

# Idaho Adult Education Narrative Report 2019-2020

## 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)***

**Workforce Development Council:** Idaho's Workforce Development Council (WDC) serves as both the State Workforce Development Board and local Workforce Development Board for the entire State of Idaho. The State Administrator for the Idaho Division of Career & Technical Education is a board member on the WDC and represents Adult Education. The State Director for Adult Education attends WDC meetings and works in close collaboration with its partners to ensure successful implementation of the Combined State Plan, shared goals, and WIOA requirements.

**WIOA One-Stop committee:** The State Director for Adult Education participates in monthly WIOA One-Stop Committee meetings, which include representation from WIOA core programs and one-stop partners. The One-Stop Committee provides guidance and coordination on regional MOUs, infrastructure costs, data sharing and American Job Center branding. The One-Stop Committee partners have been working together on WIOA one-stop implementation since late 2014. The State of Idaho has two service delivery areas with two comprehensive American Job Centers and additional affiliate centers. The State Director's position is funded with State dollars, and therefore Title II Leadership dollars were not required to support this activity.

**WIOA Advisory Group:** Idaho's State Director for Adult Education is part of the Statewide WIOA Advisory group, which includes leadership representatives from the core WIOA partners – including the Idaho Department of Labor, Idaho Vocational Rehabilitation, Idaho Health and Welfare, Idaho Commission for the Blind and Visually Impaired, and the Idaho Commission for Libraries. The purpose of the WIOA Advisory group is to coordinate operational policies and partnerships between programs covered under the Combined State Plan. The Statewide WIOA Advisory group supports the six Regional WIOA advisory groups throughout the State. The local groups support WIOA implementation, coordination, and alignment of policies and partnerships between core programs in their local regions. The Regional WIOA Advisory groups work with other regional service providers to ensure consistency and ease of access for all WIOA participants.

**Workforce Data Quality Initiative:** Idaho's State Director for Adult Education is participating in an initiative to determine how to best share data among key WIOA providers for smoother handoffs and partnerships. The initiative aims to support data quality, protect student privacy, and share information on the number of participants who are co-registered in multiple WIOA Title I, II, III, and IV programs to work together to support stronger outcomes.

***Establishment or operation of a high quality professional development program(s) as described in Section 223(1)(b)***

Professional development in Idaho centers around two areas. The first is training and staff development in the processes and procedures necessary to work in a federally funded AEFLA program. The State Director hosted five Regional Director's meetings this year, all held virtually. The topics of discussion range from updates on data collection and policy; federal WIOA policy and regulations; NRS reporting, fiscal and grant management; recruitment, intake and orientation; training in the use of the State's MIS (Idaho Management & Accountability System 'IMAS'); new-teacher onboarding; refresher trainings for existing staff; distance learning; and other compliance-related topic. The Regional Director's meetings also serve as a setting to network and share best practices. These professional development activities are provided by State office staff, and Title II Leadership funds are not used to support these activities.

The second professional development area supported with Leadership funds are activities for the purpose of expanding and elevating the capacity of practitioners to excel in their profession. Each program identifies a staff member, or members, to serve as expert trainers or Regional Professional Development Specialists. The Regional Professional Development Specialists organize trainings for their local program staff based on locally requested, or required, topics and materials. The Specialists are essential to the tracking of training needs, staff training participation, and evaluation and feedback. Leadership funds also support in-state and out-of-state training costs; examples of the activities supported in FY20 are listed below:

### **Region 1 – North Idaho College**

- New remote delivery challenges dictated that most of the PD hours be spent on technology that would improve instructional delivery. Project topics included Google Classroom; IXL math phone app; and GED Academy TABE/GED modules. Other PD hours focused on GED Testing Service's webinar training, classroom materials, and resource guide.
- Daylong PD session on, "Realizing Potential with Growth Mindset."
- Two staff members attended a day long workshop at University of Idaho, Creating Connections for Mathematical Understanding to explore evidence-based math strategies and tools to encourage student participation
- Three staff members attended the Mountain Plains Adult Education Conference in Ana Pueblo, New Mexico in February 2020.

### **Region 2 – Lewis-Clark State College**

Required professional development and training opportunities included the following:

- IMAS Refresher and Updates
- TABE 11/12 Directions and Diagnostic Discussion
- Assessment Policy Refresher
- NRS Refresher
- Distance Learning Refresher

- SafeColleges.com
- Campus Security Course
- Framework for Teaching
- LINCS Integrating Technology
- CPR/First Aid
- American Job Center Cross Training
- Cybersecurity Awareness Training
- Variety of webinars (Essential Education, LINCS, GED Tuesdays for Teachers, TABE, University of Central Florida archived Faculty Seminars on Online Teaching, and distance learning)

### **Region 3 College of Western Idaho**

- Site meetings via Zoom helped to ensure proper communication and share best practices between teachers during the shutdown. Ongoing meetings were essential during the last quarter of FY20 as we strategized student connectivity and online instruction.
- CASAS Math and Language GOALS certification and additional training and onboarding were necessary to implement the new assessment in compliance with NRS.
- Teacher Mentoring helped to strengthen and improve lessons, provided clarity to strengthen instruction, shared best practices, which ultimately benefited students. Online instruction is new for most of our teachers so we have had to add additional coaching.
- IMAS data training/meetings included our core data team who are responsible for the entry/approval and overall management of IMAS at the site level.
- GED Academy training for teachers to provide students with better support on this platform.
- Essential Ed online modules for new teacher onboarding, which focuses on Adult Learning Theory and important teaching strategies.
- Webinars through COABE and LINCS – reinforcing best practices for online instruction, technical assistance on setting up and using Google Classroom, using alternative online assessments to determine provisional EFL, digital literacy integration into curriculum, and virtual classroom management.

Conference attendance and participation included the following:

- 2019 GED Annual Conference
- CTEI Conference
- MPAEA Conference

The PD Specialist has been collaborating/brainstorming with all of the instructors. She is asking them to:

- Preview the modules and give feedback on navigation/usability
- Share any tools and techniques they should look into
- Share favorite podcasts/YouTube channels on remote learning
- Recommend other topics we could develop

#### **Region 4 – College of Southern Idaho**

Leadership funds are used to support overall program improvement initiatives, which covers a wide range of activities, including onboarding and mentoring, curriculum, and professional development. Our program has a robust onboarding and mentoring program, wherein newly hired employees received training in data, program and college processes, and specific curriculum, as well as participate in “Motivating the Adult Learner” series from Essential Education. Many of our instructors come from a K-12 background and going through this series helps to re-focus their attention to the unique aspects of teaching adult learners.

Additionally, all new instructors are assigned a mentor, who visits with them regularly during their first year of teaching. Over the years, the leadership team has found that this system has reaped huge benefits in reducing employee turnover and heightened morale. In FY20, the program experienced a loss of five instructors, which is a turnover rate of less than 10%. This is an exceptional number, as 90% of CCR staff are part time employees and usually have other, full time jobs. All the instructors who left either relocated for family or work reasons, or took another job which interfered with their CCR teaching scheduled. None left because they were dissatisfied with the program and all expressed pleasure with the opportunity to have taught in the program and regretted having to leave. Currently, the program has 16 staff who have been with the program for 5 or more years, an impressive statistic for part time positions.

The program also continued work on revising program curriculum. ELA instructors, under the direction of the ELA Lead, worked to updated ELA curriculum in order to better address the Life and Work CASAS currently in use. The Basic Skills curriculum committee began the year by continuing improvement of the workplace themes within core competencies of the Career Readiness standards, which is structured around a 16-week instructional calendar. In Spring 2020, it was decided to intensify the workplace concept and the program began to move toward offering Career Pathways classes for high skill level students, built around local, in-demand industry. The proposed classes will let students, at NRS levels 4, 5, or 6 choose between math and Language classes in Business, Health Sciences, and Trade and Industry. A General Education path will also be offered, for students who simply need their GED or were really undecided. The work on this program re-structuring and the accompanying curriculum is ongoing.

In the Fall, our Basic Skills Lead instructor assisted the GED® regional manager to provide training to staff in Boise. As a GED® trainer, this staff also provides workshops with our CCR program to students who are ready to GED® test, so they can polish their skills and feel confident of success.

At the request of the State Adult Education Director, our CCR Program Improvement Coordinator attended NRS Regional training. Information learned at this training was then presented to all directors and associated staff at the Director’s meeting in October 2019. The CCR Program Improvement Coordinator also held workshops for the CCR leadership team to review, and improve understanding of, program data for analysis and program improvement.

The CCR Program Director and Workforce Training Coordinators attended the CTE Reach Conference in Boise. Sessions at this conference lead to a greater understanding of career pathways projects and

allowed the CCR to meet with, and finalize, plans to provide English Language support for CSI's Welding class.

Five instructors also attended the Framework for Teaching workshop hosted by College of Eastern Idaho. This information covered the four domains of teaching, what those domains look like in the classroom, and how to use classroom observation for improvement. In keeping with the year's "one program" theme for professional development, these instructors presented a shortened version of this workshop to the Professional Learning Committee, as well as all program staff at Spring In-service.

The program holds a Fall and Spring In-service each year, during which CCR staff get together for day-long professional development. In-service activities are built around specific themes for that year, which are identified by the Leadership team. The theme for FY20 was developing a "one-program" approach. Fall in-service focused on team building activities, intentionally mixing from different areas of the program to solve sample problems seen in the classroom. Spring in-service continued the theme of team work and program personnel presented best practices, which could be implement across the program. Staff also attended a college resource fair during the lunch hour, similar to what is offered to students, where they received information on what resources are available to students. Staff complete an overall survey, as well as surveys on breakout sessions, and comments from these surveys help direct the leadership team on future professional development.

### **Region 5 – Idaho State University**

For our ESL instructors, part-time and full-time, we collaborated with the Intercambio Company to provide curriculum guidance and resources trainings. We also brought in professionals to provide training in the Framework of Curriculum, in which several staff and teachers participated.

We began to pilot a few new courses for the possibility of implementing them as required long-term curriculum. As of right now, they are "highly encouraged" for our students to attend. Here are the courses we were piloting:

- 1) "Professionalism in the Workplace and Classroom" – this is to introduce the concepts of soft skills and other things needed to be successful.
- 2) "Beginning/Basic Computer Essentials/Keyboarding" – this was incorporated into a 30-minute segment within our lowest math class for those students. Although, all students are invited to attend.
- 3) "Computer Essentials" – this was to be available to anyone needing basic to brush up computer concepts.

### **Region 6 – College of Eastern Idaho**

- New instructors participated in new instructor training by faculty coordinator, data coordinator, and director as well as the state-required training, "Motivating the Adult Learner"
- Framework for Teaching presented one day of instruction and professional development
  - Monthly professional development assignments were assigned from this seminar

- Bi-annual College of Eastern Idaho In-Service meetings
- Bi-annual College and Career Readiness In-Service meeting
- The director, data/testing coordinator, and two instructors attended MPAEA in Albuquerque, New Mexico
- The director and data/testing coordinator attended the Fall State Director’s meeting and virtual Spring meeting held by the state office.

### **Idaho Department of Corrections**

Our commitment to continued professional development in Career Guidance is essential to a qualified and effective educational staff. IDOC’s annual Education Conference was held in Boise in September of 2019. Over three days, staff were provided opportunities to learn about innovative practices in correctional education. College credit was made available through Northwestern Nazarene University. Leadership funds were used to help provide this training. Leadership funds were also used to send two program managers to the 2019 GED conference in Chicago, Illinois. With the challenges posed by COVID-19, we are using more webinars for professional development.

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

Monitoring and evaluation is primarily conducted by State staff, and therefore does not require the support of Title II Leadership funds. Because of the geographic size of Idaho and the limited number of state staff (two), the State office relies on a variety of remote monitoring tools in addition to on-site monitoring, which is conducted on an as-needed basis. In FY20, the State did not conduct any on-site monitoring.

This program year, local programs submitted four quarterly desk audits and one annual performance report to the State office. These documents help the State identify areas in need of improvement and target its technical assistance and site monitoring more effectively. The desk audit includes the reporting of post-test data, student performance data, assessment data, and a draw-down of expenditures. If the report indicates a need for improvement, the program is required to address the intervention(s) they plan to implement in order to improve their outcomes in the identified area(s). These reports and processes provide ongoing means for the State office to identify potential problems and address them in a timely manner. The State provides technical assistance for individual programs based upon their performance, observed data collection, and reporting deficiencies.

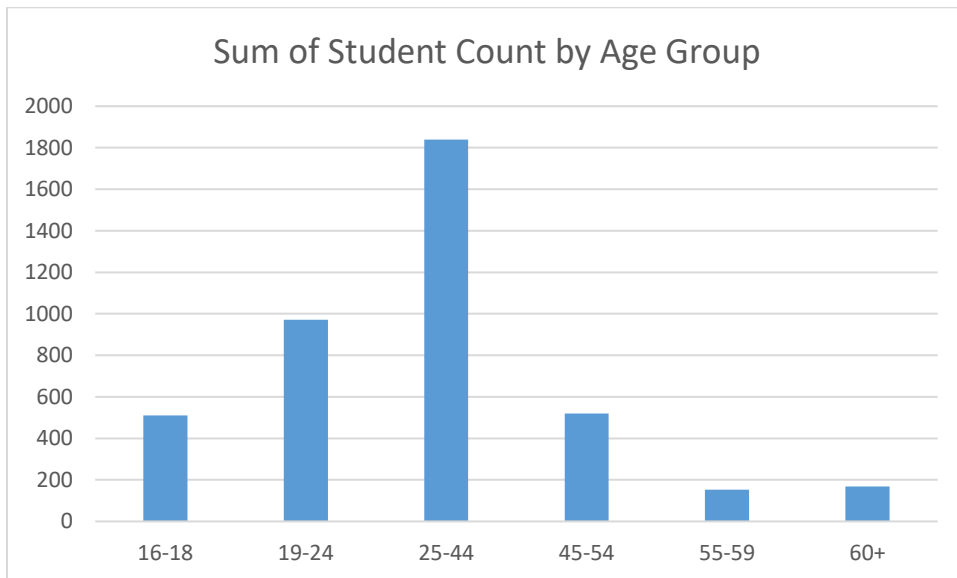
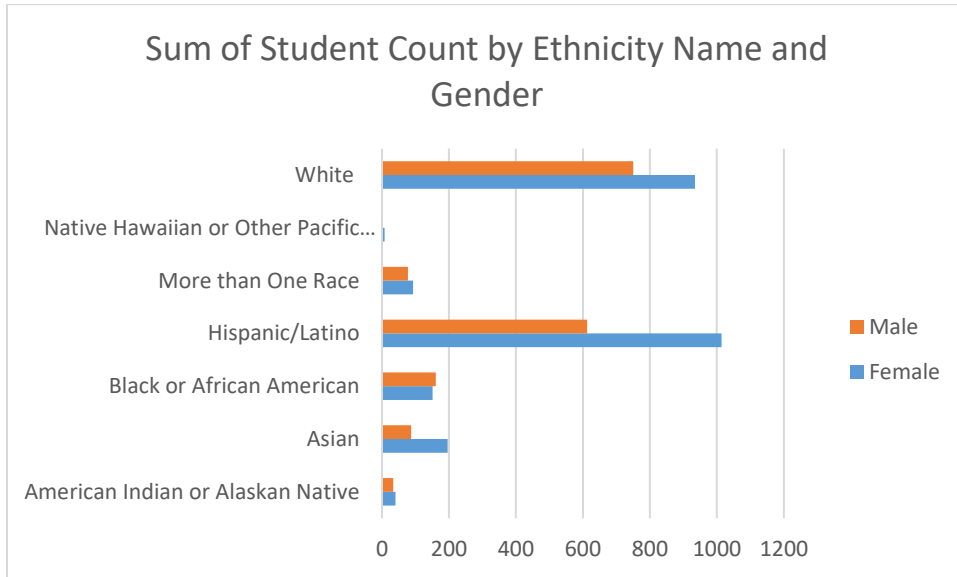
The State also employs a dedicated staff member (a Technical Records Specialist - TRS) who collects, researches, resolves, and responds to all data-related inquiries. The TRS is accessible to all AEFLA program personnel via phone and email. The TRS also checks the online Management Information System (MIS) regularly to see how individual sites are doing and follows up with the State Director to advise and recommend potential issues and training needs for local programs.

### **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.**

In 2019-20 Idaho’s AEFLA providers, which include six community and technical colleges along with Idaho Department of Corrections, served a total of 4,187 participants, a decrease by 926 students from last year. The breakdown of adult learners enrolled in Idaho’s AEFLA programs are shown in the tables below. The largest ethnic groups of learners are White and Hispanic. Adult learners are more likely to be female and the largest age group is between 25 and 44 years old.



The overall measurable skill gain rate for Idaho was 28.70% in FY20. The COVID-19 Pandemic significantly impacted regional programs' ability to deliver services. Below are specific challenges and corresponding solution efforts the state and local programs undertook this year.

## ***Challenge***

### **Digital Resources**

- Shifting instruction to online delivery without resources to provide devices and high speed internet access for both instructors and students was very challenging.
- Lack of access to Learning Management Systems at institutions made it challenging for ABE programs to transition quickly to online teaching.
- Although technology had been used in the classroom to assist with the delivery of instruction, in only rare instances was material delivered virtually to students outside the classroom. Thus, much of the program's resources were not available in a virtual format conducive to remote instruction

### **Low Levels of Digital Literacy**

- Students with low technological or language skills were excluded from being able to participate in instruction in a meaningful way. Students who needed to practice their English language skills were also denied that opportunity, due to the lack of interaction that attending classes would normally provide.

## ***Solution Efforts***

- Connected some student to tech resources in the community (e.g. PCs for People that can allow clients access to low-cost internet and device options as long as they can provide income eligibility documents).
- Piloted new digital literacy classes utilizing Zoom and YouTube.
- Revised and moved all course content completely online within 3 weeks after shutdown moving hundreds of student online. Traditional basics skills and English language classes had to be revised to focus on the immediate needs of our students (e.g. homeschooling their children, understanding various technology platforms, pronunciation and speaking practice, health literacy information, activities that help build social capital).
- Worked 1:1 with students to help them continue their education (e.g. phone tutoring, distance learning materials (distributed through mail and curbside service).
- Loaner laptops with essential peripherals (e.g. doc cams and monitors) to help with online instruction.
- Zoom licenses.
- Pertinent training for online teaching modality.
- Blackboard was not an LMS option for all BSE students, therefore, a variety of tools were implemented and integrated into instruction:
  - WhatsApp
  - Wakelet – useful for teacher/supervisor communication
  - Google Classroom – including the transition of curriculum to a Google textbook



- Mango
- Duolingo
- MyOpenMath, GED Academy, YouTube
- Ongoing training opportunities include teacher mentoring and a summer mini-conference for ESL instruction.

### **Challenge**

#### **K-12 Closures**

- Although it was anticipated that students would be unable to participate in a virtual learning environment due to lack of technology, the greater societal pressures that the pandemic caused also had an impact on student learning. With K-12 schools closed, students were supervising children at home, often coping with K-12 schoolwork as well as their own. Often these households only had one electronic device to access classes, which needed to be shared by all family members.

### **Solution Efforts**

- Referrals to community partners such as food banks, IDOL, local charities and other support agencies.
- Assisted with technological barriers; assisted parents with children who struggled with online school.

### **Challenge**

#### **Shift in Employment Landscape**

- Manufacturing, agriculture, and agriculture-related businesses are predominant in our state, and typically employ our students. These industries did not stop operations during the shutdown and, in fact, students found themselves working more hours, not less, to keep up with ongoing demand.

### **Solution Efforts**

- Refined processes for remote registration and data entry
- Increased flexibility for working students through online delivery

***3) 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 infrastructures costs are supported through State and local options.***

As a single area state, Idaho is statutorily required to operate at least one comprehensive one-stop center; the State of Idaho has three. Given Idaho’s large geographic area, the State has established separate one-stop systems based on service delivery areas or regions, rather than multiple one-stop centers throughout the State.

#### **Region 5 – Idaho State University**

The Pocatello Department of Labor office is now a one stop location, and has all WIOA resources in one location. The regional Department of Labor manager holds quarterly meetings with all WIOA departments to give updates and describe their services.

### **Region 2 – Lewis-Clark State College**

Lewis-Clark State College’s Adult Education program coordinates services with the One-Stop partners in Region 2. All of the One-Stop Partners use a Referral Information Form that lists each organization’s contact information. Typically, before sending a student to another agency, a referral form is completed, a confidentiality agreement is in place, and a telephone call is made and an email is sent to the provider explaining the purpose of the referral. These steps ensure a soft hand off so that the student can receive the desired services without any additional barriers.

Cross-training of all partners occurs a minimum of two times each year. All WIOA partners support and participate in the operation of the North Central Idaho’s One-Stop Shop system, providing services at physical locations and coordinating access to services through the software platform Live Better Idaho.

### **Region 6 – College of Eastern Idaho**

College of Eastern Idaho’s College and Career Readiness Center has been a full and active participant in the development and planning of the Idaho Falls Comprehensive American Job Center (SDA6, East Central Idaho). This Idaho Falls Comprehensive American Job Center has since been certified. However, our CCR has chosen not to be an affiliate due to the extra monitoring we would be under.

The CCR Director attends the One-Stop meetings for updates and further planning.

Every January, we help and participate in cross-training with our One-Stop partners so our staff can make and receive appropriate and effective referrals to our partner agencies. This is invaluable in that we can put faces with names and are aware of the various programs within our One-Stop Partnerships.

These partnerships include: Health and Welfare, Vocation Rehabilitation, the ID Department of Labor, Commission for the Blind, which includes services for the hard of hearing, Community Council of Idaho,

#### ***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:***

- ***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.***

The latest competition for IELCE program funds in Idaho was in 2017, the state awarded four Section 243 IELCE grants to:

- College of Southern Idaho (CSI)
- College of Western Idaho (CWI)
- College of Eastern Idaho (CEI)
- Idaho State University (ISU)

***Describe your State efforts in meeting the requirement to provide IELCE services in combination with integrated education and training activities;***

***Describe how the state is progressing toward 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***

***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.***

The four sites receiving IELCE funding have ventured into a number of industries, below are successes, challenges, and lessons learned broken down by industry and program.

### **Healthcare**

Healthcare is a key sector in Idaho in which opportunities lead to economic self-sufficiency. It is an ideal sector for IELEC services in combination with integrated and training activities because of the many pathways and on-ramps that exist within it.

### **College of Western Idaho**

- The Environmental Services Pre-apprenticeship (EVS) to Multicultural Certified Nurse Assisting (MCNA) pathway has been notably successful. In two MCNA cohorts, seven students have entered that course from EVS. Because of their prior experience as EVS technicians, these students have access to tuition reimbursement, prior healthcare experience that aids in job search and placement, and general healthcare knowledge that makes success in a rigorous course like MCNA much more likely.
- Also notable, one student who completed MCNA was recently accepted into an LPN program.

### **Successes**

- Mireille B. was a student in EVS who placed at the hospital after completing that course in early 2020. Last week, she completed MCNA, and during the interview event was offered two jobs, one by her current hospital employer who told her to put in her transfer paperwork for a CNA position. She intends to work both full-time jobs.
- Esther K. completed EVS and MCNA in FY21. She is currently working as a CNA while taking credit-bearing courses at CWI, and participating in ESL Bridge to English 101. She also worked as an EVS technician in FY21.
- Nabila H. completed EVS in fall of 2019 and gained employment at St. Luke's. She then completed MCNA. She is still struggling to pass the written exam, but has help and encouragement from staff at the hospital who value her. St. Luke's has let her know that they will hire her as a CNA as soon as she passes the written exam. She studies with our tutor for hours every week.

- In our MCNA interview event, all six participating employers asked for an invitation to the next event. The St. Alphonsus recruiter stated that the very best employees he has hired have been EVS or MCNA students. He intends to hire as many as he can from our current cohort. Three students left that event with job offers – prior to completing the state exam. One employer stated that he is hiring contract CNA workers for \$35 per hour currently.

## Challenges

- The onset of COVID-19 in March was a significant challenge for our program, especially for our IELCE classes. For example, we had just begun a new cohort of EVS students. This class generally meets at the hospital and several lessons involved hospital staff. Clearly, we can no longer meet at the hospital and hospital engagement has declined. We had some great successes with moving to online delivery. For example, the team has completely revised the curriculum to be deliverable online, and we were able to provide students with virtual interviewing practice with hospital staff. What has become very clear is that digital literacy is a significant barrier for students not just in accessing our IELCE classes, but also in their jobs. The lesson learned here is that digital literacy cannot be considered a separate literacy component from language, employment, and non-cognitive literacies. Digital literacy MUST be integrated into all IELCE programming. We can and should offer digital literacy as a stand-alone course option, but we would fail our students absolutely if we did not incorporate digital literacies into every aspect of instruction.
- In the same vein, instructors must be prepared to deliver digital literacies and have those literacies themselves, especially in an IELCE offering. We have some experienced content instructors who would not have been able to continue delivering that content without peer support. We have learned that ongoing professional development and support for online instruction is critical.
- Enrollment is currently our greatest challenge. Enrollment in IELCE has been impacted by COVID-19 for the following reasons:
  - Students do not have access to Wi-Fi and/or devices to access online instruction
  - Family demands make it challenging to participate in class; many students are struggling to manage family life during COVID
  - Recruitment and marketing of IELCE offerings is more challenging when we are only able to meet with students online
  - Employment changes in response to COVID have made committing to IELCE course schedules difficult
- The greatest lesson during FY20 is the reality that we must have online options and digital access for our IELCE students.

## College of Eastern Idaho

### Successes

- From our Health Pathways-CNA program from the previous year (FY18-19) all of our students passed and became certified. All were quickly hired at local hospitals or

medical businesses or moved on to college. It was very exciting when one of our ABE instructors had to stay at the hospital and the CNAs who had her for reading made sure to check on her. It was a joy for all of us to hear how well these students were doing. Many went on to get their GEDs and are working or attending college.

### **Challenges**

- College of Eastern Idaho was unable to hold their Multicultural CNA cohort due to the COVID-19 shutdowns in the spring.
- Again, the pandemic has been a challenge as our students' lives have been disrupted with either being able to work, although these jobs are part-time jobs in which our students work multiple jobs to make a somewhat livable wage, but without benefits such as sick days and medical benefits. Also many of our students have had to help their children with their school work and virtual schooling.

### **Manufacturing**

#### **College of Western Idaho**

##### Successes

- Manufacturing Works Job Placement: 13 placed out of 27 enrolled
- Held the following classes: Forklift Certification, Construction Career Launcher/OSHA 10 Certification, and Manufacturing Works.
  - Each of these courses included interview preparation, resume preparation, and interviewing opportunities with employer partners.

#### **Idaho State University**

Region Five has two IELCE locations, Lamb Weston and Driscoll Farms.

##### Successes

Driscoll Farms has classes that teach students how to read manuals and labels in English, as well as agricultural language that is used daily resulting in employees passing national assessments required for promotions and pay raises. Lamb Weston teaches students how to read workplace manuals that are written in English, as well as warning labels. This is to help promote workforce safety. Again resulting in passing assessments needed for pay raises and promotions.

These locations offer English classes that teach students English that pertains to their workplace. Students who graduate from the program are eligible for raises and managerial positions. We are pleased to report that we will be adding another big company to our IELCE program - Funk Farms. With these three major industries, our program will be serving the surrounding communities and their employees.

### **Challenges**

Covid-19 has provided many challenges to our locations. The companies that we worked with decided to discontinue our classes until fall of FY21. Due to this, we were unable to meet program goals at these locations, as well as have any graduates from the program during FY20. We look forward to reporting results at these locations in the near future.

### **College of Eastern Idaho**

College of Eastern Idaho holds IELCE classes at Taylor Farms and Golden Valley Natural Foods.

#### **Successes**

Taylor Farms – We continued to partner with Taylor Farms here in Idaho Falls. We provided ESL instruction to their workers. Our instructor met with students twice a week for an hour each class meeting time. Students were paid for their time to attend, and in turn were to be given management opportunities. This occurred until the shutdown on 25 March, 2020. Our instructor was able to continue with WhatsApp in providing instruction to these students until the end of June 2020. Students were post-tested and all gained.

Golden Valley Natural Foods – One of our students in our ESL classes worked at Golden Valley Natural Foods which makes jerky, and had told HR there about the classes she was taking with us. GVNF contacted us and were interested in our providing ESL instruction for their workers who mostly spoke Spanish, and in turn, also provide Spanish instruction to their workers who spoke English only. Our Workforce Training and Community Ed took the teaching Spanish portion, and we were able to provide ESL classes at their facility. We had two levels of classes that met twice a week. When the shutdown happened, our instructor was able to continue classes remotely through June 2020. Workers in the program were paid their wages as normal to attend classes and were also paid incentive pay for attending classes and testing.

At Taylor Farms and Golden Valley Natural Foods, we faced scheduling problems, but we continue to be flexible and work with our students there. We have an amazing instructor who is very knowledgeable and flexible with her lesson planning to ensure that our students get the most out of the instruction time and seeing that DL is done. These students know that they have the opportunity to advance into management as their English and managerial skills improve.

We had been able to make progress with Taylor Farms and GVNF until the shutdown, and even after due to a very experienced and savvy instructor who was able to provide ESL instruction after the shutdown. Students actively participated and students/employees were able to make strides in their language acquisition. The program was still pretty new to ascertain whether this led to economic self-sufficiency because of the shutdown. Then for FY 20-21, both businesses chose not to continue with these classes because of the pandemic. We were able to assimilate some of these students into our Virtual ESL classes.

### ***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.**

The Idaho Department of Correction (IDOC) is the primary provider for institutionalized individuals in Idaho. IDOC’s research division compiled a very informative report about recidivism among the AEFLA population in its facilities.

In addition to the lack of HSD/GED attainment, incarcerated individuals demonstrate overall lower literacy levels (Greenberg, Dunleavy, & Kutner, 2007) and possess fewer vocational skills with higher rates of pre-incarceration unemployment (Petersilia, 2003; Western, Kling & Weiman, 2001). These factors, unmitigated, can negatively influence the re-entry process and impact the risk of recidivism. Based on the Bureau of Justice Statistics, lowered risks of recidivism for individuals receiving educational and vocational classes during incarceration range between 12.9% and 13.8% (Davis et al, 2013). Recidivism base rates (rearrest within 3 years of release) across the US are estimated between 43.3% and 67.5%, while individuals completing educational programming range between 30.4% and 54.3% (Ibid). These data indicate the value of educational programming as an economic method to reduce the burdens of over-crowding and the escalating costs to the state. Between January 1st 2019 and June 30th 2020, 831 IDOC Residents participated in Adult Basic Educational (ABE) programming. Of these, 448 were released as of June 30th 2020 and tracked for recidivism. The table below shows a comparison of recidivism rates for individuals who participated in ABE classes and those who did not participate.

Table 7 Recidivism Rates

	ABE Class		No Class Moderate Need		No Class High Need	
	Total	Recidivism	Total	Recidivism	Total	Recidivism
Rider Release	346	48	1796	254	874	176
%		38.8%		14.1%		20.1%
Parole Release	97	8	1720	186	1077	170
%		8.2%		10.8%		15.7%
Discharged	5	0	251	4	333	20
%		-		1.5%		6.0%
Total	448	56	3767	444	2284	366
%		12.5%		11.7%		16.0%

*Note: Educational/employment Moderate & High needs were identified through the LSI-R for the purpose of comparison*

**Education and Safety & Security**

Another benefit of educational/vocational programming is the general effect on the safety and security within IDOC facilities. Studies suggest that adult basic education improve not only post-incarceration employment prospects and reduces recidivism rates, but also reduces prison misconduct (French & Gendreau, 2006). Reduction in misconduct has knock-on effects of reduced stress and increased safety for staff members in addition to other incarcerated individuals (Ibid).

The Robert Janss School provides Residents with the opportunity to achieve a GED, or in some unique cases a High School Diploma, free of charge during their incarceration. During FY20, 221 Residents achieved either their GED or HSD<sup>1</sup>. As previously noted, Residents often come in with low academic abilities, and our educational program focuses on bringing Residents to at least a 6<sup>th</sup> grade level in math and reading; and, to this end, 44 Students successfully obtained their Adult Basic Literacy.

Table 6 Academic Achievement

<b>HSD/GED UPON ENTRY</b>	<b>N</b>	<b>%</b>
<b>No</b>	3,240	44.2%
<b>Yes</b>	4,094	55.8%
<b>TOTAL</b>	7,334	100.0%
<b>GED IN PRISON</b>	<b>N</b>	<b>%</b>
<b>No</b>	6,544	89.2
<b>Yes</b>	790	10.8%
<b>Total</b>	7,334	100.0%
<b>READING</b>	<b>Frequency</b>	<b>Percent</b>
<b>Below 6th Grade</b>	1,001	15.0%
<b>6th - 8th Grade</b>	1,695	12.1%
<b>9th - 12th Grade</b>	3,830	52.2%
<b>Out of Range</b>	1	0.0%
<b>Total</b>	6,527	88.9%
<b>Missing</b>	807	11.0%
<b>TOTAL</b>	7,334	100.0%
<b>MATH</b>	<b>Frequency</b>	<b>Percent</b>
<b>Below 6th Grade</b>	1,556	21.2%
<b>6th - 8th Grade</b>	2,004	27.3%
<b>9th - 12th Grade</b>	2,966	40.4%
<b>Out of Range</b>	1	0.0%
<b>Total</b>	6,527	90.2%
<b>Missing</b>	807	11.0%
<b>TOTAL</b>	7,334	100.0%

Recruitment and Enrollment: During FY2020, the Idaho Department of Correction (IDOC) Adult Basic Education (ABE) program enrolled 551 Student-Residents. This is 103 fewer Students compared to FY19 enrollments, representing a drop of 15.7%. This drop is attributed to the sizable impact Covid-19 had on our education programs. Classes were suspended for weeks or months at a time since March of 2020 in 6 of our 7 facilities. When classes did take place, the number of students permitted to attend class was

<sup>1</sup> Opportunity for HSD is based on age, time since attending HS, and number of credits toward graduation



reduced in order to maintain mandated social distancing practices. In addition to the reduction of available classroom hours, testing of both enrolled students and potential students was severely affected.

When we examine the growth rate by quarter for FY20 compared to FY19, we saw an upward trend prior to the restrictions caused the pandemic.

Table 1 Growth Rate Comparison by Quarter

	Q2	Q3	Q4
FY20	78%	57%	24%
FY19	40%	56%	22%

Enrollment during the second quarter (Jan-Mar) of FY20 just prior to the Pandemic, indicated a strong growth rate. However, with the full effects of Covid-19 taking shape with the onset of the third quarter, our growth rate sharply fell to similar levels of the previous year. While this would have been a disappointment, given the devastating effects Covid has had across education throughout the US, the fact we were able to maintain any level of growth is a testament to IDOC instructors and leadership. With the hopeful promise of a vaccine that may become available as early as late Spring, early Summer, we fully expect to see our Student enrollments increase during the latter half of FY21.

**Retention and Post-Testing**

During FY20, we maintained a satisfactory retention of Students noting only a minor 4% attrition rate. Despite the effects of Covid-19 on our ability to conduct classroom education, considerable efforts were put into place to provide education to Students with shorter incarceration periods. These represent our Rider population, justice-involved individuals placed under a Court adjudicated program designed to reduce periods of incarceration. This program was designed to reduce prison over-crowding by providing individuals meeting criteria indicating lower recidivism risks to serve an average incarceration period of 18 months. Considering that 6 months of FY20 was affected by the Pandemic, representing one third of a Rider’s time at our facilities, our retention rates represent a success due to the dedication and flexibility of IDOC education staff.

For those Students who did leave ABE programs without Post-Testing or attaining a GED, some were released prior to their completions while others had their Rider rescinded and were sent to other facilities to serve out a longer sentence. In general, these Residents are often less engaged in educational programming and too often make poor decisions regarding their behavior. If the Resident does not indicate their desire to continue ABE programming, they are removed from enrollment.

Post-Testing rates during FY20 were at 59%, an uptick from FY19 with a rate of 49%. This represents two significant factors. The first factor was that the two main facilities that house our Riders were able to hold classes and test during most of the year, despite the Pandemic. NICI houses the majority of our male Riders, and while they did shut down education for approximately 5 weeks, the majority of their Students were able to complete testing prior to their release. SBWCC houses the majority of our female Riders, and testing, although limited, continued throughout the last two quarters of the year. The

second factor has been the ability to place Students on testing holds due to Covid, which has removed them from statistical reporting. The majority of the Students under testing holds represent our long-term Residents, thus release dates for most are one to two years out. As the stranglehold of Covid eases with the release of a vaccine, these Students will be able to recommence their ABE classes and testing. While these Students have been provided educational materials and some limited classroom time, we anticipate that some Students will experience setbacks.

Prior to Covid, we relied on automated alerts that tracked both class attendance and testing completions. With so many of our Students on testing holds, rather than to rely solely on automated alerts, we have provided each site with a list of students, their last recorded classroom hours and the date of their last TABE test. As we move toward re-opening of classrooms at all of our sites, with renewed testing, careful planning will be necessary to successfully bring Students back in to complete their educational goals in addition to adding in new students were have been on hold if they arrived at facilities that could not offer ABE programming during Covid.

Table 2 Post-Testing Rates

<b>ABE Level</b>	<b>FY20</b>	<b>FY19</b>
Level 1	47%	35%
Level 2	46%	50%
Level 3	42%	49%
Level 4	17%	55%
Level 5	-	50%
Total	41%	50%

The average number of contact hours per Student during FY20 was 70.5 hours, this is statistically equivalent to FY19 with an average of 71 hours. For those Students who completed their Post-Test, the average number of contact hours was 85.5 hours indicating 18% more classroom hours than Students who did not Post-Test.

#### Skill Gains

In an examination of all Students enrolled in an ABE program, 42.6% achieved a Measurable Skill Gain. This is an increase over FY19 with 36% of Students achieving an MSG. When we consider only those Students who Post-Tested, 41% (133) achieved a Measurable Skill Gain (MSG), this is slight drop compared to FY19 which indicated 51% of our Students achieved an MSG.

#### Program Performance

Table 3 Program Performance FY20/FY19\*

ABE Level	FY20   FY19	FY20   FY19	FY20 STATE TARGETS	FY21 PROPOSED TARGETS
ABE Level 1	41%   23%	82%   64%	42%	TBD
ABE Level 2	37%   32%	62%   60%	45%	TBD
ABE Level 3	40%   28%	32%   48%	46%	TBD
ABE Level 4	71%   50%	9%   49%	45%	TBD
ABE Level 5	100%   73%	0%   31%	44%	TBD
ABE Total %	43%   36%	41%   51%	44%	TBD

\*data derived from the Idaho Management and Accountability System automated Tables 4 and 4B

These data indicate that for all enrolled Students we fell just under State targets, and for those Students who Post-Tested, we also fell short. There are a number of considerations specific to ABE education within a Correctional setting, independent of the effects of Covid-19. Many individuals who come into our facilities have a history of cognitive and behavioral issues (Prins, 2014). We also find a much higher rate of low-educational attainment compared to the general Idaho population.

Table 4 HSD/GED Attainment State v IDOC populations FY19\*

		No HSD/GED	HSD/GED
Idaho General Population		8.5%	91.5%
IDOC Population	Rider	35%	65%
	Termer	29%	71%

\* Idaho data source: Duffin 09/18/2020 Educational attainment in Idaho 2019

Individuals who do not complete a high school education or GED, often have a history of at-risk environments and behavior, including attitudes toward education and in-school behavior. Factors are dynamic and often include early academic difficulties not sufficiently addressed, poverty, a lack of parental involvement and/or generational attitudes toward education. The individuals who come into our Facilities often arrive with deeply held negative attitudes toward education, which manifests itself in fewer completions than desired. Addressing long-held attitudes about education and learning is one of the most challenging tasks our IDOC educational team faces. Our Leadership and Instructors

continuously explore new ideas and opportunities to improve not only retention and completion, but also increase achievement rates.

Although faced with multiple challenges, with the additional issues surrounding Covid-19, IDOC ABE programming showed a 59% post-testing rate thereby exceeded the 50% State mandated rate. Our results of overall gains are within the range of expectancies established at the onset of the fiscal year.

Table 5 Percentage of Achieving Measurable Skill Gains

EFL Levels	IDOC Q4	90% Thresholds	State Goals
ABE Level 1	41.2%	38.3%	42.5%
ABE Level 2	8.3%	40.5%	45.0%
ABE Level 3	50.0%	41.4%	46.0%
ABE Level 4	70.7%	40.5%	45.0%
Grand Average	42.6%	39.6%	44.0%

Compared to FY19, we showed an overall improvement for our Grand Average in exceeding the 90% threshold.

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