EFLs. Several causes led to these performance rates. The abrupt halt of in-person instruction combined with the transition period from onsite instructional delivery to virtual delivery led to student disengagement. However up to March 19, Table 4B data revealed that the state was close to achieving the negotiated goals based on ABE and ESL students who were pre and post tested up to the point.

Comparison of FY 20 Tables 4 and 4B for ABE students

Comparison of FY 20 TABLES 4 and 4B for ESL students

Level	Target	All	Pre/Post Tested
Level 1	73	42.37	81.39
Level 2	74	49.79	74.73
Level 3	66	60.97	91.46
Level 4	67	56.6	78.26
Level 5	67	47.04	77.65
Level 6	67	45.63	70.14

In addition, Delaware began using the TABE 11/12 for placement and progress reporting in FY 20. The TABE 9/10 was used previously. State data indicated that the TABE 11/12 can place students at one to two EFL levels lower than the TABE 9/10 as indicated in the chart below. The TABE 11/12 placed more students in Levels 1 and 2 and less in Levels 3, 4, 5 and 6 than in previous years.

TABE 11/12 Impact

	3rd FY19	3rd FY20	Final FY19	Final FY20
ABE Level 1	47	153	47	150
ABE Level 2	375	562	401	561
ABE Level 3	751	582	816	599
ABE Level 4	708	172	781	172
ABE Level 5	191	17	212	19
ABE Level 6	130	0	140	0

An analysis of post tests administered in FY 19 and FY 20 indicated that the closure of programs with very limited access to virtual assessments decreased the state's ability to report student progress. In FY 20, 19.4% fewer learners were post tested while there was an increase of 89% in learners with 60+ hours of instruction who were not able to be post-tested.

Post-test Analysis

- *Core Completions*

  Delaware exceeded its two employment targets. Adult Education's employment rate for the second quarter after exit was 42.88% and for the fourth quarter after exit was 42.37%. Both of these rates exceeded that negotiated rates of 40% and 41%. Delaware's unemployment rate was 15.8% in May 2020 as compared with 3.9% the previous year. While employment opportunities decreased, programs supported their students in retaining employment and assisted them in finding new jobs through collaboration with WIOA partners.

  Delaware did not meet its median income target by $618. The actual median income was $4,160 in contrast to the $4,778 negotiated rate. In FY 19, Delaware did not collect median wage information correctly and posted a median income of $1.00. However in FY 20, new processes were established which resulted in attaining the $4,160 median wage statistic. With additional emphasis on collecting median wage data, new data input processes, and increased state monitoring, this data will a key indicator in the future. A possible reason for the lower actual median income versus the proposed median income could be the high unemployment rate which tends to decrease wages as opposed to a low unemployment rate which can increase salaries.

  Delaware's exceeded its credential attainment target. Adult Education achieved a 25.54% attainment rate, an 8.3% increase over the negotiated rate of 17.20%. This rate was the result of increased collaboration between postsecondary education institutions and training programs to share data.

Integration with One-Stop Partners

Integration with One Stop partners occurred on two levels. On the state level, WIOA partners focused on several objectives: use of a referral process between WIOA partners; development of Adult Career Pathways; strengthening frontline staff's understanding of WIOA processes and supports; and increased engagement with employers. Through collaboration with various state agencies, adult education was able to support WIOA State Plan employment and training

objectives; integrate partner services into career development plans completed by adult learners; and increase DOL and DVR support for reentering offenders and students in community programs.

On the state level:

- ABE classes were co-located in all four One Stops. The Departments of Education supported these classes through AEFLA funded salaries and in-kind contributions.
- Through county WIOA monthly meetings, partner agencies focused on developing a "user friendly" process for supporting mutual clients both inside the One Stop Centers and in satellite sites.
- An MOU was developed with the Workforce Development Board in which the responsibilities of all the WIOA partners were described. The common responsibilities of all WIOA partners was also detailed. Adult Education's responsibilities were clearly delineated in this document. This document is a "living" document and reviewed annually. Any concerns or improvements were discussed as needed at the monthly WIOA Leadership Team meetings which included Adult Education.
- To ensure that all programs receiving AEFLA funding understood the need to align with the WIOA State Plan and work with WIOA partners, both the Request for Proposal and the Continuing Services Application required that providers explain how their program would support the WIOA State Plan and partner with WIOA agencies to provide wrap around services to clients.
- The DDOE Adult Education Team provided training to all AEFLA funded programs on the state developed referral process and on services provided by WIOA partners.
- Adult Education programs rotated attending monthly county WIOA partner meetings and shared new information to all programs at the monthly ABE administrator meetings.
- DDOE and DDOL met periodically to discuss coordination of Adult Education services at the One Stop e.g. Adult Education's adoption of CASAS assessments as an acceptable assessment tool based on DOL's change to a Title II acceptable version of CASAS.
- In FY 20, Adult Education served as a member of the Workforce Development Board's Planning Committee under the guidance of the Steering Committee. The Career and Technical Director usually represented both Perkins and Adult Education on this Steering Committee.
- Adult Education together with the Department of Labor and the Department of Correction developed an MOU that enhanced employment services provided in Delaware prisons with a focus on increasing offenders' employability upon release and a reduction of recidivism.
- The WIOA Leadership Team Frontline Subcommittee chaired by Adult and Prison Education to increase frontline staff familiarity with WIOA partner services. The subcommittee analyzed 274 surveys from frontline workers in 7 state agencies and 3 community-based organizations to determine awareness of WIOA partner services; compiled findings; and developed solutions for increasing awareness.
- The WIOA Leadership Team's Employer Subcommittee co-chaired by Adult and Prison Education focused on collecting employer information regarding hiring practices. The findings from this committee will help programs to integrate employer needs into instructional delivery.

- Adult Career Pathways Committee which includes ABE funded programs and state Adult and Prison Education staff began a gap analysis of postsecondary education and training opportunities for adult learners, e.g. need for additional support services -day care, transportation; financial assistance; cross-over between non-credited and credited programs.

On the local program level:

- Classroom instruction, both at the One Stops and at other locations, made extensive use of DOL career resources both in paper and on the JobLinks website. DOL career information served as the basis for some ABE writing skills verifications.
- Adult Education programs referred programs to WIOA partners: DOL Employment and Training; Unemployment; $tand by Me Financial Counseling; Libraries; Job Search Workshops; Expungement Workshops; Career Planning Workshops; Small Business Workshops; Housing; Job Corps; Job Club; Social Services.
- All work-eligible ABE students at the One Stops enrolled in the Delaware Job Links (DJL) system and all other work-eligible ABE students were referred to the One Stops for DJL enrollment.
- DOL cross trained Adult Education staff on how to help students enroll in JobLinks.
- All community programs performed career services to WIOA clients that included:
  - ☐ Outreach, intake and orientation information – programs provided brochures to DOL staff and made presentation to DOL clients present at the One Stops; when students exited the One Stop ABE classes, ABE staff worked with DOL staff to have students placed in training programs if appropriate;
  - ☐ Initial assessment – since the Delaware ABE Assessment Policy has expanded to include CASAS assessments, scores can be shared with DOL Employment and Training Staff to facilitate entry into training programs and to reduce the amount of testing necessary for DDOE and DDOL participants;
  - ☐ Referral to and coordination of activities with other programs and services – class and training schedules are shared between DDOL and DDOE so that services can be coordinated to the extent possible to facilitate ABE students transferring into training programs; WIOA partner activities were shared at monthly WIOA Leadership and local WIOA meetings so that participant transition to new services or co-enrollment in various activities could be facilitated;
  - ☐ Provision of performance information and program cost information was shared quarterly between WIOA Core partners;
  - ☐ ABE students received instruction in the use of the DOL Employment and Training Providers database so they could research training opportunities on their own;
  - ☐ Provision of information on availability of supportive services and appropriate referrals – ABE programs tracked agency referrals by program and reported this information to DOL on a monthly basis.

An infrastructure agreement was signed by all WIOA partner agencies and approved by USDOL in July 2018. Local programs are providing infrastructure costs through in-kind services at the One Stops and Adult Education is providing in-kind support for statewide One Stop events such the annual convening and financial support for the one stop operator fees. A review of the IFA is scheduled to place in January 2021.

Integrated English Literacy and Civics (IELCE) Program

- In March 2018, DOE held a RFP application process for the delivery of IELCE services statewide. Awardees were notified in May 2018 and funding started in July 2018. Three programs responded to the request and all three were funded. This allowed for the existence of an IELCE program in each county of the state. The programs funded were:

    o Polytech Adult Education
    o Sussex Tech Adult Education
    o New Castle County Adult Education

  The programs funded responded to a specific component of the RFP application that required the provision of basic components of IELCE services. The three funded programs were located in vocational/technical school districts that could more easily establish an integrated training and education program since adult vocational training was already being offered. In two of the three funded programs, the adult education director supervised the vocational training components in addition to adult education services making the alignment easier to coordinate. IELCE applications were only approved if the trainings offered were aligned with the state's workforce development plan and represented trainings in needed areas within the provider's service area.

  Programs also used Title II ESL classes as a feed system for enrollment in the IELCE projects in addition to recruiting from local communities. Programs worked with already in place local employer advisory councils to provide IELCE participants with information and guidance on how to attain employment in the selected training fields. Programs used a variety of funding streams to operating the program including AEFLA funding; Adult Perkins funding; DOL Pre-apprenticeship monies; and some local district monies depending on the areas of training being offered.

  Preparing and placing IELCE participants into unsubsidized employment in in-demand industries was accomplished through a combination of strategies:
    o Working with companies that had a history of training with the provider and knew the quality of the training presented;
    o From the vocational side of the program, hiring training staff that could recommend students for employment upon completion;
    o Through employer advisory boards focusing the curriculum on what is needed to get employed and thereby increasing interest in hiring IELCE students;

- Offering training in areas that were experiencing job vacancies, e.g. the healthcare industry needed home health care workers and contact tracers so programs ensured that the needed topics were covered in the training;
- Including employers in work readiness activities, such as mock interviews, to increase potential for hiring students;
- Worked with certifying boards to revise certification requirements, e.g. the nursing board allowed for waivers to clinical experience and substitution on on the job training components in order to have access to more CNAs;
- Setting up processes for students to interview for jobs via Zoom.

After March 19th, any IELCE programs that had not been completed transitioned to a virtual platform to provide the theory component of the course. Some programs were permitted to complete the practical training under CDC guidelines. This occurred if there was a specific need in the positions being trained for. For other trainings, the practice component was scheduled to be offered in the following summer or fall. However, technology and engagement remained a challenge for some ESL students. Some of the ESL students were considered essential workers and needed to delay the training in order to keep their employment.

During the pandemic, IELCE program staff expanded their range of services to include referrals to WIOA partners for health, housing, or finance assistance needs; support with professional licensing boards to satisfy licensing requirements; individualized job search assistance; translated Covid information and distributed to students; and provided technology and training to students so that remote learning could be initiated. For those students who were also parents, IELCE staff assisted them with connecting to their children's district IT and provided bi-lingual staff to help resolve issues between the school and the parent.

<u>Adult Education Standards</u>

In FY 20, Delaware continued to implement the College and Career Readiness Standards for Adult Education (CCR), the Next Generation Science Standards (NGSS), and the English Language Proficiency Standards for Adult Education (ELP).

Delaware provided Standards in Action training for both Language Arts and Mathematics in previous years and continued to provide technical assistance and professional development to support the initial training through content-specific professional development. ESL program managers and instructors completed the third ELP training module, *Digging Deeper into the English Language Proficiency Standards for Adult Education,* in October 2019. In June 2019, ABE instructors participated in a hands-on NGSS Science and Engineering Practices training to support instructors of all EFL levels.

It is required that all programs have, at least, one ABE staff member complete the CCR Standards in Action training and, at least, one ESL staff member complete the ELP standards trainings. All ABE/ESL programs that were monitored in FY 20 underwent an evaluation which

included proof of standards-based instruction, staff professional development, and EBRI (STAR) implementation.

Delaware developed and posted the Adult Basic Education Manual which included the NRS EFL descriptors aligned to the CCR. In addition, all programs were provided with copies of the CCR standards.

During Delaware's FY20 Winter (March 2020) and Summer Academies (July 2019 & June 2020) which were transitioned to virtual trainings due to the pandemic, many professional development trainings were presented to provide staff members with standards-based instructional strategies, as well as to support educators with the transition to online and hybrid instruction. Workshops included professional development in the areas of ELA, mathematics, science, support for ELLs, and technology.

In response to COVID, Delaware provided access to an online platform, Study Island, that is aligned to CCSS and teachers received training on its use. Within the LMS, a "Resources during COVID" folder was developed for easy teacher access. New resources and information was posted in Schoology updates and then placed in resources section of the Schoology folder. Examples included LINCS, World Education, and IDEAL information.

Programs for Corrections Education and the Education of Other Institutionalized Individuals

Evaluating for recidivism is both difficult and multilayered since there is no standard definition for the term, nor is there a standard process for calculating a rate of recidivism. While improved measures are used to analyze relative recidivism, conclusions should be drawn cautiously as items such understanding behaviors associated with crime may not be included within an examination on recidivism.

Delaware's most current Recidivism Report was published in 2019 and examined three cohorts (2013 – 2015) of released individuals, with a primary focus on cohort 2015. Delaware provides a unified correctional system, with all correctional facilities and institutions falling under the jurisdiction of the State. The 2019 Delaware Statistical Analysis Center (the Center) report tracked 1,108 distinct individuals for up to three years following their release from a prison term in 2015.

The findings revealed that the recommitment rate for individuals in the 2015 cohort was 62 - 69%. The recommitment measure in this report was based on DOC readmission dates to secure facilities with a detained or sentenced status, regardless of sentence length.

The formula used by the Center to generate the findings was:

$$Interval\ Recidivism\ Rate = \frac{\#\ of\ Recidivists}{(\#\ of\ Recidivists) + (\#\ of\ Non\text{-}Recidivists)} * 100\%$$

In developing the "relative recidivism" rate for adult education students in the correctional system; a similar approach was used which included students with 12 or more instructional hours in Prison Education and were released within the period of July 1, 2019 and June 30, 2020. A total of 131 students were identified. The Department of Correction's MIS system was used to identify whether students recidivated within the period of July 2, 2019 and November 30, 2020. Separate statistics were kept for male (N=99), and female (N=32) individuals who are justice involved.

$$ABE\ Recidivism\ Rate = \frac{\#\ of\ FY\ 20\ ABE\ Recidivists}{(\#\ of\ FY\ 20\ ABE\ Recidivists) + (\#\ of\ FY\ 20\ ABE\ Non\text{-}Recidivists)} *100\%$$

When performing an initial analysis with limited data, the statistics revealed that:

- 3% of females did return to prison while 97% did not return to prisons by 12/15/20. There is no comparison with Department of Correction statistics since the number of female offenders is too small to be significant.
- 15% of males did return to prison while 85% did not recidivate by 12/15/20.
- The reader is cautioned in drawing conclusions as incarceration rates have changed, decreasing the prison population during the last five years. Since March 2020, incarceration rates have further declined, to include recommitments. We cannot be certain how the pandemic impacted the stats for a relative recidivism rate.

In response to the pandemic, Prison Education quickly developed a plan and schedule to deliver and retrieve correspondence coursework aligned with individual student need in ABE/GED, Life Skills and vocational courses. With the support of DOC, Prison Ed incorporated the use of Zoom, with an initial focus on students found eligible for special education services and later to general education students within DOC parameters. An identified challenge was maintaining student engagement where no end-term assessment, such as the GED® or a measure of vocational skills training was in place. Students demonstrating persistence or were otherwise motivated by time credit for completing correspondence work and Zoom participation remained enrolled. Two Prison Ed teams were formed to develop an informal assessment in ELA and Math as a result of the approved USDOE modification to support ABE enrollment.