**Idaho Adult Education Narrative Report 2020-2021**

### 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)**

**Idaho’s Workforce Landscape:** Idaho’s workforce has been slowly shifting from primarily an agricultural based workforce to seven industry supersectors which account for nearly two-thirds of nonfarm jobs. Local Adult Education (AE) programs utilized state leadership funds to train staff in these seven supersectors: 1) health care and social services, 2) retail trade, 3) manufacturing, 4) accommodation and food services, 5) construction, 6) administrative support services and waste management services, and 7) professional, scientific, and technical services. State leadership funds supported AE staff in career pathway development and pathway alignment to these supersectors in Idaho. These trainings, depending on the reopening of national conferences, will be both site-based and through attendance at national conferences.

In the pursuit of creating more access and educational opportunities to those in rural areas and to those with transportation barriers, AE offers education and literacy activities to these populations using leadership funds. Funds support local director and instructional staff attendance and training in the Essential Learning GED Academy modules. Since Covid-19, distance learning has become a larger component of instructional delivery in Idaho. While other delivery distance learning systems will be reviewed and discussed at Regional Directors meetings and with one-stop partners, the Essential Learning platform is the most utilized in Idaho. These students have the same access to the workforce system as those being served in land-based classes. Funds are used for local workforce personnel to learn and understand how to navigate the Essential Learning platform to connect services to distance learners.

At present there is state level discussion regarding the integration of pre-apprentice programs in Adult Education that would stack onto current IETs. This is a FY22/FY23 project, and state leadership funds may be used to train others in IETs and how they interconnect with pre-apprentice program and registered apprenticeships.

The ultimate goal of Adult Education is to align with other core workforce programs. Funds support local directors to present at workforce committee meetings. The goal of this strategy is to highlight the barriers to employment from different regions. The employment outlook varies greatly from one region to another. Career pathways and IETs may look very different depending on the locations of Adult Education programs. In creating IETs, funds support costs associated with development and dissemination of curricula that incorporates the essential components of reading instruction and contextualized instruction related to the workforce terminology and skill sets required of a career cluster or specific career.

IET’s are part of the workforce systems in Idaho. For example, at one of the local funded sites, a Multicultural Nursing Assistant IET teaches students who are interested in entry-level training in the medical field. As students participate in the pathway coursework, they are given access to other workforce development services such as, but not limited to: funding to help pay for course fees, access to registered apprenticeships, additional certifications such as CPR, access to the next level stackable credential in the medical field, and access to higher pay in a sustainable career. The implementation of such an IET is the result of quarterly WIOA meetings and through the creation of seamless services within a region.

Community leaders, AE directors, and workforce committee members meet regularly to discuss where and how Adult Education fits into and supports Idaho’s workforce goals. Each week in Idaho’s Division of Career Technical Education, a team meets with Adult Education to define the nexus between all apprenticeship funded programs and IET’s. Clarity statements underwrite how IET’s support both pre-apprenticeships and registered apprenticeships.

Adult Education collaborated with a local school district’s superintendent and acquired space for Adult Education literacy activities this year. At this same site, other programs such as the Community Council of Idaho and local Community Navigators set up business. Consequently, Adult Education students had access to workforce resources within the same building. While this is not considered a one-stop, WIOA partners within the local one-stop-system offer services. This location is set up to offer English as a second language, GED services, and access to workforce partners. An effect of this partnership was that a local company of 700 employees, reached out to AE and set up an agreement for skills and language improvement of their employees. The result of this agreement is that it positions employees for promotion and to receive higher livable wages. State leadership funds support this collaboration and the creation of materials and curriculum. To promote alignment of services in the one-stop, the State of Idaho identified core strategies to strengthen the state’s workforce system, as follows:

*• Improving public awareness of and access to the workforce system.*

*• Coordinating business services across partners to ensure delivery of streamlined and high-quality*

 *solutions.*

*• Serving rural and remote communities.*

*• Career pathways/Sector partnerships.*

To further close the skills gap in Idaho, strategies are used to ensure alignment between core programs of partner services. AE is intertwined with these strategies as special efforts are made to support older workers, youth 16-24 years old, veterans, formerly incarcerated individuals, and persons with disabilities. Adult Ed is represented at all of the workforce meetings and is allotted time to discuss the connections it has with Idaho’s workforce system. Quarterly WIOA meetings within the regions are held. Funds support the attendance at these meetings along with the cost of materials for dissemination throughout the state.

Adult Education front desk personnel are jointly trained with other WIOA partner employees to provide training in who the WIOA partnerships are and how dual referrals work. At these meetings, each partner presents for 15-20 minutes on their program. The desired outcome is to create MOU’s and a system of seamless services and warm handoffs with clients.

Lastly, Idaho’s WIOA Advisory Group ensures ongoing alignment between programs, coordinates statewide reporting, and serves on the Data System Alignment project. Progress is being made as this team seeks to build upon the existing State Longitudinal Data System (SLDS) and construct a secure, web-based interface which ties together individual program participant information from workforce, education, and unique program data sets to include Adult Education. The outcome of such a data system provides improved referral processes, articulated multi-agency support to clients, and a common intake system. Currently the AEFLA funded programs use the same intake form to align with the new Management Information System.

Additionally, funding supports the integration of literacy and English language instruction with occupational skill training, including linkages with employers. Special meetings may be necessary to create a pathway from Adult Education to college and career. Materials may be necessary to make this possible. Therefore, leadership funds will support these alignment efforts.

**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.

One crucial aspect of the State Director serving on this committee involves the discussion of connecting workforce services to and from Adult Education and how Adult Education is in a position to support the workforce needs of Idaho. In addition, career pathways are discussed using examples from local college and universities and Adult Education. The goal for these discussions is to tie together and align Adult Education’s Integrated Education and Training (IET), apprenticeships, and stackable credentials to create a spectrum of seamless services and multiple access points for clients. IET programs are part of the workforce preparation and articulations of the transition from IET to apprenticeships or other workforce programs will be discussed both at the state and local levels.

**WIOA One-Stop committee**: The State Director for Adult Education participates in monthly WIOA One- Stop Committee meetings, which includes 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. Partnerships include organizations such as Vocational Rehabilitation, Department of Labor, Adult Education, Continuing Education and Workforce Training, Career and Technical Education, Maximus, Senior Community-based agencies, and Veterans Affairs.

Quarterly WIOA partners in each of the six regions that AEFLA funded programs serve meet to discuss programs and services accessibility. MOU’s are delegated to the local sites to create MOU’s between WIOA partnerships as needed. At these quarterly meetings, which are coordinated by the local Department of Labor staff, participants discuss topics such as:

1. Program accessibility for all programs through an equity and inclusion framework,
2. Cost sharing for space, materials, and delivery of services,
3. Stackable credentials with various on-ramp and exit points,
4. Scheduling times for programs to conduct mini one-stop informational events for all WIOA services,
5. Dual referral arrangements and warm-client handoffs,
6. Dual program enrollment opportunities for clients,
7. Trainings for front-desk personnel at each WIOA agency,
8. Consistent intake forms,
9. Needs assessments.

The over-arching vision for Idaho’s Adult Education program is to advance racial and economic justice, and equitable access for all of Idahoans to realize their potential as they launch on a supported college and career pathway to sustainable living wages. The outcomes of these quarterly meetings align well with Idaho’s PY’s 2020-2023 combined state plan (Sec. C. State Strategy):

1. Improving public awareness of and access to the workforce system,
2. Coordinating business services across partners to ensure delivery of streamlined and high-quality solutions,
3. Serving rural and remote communities, and
4. Career pathways/Sector partnerships.

**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 **i**nitiative 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.

In order to provide quality data to the workforce committees in Idaho, Adult Education changed from Benchmark to a new management information system, Literacy Pro LACES. This new MIS is now operational for FY22. The state has conducted two site tests for data integrity, and thus far the system is producing accurate data. Leadership funds provided the necessary training for AE directors and staff to transition into the new system. Leadership funds will be used to continue site-based trainings to ensure quality workforce data.

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

Adult Education is currently creating a 5-year professional development strategic plan. This plan will be co-created with WIOA partners, Career and Technical Education state personnel, local Adult Education directors from all 6 regions, and Idaho’s workforce committees. State leadership funds will support the training associated with the 5-year plan. This plan will tie in with Idaho’s state combined plan, in particular, the “Program-Specific Requirements for Adult Education and Family Literacy Act Programs” section and its subsections.

The state adopted College and Career Readiness standards, and tie into the demands of the workforce. Leadership funds support the continued training associated with standards implementation. In addition, as the State Director’s meetings begin to transition from virtual to in-person meetings, leadership funds will support these meetings and related training.

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. Funds were used to establish or operate high-quality professional development programs; for materials and supplies to improve the instruction provided pursuant to local activities, including instruction incorporating the essential components of reading instruction as such components relate to adults; instruction related to the specific needs of adult learners; instruction provided by volunteers or by personnel; and disseminating information about models and promising practices related to such professional development programs.

The former and current state directors hosted virtual regional director’s meetings this program year. Topics of discussion ranged from 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 (LACES); new-teacher onboarding; refresher trainings for existing staff which required the dissemination of updated materials; distance learning; as well as other compliance-related topics. Leadership funds are used to support attendance at these meetings. The Regional Director’s meetings also serve as a setting to network and share best practices. While the framework of professional development activities is provided by state office staff, funds are used at the local sites to carry out agreed-upon aforementioned activities to suit their local needs.

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 FY21 are listed below:

## Region 1 – North Idaho College

* In September of 2020, 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.
* A daylong PD session was held in early January 2021 for all classroom instructors on accessing, uploading, and navigating the Canvas Learning Management System (LMS). The NIC AEC has selected this method to augment classroom instruction by “housing” educational materials and instructional videos on the Canvas platform to help provide accessibility to all students. The AEC partnered with the college’s eLearning Department and the Workforce Training Center to be able to deliver the content to students. Challenge: The cost to provide this addition to students is $12/per class. This project is still a work in progress and continued conversation with eLearning on offering a possible “package deal” is occurring.
* The NIC AEC director attended a Leadership Series offered through the North Idaho College Workforce Training Center in the spring months of FY21. The series included: Building High Performance Teams, Change Leadership, and Mission and Goal Development.
* Professional Development was offered to the entire AEC staff on Gallup Strength Finder 2.0. A certified Strength Coach from the NIC campus, Dodi Stilkey, was brought in to deliver the training. A CliftonStrengths© assessment for provided for staff in advance of the PD. Both team and individual results were discussed during the cooperative workshop format. The Professional Development allowed for the AEC team to learn and reflect on each other’s strengths and be able to draw upon those in the day to day work and long-term goals of the Center.
* Mountain Plains Adult Education Conference was not an option in FY21 due to Covid. Plans to attend the FY22 conference in Tempe, Arizona April 28-30, 2022 will be made available for three selected AEC team members. A virtual option will be made available to remaining instructors.
* North Idaho College and Lewis Clark State College partnered to provide a full day intensive on-site training for LACES in June of FY21. LACES representative, Shannon Stangis, traveled to Coeur d’Alene, and staff from NIC and LCSC were able to get targeted training in the use of the new student management system.
* The NIC AEC director traveled to the College of Southern Idaho in Twin Falls to meet with director, Jennifer Hall, and staff to learn details of their College and Career Readiness program and gain a deeper understanding of the roles and goals of their programming specifically program improvement, intake processes, CASAS, Job Corps, IELCE, and instructor onboarding.
* Two instructional staff, Kathleen Turner and Tabitha Stoops are currently engaged in the ANI 2.0 Field Test project with State partners. The goals of the project are to deepen mathematics content knowledge of core adult basic numeracy topics, develop capacity to implement effective mathematics instructional routines for adult learners, learn how to select and adapt high quality curricular tasks and lessons, expand approaches to promoting positive mathematics learner identities and a positive learner-centered classroom culture, reflect with colleagues on existing state policies, programs and practices supporting adult numeracy instruction. Their findings from the project will be presented and shared with colleagues in spring/summer of FY22.

## Region 2 – Lewis-Clark State College

Required professional development and training opportunities included the following:

* *Assessment Policy Refresher*
* *NRS Refresher*
* *Distance Learning Refresher*
* *SafeColleges.com*
* *Campus Security Course*
* *Canvas Training*
* *American Job Center Cross Training*
* *Google Classroom – GED Flash and Blendspace*
* *Journey to Success with Mi Tutor*
* *KET Fast Forward and TABE SLP*
* *TABE Essentials Virtual Tour*
* *LINCS: Principles of Learning for Instructional Design*
* *Preparing PD activities using iCivics, Edpuzzle, CK-12, and Khan Academy*
* *Virtual Trainer Program*
* *COABE (virtually)*
* *Mandatory CyberSecurity Training*
* *GED Flash Webinar*
* *Banzai Financial Literacy*
* *Workplace Excellence*
* *TSTM Virtual Conference*
* *LACES Training*

## Region 3 College of Western Idaho

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| Leadership Activity | Description |
| Virtual program and site meetings | Zoom and Outlook Teams helped to ensure proper program and site communication, support teacher mentoring and small group professional development. |
| CASAS GOALS certification | Training and certification was necessary to comply with the National Reporting System and the Adult Education Idaho Assessment policy. |
| Teacher Mentoring | 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 newly hired teachers so we have had to add additional coaching. |
| LACES Training | Training/meetings included our core data team who are responsible for the entry/approval and overall management of data at the site level. |
| Essential Education Online | Modules for new teacher onboarding, which focuses on Adult Learning Theory and important teaching strategies. |
| GED Academy | Training to provide students with better support on this platform. |
| COABE and LINCS | Trainings and workshops 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. |

## Region 4 – College of Southern Idaho

Our Leadership funds are used for professional development purposes, including curriculum development, onboarding and mentoring, our twice-yearly program in-services, and required college trainings. Typically, these funds are also used to cover the costs of staff to attend regional or national conferences. Because of the ongoing pandemic, these conferences were held virtually in 2020 and 2021. Both Lead Instructors attended the CASAS Summer Institute virtually. The CCR Basic Skills Lead attended the COABE conference and presented virtually on Math instruction.

Because of the switch to Career Pathways, the Basic Skills curriculum committee spent a great deal of time re-working the existing curriculum to accommodate those changes. This process continued throughout the year.

Instructors were also given additional prep time to develop specific lesson materials which students would be able to access should they not be able to attend class and/or on their off-cohort day.

CCR staff continued to work with CSI IT staff to make a CCR instance of Canvas available to CCR students. Canvas access was granted to all Basic Skills and high-level ELA CCR students in January 2021. During the months of December 2020 and January 2021, the Program Improvement Coordinator trained those instructors on the use of Canvas and how it could be incorporated into their instruction.

## Region 5 – Idaho State University

ISU was not able to send anyone to GED National Conference or CASAS Summer Institute because we did not have a Director at this time. In addition, the Administrative Assistant who typically coordinates the PD activities was on maternity leave and most of the instructors were off-contract by then. In the future, we plan to send the Director or a full-time staff member to GED National Conference and then the Technical Records Specialist to the CASAS Summer Institute for this upcoming FY. Since we were short-staffed this past FY, with the afore-mentioned barriers occurring, we were not able to participate in those conferences or take part in all of the PD events/activities that we normally do.

## Region 6 – College of Eastern Idaho

Due to the pandemic, we attended our bi-annual CEI In Service meetings, as well as held our bi-annual CCR In Service meetings via Zoom as well.

CEI was unable to hire any new instructors because we were unsure of what our classes and enrollments would be with the pandemic and social distancing. Therefore, we did not have any new instructors to do the onboarding the state required PD, “Motivating the Adult Learner.”

There was no MPAEA Conference this year due to the pandemic, but the Director and CCR Data and Testing Coordinators (3 of us) attended CACAS Summer Conference virtually in June.

As the Region 6 director, I was able to attend the myriad of much-needed and much-appreciated meetings with our State Director to meet together with the other directors across the state and discuss ways to help our students and improve our programs to meet our students at their varied needs. It’s helpful to share ideas and know that we are not alone and that we are facing the same struggles.

We weren’t able to have face-to-face monthly faculty meetings as we had in the past, but we did implement professional development from a book, **Fifty Strategies to Boost Cognitive Engagement** by Rebecca Stobaugh.

## Idaho Department of Corrections

Leadership funds were directed to support the 2021 Coalition on Adult Basic Education (COABE) Annual Conference March 22-24, 2021. This conference provided several threads covering a variety of relevant topics, including adult education within Correctional Facilities across the U.S.

Our commitment to continued professional development in Career Guidance is an essential to the Robert Janss School in order to retain and recruit qualified educational staff. IDOC’s annual Education Conference was held virtually in September. Over two days, staff members were provided opportunities to hear speakers on a variety of relevant topics, including mental health and self-care as well as the accreditation process currently underway.

Several of our Instructors took advantage of the virtual 2021Coalition on Adult Basic Education (COABE) Annual Conference March 22-24, 2021. This conference provided several threads covering a variety of relevant topics, including adult education within Correctional Facilities across the U.S.

### 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. Leadership funds help support the dissemination of best practices and promising practices to each service provider. 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 FY21, the State conducted six on-site monitoring visits to each provider in the state. Leadership funds are used for preparing required materials for site-based visits.

During the 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 facilitate targeting technical assistance and site monitoring more effectively.

The desk audit includes 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 Technical Records Specialist (TRS) staff member who researches, resolves and responds to all data-related inquires. 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.

## 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 FY 2020-21, Idaho’s AEFLA providers, which include six community and technical colleges along with Idaho Department of Corrections, served a total of 2910 participants, a decrease of students from the prior 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.





Q2 Employment Rate was 32.03%. Q4 Employment Rate was 34.94%, Median Earnings was $5.853.12, Credential Rate was 40%, and Measureable Skills Gains was 21.59%. Idaho uses Laces as the MIS. Data is tracked throughout the quarters using the MIS and the State Director and Technical Records Specialist for AE compare MIS data to quarterly desk audits turned in by the subrecipients. As data discrepancies show up, the TRS will reach out to the subrecipients and request a data review and explanation.

This reporting period for this report had some real growth and some shortfalls. The credential rate and median incomes exceeded targeted outcomes. Q4 employment rate was closer than Q2 to hitting the target outcomes. In looking to prior program year, median income increased by 22% and the credential rate exceeded the PY20 target outcome by 5%.

Overall measurable skill gain rate for previous program year was 28.70%. The COVID-19 Pandemic significantly impacted regional programs’ ability to deliver services and continues to do so with the new outbreak variant. Below are specific challenges and corresponding solution efforts the state and local programs undertook this year.

# Challenge

## Digital Resources

* Continuing to shift instruction to online delivery without resources to provide devices and high-speed internet access for both instructors and students was very challenging.
* Technology Barriers in addition to students lacking necessary technology.

## 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 students to tech resources in the community (e.g. PCs for People that allows 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.
	+ Continuing to revise and move all course content completely online. Traditional basic 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 were distributed through mail and curbside service).
	+ Provided loaner laptops with essential peripherals (e.g. doc cams and monitors) `
	+ Procured Zoom licenses.
	+ Gave 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, including:
		- WhatsApp
		- Wakelet – useful for teacher/supervisor communication
		- Google Classroom – including the transition of curriculum to a Google textbook
		- Mango
		- Duolingo
		- MyOpenMath, GED Academy, YouTube
	+ Training opportunities include teacher mentoring and an ESL instruction mini-conference.
	+ The following modalities have been expanded into a menu of options to address learner needs:

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| **Modality** | **Description** | **Benefits** |
| In-Person | Courses offered in-person at regularly designated meeting times in a physical classroom environment. | Students will experience face-to-face learning, during regularly scheduled meeting times on campus. |
| On-line | Courses offered entirely online through technology with no designated meeting times. | Students will work independently to complete learning activities and assignments. Online courses are facilitated through technology by instructors to engage students in the class. |
| Hybrid | Courses offered by combining in-person learning and online learning. | Students are able to experience in-person courses at designated meeting times, while part of the course is delivered through online technology. |
| Remote | Courses offered entirely online through technology with designated meeting times. | Students who prefer class at a regularly scheduled time with instructor led, real time instruction via technology (e.g. Teams, Zoom, Collaborate, etc.), like this style. Students log in at the same time each class time. |
| Hyflex | Courses offered with added flexibility allowing students to choose between in-person or virtual (remote or online as designated by the class schedule). | Students are able to attend class in-person or virtually. Virtual may be remote (designated meeting times) or online. Hyflex enables students to participate in class, in-person or virtually, without sacrificing learning outcomes. |

# Challenge

## Closures

Unfortunately, our K-12 schools are still confronted with which delivery methods of instruction work best. In some cases, students are still parenting children at home causing low enrollment and lack of access to needed course work. In many cases, there is only one computer at home, and the children need this limited technology to keep current with their assignments, not leaving time in the day for parents to work on their education.

# Solution Efforts

* + - Referrals to community partners - 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.

In addition, employers are in such need of workers, that they have lowered the qualifying thresholds for those applying for work. GED, in many instances, are no longer required. This has opened the door to many of Idaho’s ABE participants thus the lower enrollment trend.

# Solution Efforts

* + - * Refined processes for remote registration and data entry
			* Increased flexibility for working students through online delivery
			* Meetings with employers to create educational time in employees’ schedules

### 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 two. 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. Shared infrastructure costs related to the creation and dissemination of communications of state-wide services are part of these partnerships.

## 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, 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.

Partner cross-training 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). The 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 participate in cross-training with our One-Stop partners so that our staff can make and receive appropriate and effective referrals with our partner agencies. This is invaluable in that we can put faces with names and have become knowledgeable about the 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, and Community Council of Idaho.

 **Local regions worked with their local Department of Labor to carry out one-stop activities.**

CWI: participated in Quarterly meetings with our WIOA mandatory partners. The meetings focused on program updates and solutions to improve cross agency referral processes. Agencies included the Idaho Department of Labor (IDOL) and Idaho Vocational Rehabilitation (IDVR), among a variety of other service providers in Region 3.

NIC: The North Idaho College Adult Education Center has continued to collaborate with the Idaho Department of Labor to offer qualifying students financial incentives to complete their GED and to obtain employment and look forward to Equus helping serve age 24+ population.

Relationships/Partnerships with Vocational Rehabilitation, Workforce Training and Community Education Center, Idaho Commission for the Blind and Visually Impaired, Idaho Health and Welfare, Job Corps, Idaho Business for Education Youth Apprenticeship Program, are all a result of the quarterly meetings with the IDOL One-Stop.

LCSC: We continue to work closely with our One-Stop Shop partners. Our relationship has become even more streamlined as our primary IDOL contact has taken on the cases for the entire region. She has been making site visits to Grangeville, Lewiston, Moscow and Orofino. She reported that due to our partnership, she achieved 100% of her enrollment target for the youth program.

ISU: 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.

A number of meetings have taken place over this past FY with our local One-Stop provider in regards to the Idaho Department of Labor. These meetings have been critical for identifying specific needs, including technology literacy courses, for the population that we serve. Discussions are under way in terms of how to provide these no-cost technology literacy classes that will help potential AE students better understand how to use and manage technology from both a career and educational perspective. This technology training is critical to help more effectively address the workforce and education barriers that many people who are under-skilled or lack basic technology training that is essential in helping them to advance in their career or education goals.

In addition, plans are also under way in working with our One-Stop provider to offer an event that will connect each of our AE students/clients with a career fair option to better learn about career resources that are available to them. This event or activity would not only promote job opportunities, but also other career-related resources that are part of our One-Stop provider and other community partners.

### 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:***

**Describing when your State held a 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. Idaho subrecipients have used IELCE funds to establish IET programs that all IELCE participants who can benefit from an IET program have access to an IET program through the IET programs. Idaho has made progress in identifying a staff member to oversee IELCE programs. The challenges from the past two years has been the temporary closures of IET sites. However, as the covid numbers continue to decrease, IELCE programs will resume prior IETs. The following information provides promising practices, setbacks, successes, and lessons learned:

IELCE Pathways Curriculum and content include:

* General soft skills development
* English speaking and listening for career success, including interviewing and communicating on the job
* Contextual reading
* Career exploration and navigation – specific to healthcare or other career cluster pathways developed in the future
* Relevant civics and life-skills
* Preparation for IETs

The four sites receiving IELCE funding have ventured into a number of industries. Below are some 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

IELCE Pathways curriculum and content included:

* General soft skills development
* English speaking and listening for career success, including interviewing and communicating on the job
* Contextual reading
* Career exploration and navigation – specific to healthcare or other career cluster pathways developed in the future
* Relevant civics and life-skills
* Preparation for IETs

IETs were selected to both meet the definition outlined in Statute and Regulations and provide access to ELL populations with a broad range of academic and work experience. We continued to develop and pilot new IETs as we work to build a talent pipeline into our local economy by collaborating with various stakeholders including employers, local workforce boards, community-based organizations, and industry associations. All of the IETs we offer are direct pathways to entry-level employment opportunities in Region 3.

In FY21, CWI focused primarily on the health industry sectors and occupations as well as the development of two distinct pathways for digital skills instruction: Apple Computer Classes and Google Applications Classes.

*MCNA and EVS Pathways*

CWI ran two Multicultural CNA cohorts and one EVS cohort. Each of these courses included interview and resume preparation, and interviewing opportunities with employer partners. Due to COVID, tracking employment outcomes for these students has been challenging. Additionally, EVS experienced a setback due to the heavy COVID restrictions; the class was unable to meet at Saint Alphonsus. This barrier prevented students from engaging in the vital contextual learning that is necessary in preparing for the CHEST certification. We did experience low enrollment and retention in EVS, as well as low placement rates into the hospital.

*Apple and Google Pathways*

Each of these tracks offers a progression of skills taught in context of students’ life and work goals. Online and in-person options are available for most classes. Digital Skills teachers in this program also function as digital navigators, assisting students in accessing technology and applications needed to participate in the program. Most courses are eight weeks; Apple Swift is a sixteen-week course.

*Apple Pathway*

CWI is able to deliver this pathway in partnership with Apple. Apple enhances our grant funding dollars by providing device access, quality curriculum, and instructional support. Students in each Apple pathway class receive a device, an IPad or a MacBook, for the duration of the course. In each of these classes, Apple curriculum is integrated with English language instruction and delivered in a linguistically accessible manner by a qualified content and ESL instructor.

*Apple Creative*

In this course, students use an iPad to create photo, video, audio, and illustration projects for personal or professional use. This course is an engaging, creative opportunity for students to gain hands-on experience with multiple applications with a touch device interface.

*Apple Applications*

Students in Apple Applications learn to use Numbers, Keynote, Pages, GarageBand, and Xcode and to engage with introductory computer coding concepts such as logic. In this project-based course students identify a community need, collaborate on ways a mobile application might address that need, and use Apple Applications to map a mobile application. Prior to COVID, students worked with community non-profits to identify needs that a mobile application might address and then presented their application ideas to those non-profits. Students who complete Apple Applications are encouraged to continue to Apple Swift Programming.

*Apple Swift Programming*

The Apple Swift Programming course teaches students Swift programming language. Students create iOS (mobile) applications and explore programming and IT career pathways. The Apple
Application course or relevant experience is a prerequisite for Apple Swift Programming. ESL students who complete Apple Swift Programming, or who have equivalent experience, are eligible for a scholarship to CWI’s 12 credit Apple Swift Certificate.

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. Digital literacy must be integrated into all IELCE programming.

Enrollment is currently our greatest challenge. Enrollment in IELCE has been impacted by COVID-19 for the following reasons:

* + Limited 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 FY21 is the reality that we must have online options and digital access for our IELCE students.

In additional to meeting the definition outlined in Statute and Regulations and providing access to ELL populations, the IETs have been developed and sustained based on strong partnerships with both Workforce Development and business and industry. We continue to work with various stakeholders to identify the most in-demand unsubsidized employment opportunities in our area while identifying partners who recognize the value of the IELCE/IET population we are serving. Students are prepared and placed into appropriate classes and pathways based on English language level, skill level, career interests, and career goals. Time is spent assessing students’ listening, speaking and reading levels, identifying the students’ interests, skills inventories, experiences and goals initially to ensure the student and career path are a good fit.

## College of Eastern Idaho

The previous year CEI had two successful IELCE programs: 1) Taylor Farms; and 2) Golden Valley Natural Foods. The pandemic shut these programs down and with the uncertainty of the pandemic, these companies didn’t want to continue on. We were able to assimilate students into our virtual ESL classes, but this didn’t qualify as an IELCE program. Another setback occurred as both these companies had changes in management and with this and the pandemic, interest in IELCE waned.

We also have not been able to plan for a Health Pathways-CNA class for this new FY due to the pandemic. This has been very disappointing for us not to be able to work towards these programs, but the pandemic has totally decimated our IELCE programs. 2019 was the first time we had an IELCE program. We added a couple more programs in 2020, but then the pandemic ensued. We continue to work with the on-going pandemic and will continue to build and rebuild these programs.

## Manufacturing

**College of Southern Idaho**

In February 2020, CCR had finalized plans to begin IELCE classes with two food manufacturers in Jerome. When Idaho issued a stay-home order in March 2020, these classes were obviously suspended. Although program staff remained in contact with company managers, the nature of these two businesses precluded CCR from starting classes again during the 20/21 year. However, one of the mangers whom CCR staff had worked with in Jerome, moved to another food manufacturing company and CCR was able to conduct a class at this new company site. Planning commenced in Spring 2021 and the class started in July.

CCR held class for an Integrated CNA cohort in Spring 2021. Ten students were registered in the class. Nine of the ten passed the class and eight of the ten have completed all of their testing, to become certified. One student, who passed the skills test, is currently working to complete the written exam. Four of these students enrolled in Phlebotomy at CSI in Fall 2021 and are currently finishing their clinical hour requirement for that class. The four who enrolled in Phlebotomy are either employed by, or have an interview scheduled with, our local hospital. One student from this cohort is working on pre-requisite classes for future enrollment in CSI’s nursing program. Five made a Measurable Skill Gain.

In Fall 2020, CCR expanded the Digital Literacy class to Burley. While only three students enrolled in that class, all three made a Measurable Skill Gain, as well as passed at least one Northstar certification. The Twin Falls class enrolled 12 students in the Fall and Spring cohorts. Five made a Measurable Skill Gain, as well as passed at least one Northstar certification.

CCR offered English Language support for the Welding class in Jerome throughout the 20-21 academic year, building upon the pilot class from the year before. It was determined that all students in this class, whether English Language Learners or not, would be pre- and post-tested. Eight students were enrolled in this CTE Welding course. Four tested at the A6 level. Of the remaining four, two made a Measurable Skill Gain.

In addition to the above offered classes, program staff had the opportunity for some community outreach. In March, the CCR Director attended a meeting of the Southern Idaho CNA coalition. This was a meeting of facility and hospital personnel, state agency representatives, and other stakeholders during which participants brainstormed ideas on how to fill the talent pipeline in the health care field. Good contacts were made at this meeting. In April, program staff had a Zoom meeting with Agri-Beef/True West, a beef processing plant, whose new plant in Jerome is slated to be operational by Fall, 2022. CCR is in continuing contact with plant personnel to provide any training needs they may have.

Our part-time Industry Training Coordinator resigned in January 2021. We filled that vacancy as a ¾ time position, which became a full time 12-month contracted position in July 2021. It is necessary to have this as a full-time position, due to the amount of time it takes to establish relationships with CSI’s CTE programs, and area employers, as well assist students to register for classes and secure funding.

The Industry Training Coordinator works closely with our WIOA partners to access funding for our IELCE students, primarily the Department of Labor and Community Council of Idaho. Two students, who participated in the CNA class, were enrolled in the Job Corps program.

The Industry Training Coordinator also works closely with the ELA Lead Instructor, on curriculum, when developing new classes. An IELCE template is completed, which clearly outlines the English Language skills, workplace training, and work readiness skills for each class meeting, for the duration of the class. This template is then shared with the employer, as appropriate, to address any learning gaps. Whenever possible, authentic employer-provided artifacts are used in the classroom. Completion of this template is now standard protocol for all new IELCE classes and the program is working to complete a template for the original IELCE classes of Integrated CNA and Digital Literacy.

## Idaho State University

One of the keys, over this past fiscal year, particularly toward the end of the fiscal year is our ability to gain new traction and success in helping to ensure the start-up of IELCE/IET programs with local workforce needs. Toward the end of the fiscal year, we began initiating talks with regional employers who employ a large number of Latinos who would benefit from IELCE/IET programs. One of the accomplishments that has helped us progress in this goal is to gaining the confidence of Lamb-Weston HR supervisors and having them make the commitment to provide paid time for all of their employees who access the IELCE/IET program that we will begin, starting January 2022. Lamb-Weston is a key economic driver in our region, employing over 600 individuals, many of which are unskilled and in need of ESL/IET training. This is the first time that Lamb-Weston has been willing to commit to paying their employees for attending this 12+ week IELCE/IET training.

In addition to working with Lamb-Weston, we are also in discussion with Driscoll Farms, Lance Funk Farms, and other employers with a high population of Latino employees who may consider implementing an IET or IELCE program, similar to Lamb-Weston. The challenge of expanding our IELCE or IET footprint with additional companies has been the ongoing issue of COVID, coupled with severe labor shortages in our region that are impacting the overall growth and success of companies. Some companies are finding it difficult to envision offering this type of program when existing employees are needed to simply maintain or cover for severe labor shortages within their company. Seeing an IET-based program as an additional time commitment for their employees creates hesitation for these companies based on these challenges.

We are working to actively educate and inform these regional companies about both the benefit *AND* structure of IELCE training and Civics education courses and how they can benefit their employees both personally and professionally. I’ve learned that one of the challenges in our region is to better educate and help industry partners understand, not only the benefit of the IELCE to their employees, but also the commitment, partnership, and investment that is required by industry employer to make the program successful.

## Successes

Driscoll Farms hosts classes which 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.

Region Five has two IELCE locations, Lamb Weston and Driscoll Farms. 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 provided many challenges to our program. 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 ESL students 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. Our Workforce Training and Community Ed program provided 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 even after the shutdown due to a very experienced and savvy instructor who was able to provide ESL instruction. Students actively participated and students/employees were able to make strides in their language acquisition. The program was still too new to ascertain whether this led to economic self-sufficiency due to 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.

**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**. Subrecipients in Idaho establish partnerships with the local workforce agencies and WIOA partners. Each serves on one another’s committees. Through quarterly meetings, workforce partners are educated on what IETs are and how they support the local economy with pre-training and training opportunities. Currently, every 243 recipients has IET’s ranging from one IET to four IETs per site. Each IECLE program coordinates with their local Workforce and Continuing Education and Training sites to find matches between non-credit training and local workforce needs and how IETs fit into that training. In some cases, IETs provide the foundational language needs of students to benefit from the training and career placement opportunities in a region. Additionally, contextualized curriculum such as workforce manuals and training manuals are used to prepare students for workplace assessments for promotions. Currently funded IELCE programs have several IET options for students. In the Southeast Idaho IELCE programs, agriculture, foods, and natural resources pathways are heavily emphasized. Hospitality is beginning to surface as a local need with the Fort Hall Reservation and the local program is collaboratively working with the Tribal Board to establish a co-enrollment access for students interested in the hospitality career field. Healthcare is another fast-growing career pathway in Idaho. Funded programs work with their local technical colleges to tie IETs in with established pathways. IETS may choose to teach specific workplace vocabulary and concepts to prepare the student for transfer from an IET to another level credited or noncredited training opportunities. In the Northers regions of Idaho, hospitality is a big focus. Throughout all of Idaho, manufacturing is a well-paid career path with established partnerships with AEFLA funded programs. To assist with creating access to IETs, Career counseling is provided to IELCE participants through a partnership with Centers for New Directions Certified Counselor who walk students through the possibilities of IETs and further training opportunities. With these past two years of pandemic IECLE IET program site temporary closures, the data is limited; however, Idaho anticipates gathering data this next year to establish a baseline.

**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.** Idaho submits plans to the Workforce Development Council for recommending alignment changes. These alignments are necessary to reach the same goals and outcomes as the local workforce needs necessitate. At this time, each IELCE program educates local workforce partners on IELCE programs and IETs to find ways to feed IETs into the workforce model. IETs, in some cases, are the beginning stages of a career pathway with technical colleges, Continuing Education and Workforce Training Centers, and One-stop partners. Each year, the state workforce team hosts an annual training for WIOA partners and for cross training local staff to know and understand how IETs feed into career pathways and feed into apprenticeship opportunities. Dual enrollment is agreed upon during the workforce One-stop quarterly meetings as well. As stated earlier, the baseline for meeting the primary indicators of performance has been limited at best due to the pandemic. However, through the Technical Advisory Committees, One-stop quarterly and annual meetings, and the local committee work, Idaho anticipates that it will see an increase in credential attainment and employment rates and placements.

**If your state has adopted new challenging K-12 standards under the title I of the Elementary and Secondary Education Act of 1965, as amended, describe how your Adult Education content standards are aligned with those K-12 standards.** Idaho standards have not changed. **Optional – Describe implementation efforts, challenges, and any lesson learned.** Since Idaho implemented the College and Career Readiness Standards which are aligned with the Common Core Standards, there have been efforts made by prior state directors to assess fidelity to the implementation process. The new director’s plan is to use the Handbook for Sustaining Standards-Based Education in Adult Education: Checklists for Assessing Effective Implementation - Produced Under U.S. Department of Education Contract No. ED-VAE-13-C-0066 With StandardsWork, Inc. October 2017. The challenges have been with finding supporting curriculum to supplement the CCRS when standards are needing more rigor. This applies to all 231 and 243 curricula. The lesson Idaho has learned is that there has to be a methodical approach to assessing standards implementation. Therefore, two major phases Idaho will go through is 1) State Leadership will assess the effective implantation of high-quality academic standards and 2) Program Leadership will assess the same. Outcomes of these phases and assessments will be discussed throughout the year in State Directors Meetings.

### 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.***

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 (re-arrest within 3 years of release) across the US are estimated between 43.3% and 67.5%, while individuals completing educational programing 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.



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

IDOC also examined the number of Disciplinary Offense Report (DOR) received by Residents and the influence of ABE participation. There was significant reduction of DORs among ABE participants when compared to non-participants.



* 815 individuals began at least one module between 7/1/2020 and 6/30/2021
* 643 (78.8%) have not had a DOR since 7/1/2020
* 62 (7.6%) received at least one DOR between 7/1/2020 and when they began their
* module (before starting module)
* 105 (12.8%) received at least one DOR up to a year after beginning their module
* 110 (13.4%) received at least one DOR after beginning their module

• 6,981 DORs between 7/1/2020 and 6/30/2021

* 3, 239 unique individuals
* 6,660 (95.4%) of the DORs had not enrolled in at least one module

Population data indicates that 91.5% of the general Idaho population has achieved either an HSD or GED, while IDOC resident. Data have consistently found that lower educational achievement plays a role in the risk for individuals to become involved with the criminal justice system. IDOC is committed to providing quality education to our Residents to reduce recidivism rates after their release.

**Education and Safety & Security - IDOC**

Another benefit of educational/vocational programming is the general effect on the safety and security within IDOC facilities. Studies suggest that adult basic education improves 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 FY21, 221 residents achieved either their GED or HSD1. Residents often come in with low academic abilities. Our educational program focuses on bringing residents to at least a 6th grade level in math and reading.

**Recruitment and Enrollment - IDOC**

Every Resident individual entering into the IDOC system is assessed for educational competence during a two-week process at the Reception and Diagnosis Unit (RDU). Educational needs are determined by two factors: 1) verification of past educational achievement; and. 2) results of his or her Test of Adult Basic Education (TABE) Locator to access current levels of ability in math, reading, and language. Additionally, Educational and Employment needs are identified through the Level of Service Inventory-Revised (LSI-R) administered by the Residents’ Case Managers.

Based on information gathered during the RDU process, Residents with educational and/or employment needs are identified and documented. As Residents arrive at his or her assigned facility, those who have been identified for educational/employment needs are contacted by Educational Staff with recommendations for appropriate educational and vocational programs available. Residents are encouraged to enroll in the recommended programs; however, educational programs are not mandatory but of personal choice.

The majority of classes provide open entry and exit enrollment, and reasonable accommodations are in place in accordance with the American with Disabilities Act; and, English Language Learner classes are available to non-native English speakers. For Residents under the age of 22 with special needs, Special Education classes are offered under the Individuals with Disabilities Education Act (IDEA) grant programs administered by the Office of Special Education Programs (OSEP).

During FY2020, the Idaho Department of Correction (IDOC) Adult Basic Education (ABE) program enrolled 375 student-residents. This is fewer students compared to FY20 enrollment. This decrease is attributed to the sizable impact Covid-19 had on our education program. Classes were suspended for weeks to 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 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.

## Retention and Post-Testing

During FY21 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 are represented by 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 specific 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.

Some students who left our AE programs without post-testing or attaining a GED 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 AE programming, they are removed from enrollment.

The post-testing rate during FY20 was 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 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 AE 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.

Careful planning will be necessary to successfully bring students back in to complete their educational goals as we move toward re-opening classrooms, in addition to adding new students who have been on hold if they arrived at facilities that could not offer AE programming during Covid.

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.

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **No HSD/GED** | **HSD/GED** |
| **Idaho General Population** |  | 8.3% | 91.5% |
| **IDOC Population** | Rider Termer | 35%29% | 65%71% |

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

**Program Performance IDOC**

*\*data derived from LACES Tables 4 and NRS Statewide Performance Reports*

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.

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