

**STATE OF ALASKA**  
**Department of Labor and Workforce Development**  
**Division of Employment and Training Services**

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**Workforce Innovation and Opportunity Act**  
**Title II: Adult Education and Family Literacy Act**

**Federal Program Year 2018**  
**July 1, 2018- June 30, 2019**

**Annual Narrative Report**

**Alaska Adult Education Program**

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In May 2019, the Alaska Adult Basic Education (ABE) Program was rebranded as the Alaska Adult Education Program (AAE). Though adult education was known as ABE for the better part of PY18, this report will reflect the new name.

## State Leadership Funds

*(AEFLA Section 223)*

*Describe how the State has used funds made available under section 223 (State Leadership activities) for each the following required activities:*

### **Alignment with Partners to Implement Combined State Plan**

*Alignment of adult education and literacy activities with other one-stop required partners to implement the strategies in the Unified or Combined State Plan as described in section 223(1)(a).*

The Alaska Adult Education Program continues to implement strategies that align activities both regional and statewide with partners listed in the Combined State Plan. In Alaska, the WIOA core partners and Senior Community Services Employment Program (SCSEP) is housed within the Department of Labor and Workforce Development (DOLWD). Furthermore, Titles I-III is located within the Division of Employment and Training Services (DETS). This organizational structure has been beneficial for partnerships and developing technical assistance to support eligible providers.

In PY18 the AAE Director met regularly with directors and program coordinators of WIOA programs for strategical purposes. Partnership and implementation of activities were often discussed in benefit of the alignment of adult education and literacy activities and clients associated with other WIOA titles and partners written in the Combined Plan.

The AAE Director presented on multiple occasions to internal and external staff and partners to inform of adult education services. DETS hosted a “Who We Are and What We Do” monthly training to ensure core partner staff had a clear understanding of the adult education program, leading to increase coordination and partnerships between programs. In January 2019, the AAE Director presented on adult education and literacy activities to the division. In June, partners from the Combined State Plan, including Regional Managers from the job centers and Unemployment Insurance, were brought together for a two-day intensive training. The training allowed partners to present on their programs, including adult education, and ask clarifying questions to incorporate programs.

Regional AAE Programs work with partners in their communities to provide wrap around support to their students. During bi-annual statewide AAE program trainings/meetings partnerships are highlighted and invited to attend and discuss their client services. Regional programs are divided into small groups and instructed to delve into topics such as coordination with the job centers, relationships with Career & Technical Education providers, and contextualizing ELL and Employability Skills. The groups meet and prepare a presentation on their topic for the following statewide meeting. One goal that is discussed at statewide meetings are partner cooperation and active client referrals for shared services, whenever possible.

The bi-annual meetings and the state director's salary are funded, in part, by the State Leadership funds.

Some examples of Regional AAE partnership activities, which are reported in written reports and from discussions at the statewide meetings, include partnerships with:

- The Alaska Job Center Network on a regular basis to include:
  - increased client referrals between agencies;
  - workforce development support for students, such as resume writing, financial literacy activities; and job search;
  - job center staff providing on-site college and career readiness activities at AAE locations; and
  - student referrals to job training services, such as Adult Dislocated Workers (WIOA Title I) funded training and/or apprenticeships.
- WIOA Title IB Youth grantees to service youth aged 16-24. In some instances, supports are provided through an interagency partnership agreement as both Title IB Youth and AAE are awarded to the same organization. WIOA Youth Grantees provide case management and supportive services that cannot be obtained through AFLEA funding. Youth are also able to pursue their education while placed in training, apprenticeships, on-the-job training, or work experiences.
- Vocational Rehabilitation (VR), as needed to support students with disabilities. VR services are provided through DOLWD Division of Vocational Rehabilitation, Department of Veteran's Affairs, and Alaska Native Organizations. Students with disabilities that impact their ability to learn and/or employment are co-enrolled with VR and work with a counselor on an individual employment plan (IEP). VR support services can accommodate the educational environment to allow students a greater success rate. Support services can include one-on-one tutors, interpreters, assistive technology devices, and transportation.
- The Department of Health and Social Services (DHSS) offer programs to support the physical and mental health of Alaskans, such as Temporary Assistance for Needy Families (TANF), Supplemental Nutrition Assistance Program (SNAP), Alaska Temporary Assistance Program (ATAP), Juvenile Justice, and Office of Children's Services. AAE often refer students to these programs while providing them college and career readiness activities. DHSS' support provides a valuable foundation while students are navigating their career pathway.
- Alaska Native Organization partnerships are critical to many of our eligible providers. Native Organizations provide support in the form of village tutors, building space for classes, travel funds for students, and internet usage for studying.
- The University of Alaska is an active partner and, in some cases, a subrecipient of AAE grants. In locations where grants are not administered, GED® tests are offered in Pearson VUE testing centers. University site also provide classroom spaces for local program, refer students who need more study in basic math and writing, and staff present to AAE students transitioning to college.
- Local businesses continue to provide support for our students. Examples include:

- Wells Fargo provides community development grants to several AAE programs;
- Providence Hospital, in Anchorage, offers training towards a Personal Care Assistant (PCA) certificate, Certified Medical Assistant (MA), and a Certified Nurse Assistant (CNA) certificate to IELCE students; and
- GEDWorks encourages business to invest in their employees through adult education.

All of these are activities in part funded by State Leadership Funds.

### **Professional Development**

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

After eighteen years of service to Alaska as the Adult Education Director, Amy Iutzi announced her retirement in September 2018. DETS was able to train a member of the team as a backup until a permanent replacement could be hired. Through the majority of PY18, Ms. Iutzi provided professional development and training to the Interim Director. Some of the training topics covered were adult education laws and policies, AFLEA grant management at the local level, fiscal responsibilities, and reporting. On May 30, 2019, Ms. Iutzi retired from state service and Windy Swearingin was appointed as Interim Adult Education Director through the remainder of PY18.

Leadership funds are used to support professional development through bi-annual meetings in Anchorage where staff receive training on various topics. These meetings are used by the leadership team to disseminate information obtained from laws, policies and promising practices and provide a platform to train programs. Judith Alamprese, employed through Abt Associates, has been the main trainer for the State of Alaska Adult Education Program for many years. At the conclusion of each bi-annual meeting, programs submit improvement plans based on the information learned.

The PY18 bi-annual meetings were held October 1-3, 2018 and February 26-27, 2019. Training topics included:

- TABE 11/12 training with Michael Johnson from Data Recognition Corporation;
- Instructor training available with GEDTS® on-line with Jim Afdahl and Randy Trask from GEDTS®;
- Multi-Level Instruction in a variety of settings;
- Strategies for recruitment and retention; and
- Approaches for ELL Career Pathways.

In addition to in-person training, Alaska AAE program coordinators, teachers, and staff participated in on-line training offered by Center for Applied Linguistics, LINCS, GEDTS®, TABE, and Alaska Career Information System (AKCIS).

### **Technical Assistance**

*Provision of technical assistance to funded eligible providers as described in section 223(1)(c)*

The AAE Director provided technical assistance on an as needed and group basis to programs. Daily communication with programs regarding updates and questions were handled through the AAE office on topics including:

- Administration of TABE and BEST tests;
- Age restrictions requirements;
- Grant management and allocations;
- Merging accounts and duplication of records;
- Intake policies and procedures;
- Assessment guidelines;
- Data entry procedures; and
- Accommodations.

Group and individual emails are sent periodically to programs keeping them up-to-date with announcements, program changes, and areas of need.

### **Monitoring and Evaluation**

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

Adult education monitoring activities are tracked through various outlets. The AAE Director monitors student information digitally through the statewide database (MIS system), GEDTS®, and DiplomaSender. These records are compared to each other for accuracy in reporting student outcomes and credential obtainment. Financial reimbursement reports are submitted monthly or quarterly to the state AAE office. Evaluations of records, receipts, and allowable costs are calculated prior to processing for payment.

At the beginning of each fiscal year, Program Plans identifying goals, are submitted. The state AAE office reviews each Program Plan and conducts follow-up and monitors goal throughout the year. This is accomplished through desk audits where client files are reviewed and compared to entered data in the MIS. Programs are held accountable for files that are not accurate. As travel funds allow, the AAE Director conducts on-site reviews. On-site reviews were conducted for the IELCE program and Mat-Su Regional AAE Program in PY18.

Information obtained from students or the general public through grievances and/or compliment are considered and evaluated on their merit. Grievances and/or compliment can be indicative of an overall issue or best practice and are used as a starting point for evaluations or technical assistance needs. The AAE Director determines if further monitor, training / retraining, or technical assistance is needed for all eligible providers.

During statewide meetings, programs provide coordination and peer monitoring on data elements. Programs are required to produce several redacted files as a learning/monitoring tool. Partners review files for common mistakes such as intake errors, inaccurate TABE or BEST assessment results, and attendance data. The group discussed problems discovered and processes that can be streamlined or standardized statewide.

## 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.*

### Participant Eligibility Requirements

The data for the period of July 1, 2018 – June 30, 2019 shows slight changes from preceding years. Educational functioning levels (EFL) gain have improved now that gains are measured in either assessment areas of the TABE or BEST, no matter the original pretest. The ability to consider attaining a secondary school diploma or its equivalent on Table 4 provides drastic improvement to the overall credential attainment rates in Alaska.

Table 4 also shows trends in assessment scores related to English language learners (ELL) and overall success rates. After further analysis, it is apparent that students assessed with the BEST do not make as significant gains on the post-test. EFL gains in this subsection of students are significantly lower. Additional analysis will be needed to determine if this is an overall trend or this cohort of students. Programs are responding by working with this population to increase overall educational opportunities and provide a bridge from ELL to adult education.

Table 5 in Federal PY18 shows a decrease in employment gains and post-secondary success for all students who exited, not counting those incarcerated. In past performance data submissions, students who were not in the labor force were excluded, therefore the data reflected smaller student cohorts who were either working or actively seeking employment. As this change reflects a decrease, the AAE Director will work with the Regional Programs on workforce development skills to increase gainful employment and post-secondary education retention.

During statewide meetings, AAE Programs spend time looking through data collectively and in small groups. This provides an opportunity to analyze the data together for evaluation of program improvement and discussion of innovative ideas for regional implementation. This approach also allows programs to discuss various approaches to streamlining processes.

The following tables show statistical data on full time student over the last five (5) years. Statistics like these are used in meetings to prompt discussions and collaboration:

State Fiscal Year:	Full-Time Students
SFY15 (PY 14)	1,975
SFY16 (PY 15)	2,006
SFY 17 (PY 16)	2,074
SFY 18 (PY 17)	1,917
SFY 19 (PY 18)	1,643

Most AAE students locate programs due to a desire to complete high school or improve their English skills. Using statistics like the one above, the need for recruitment is a topic that is frequently discussed with leadership teams and an area of professional development. Full time student data dropped substantially this Program Year and was directly related to an overall change in GED® test

administration processes. Previously students were required to attending an AAE program before they could take the GED assessment. Student can now go directly to the GED website, register online, and schedule their test. This change has directly affected the number of full-time AAE students registering for classes.

State Fiscal Year:	Full-Time Students
SFY15 (PY 14)	1,046
SFY16 (PY 15)	2,006
SFY 17 (PY 16)	2,074
SFY 18 (PY 17)	1,917
SFY 19 (PY 18)	1,643

It is clear full-time student attendance has dropped, but the amount of graduate remained consistent. Recruitment and retention will be an essential component of professional development and brainstorming efforts moving forward.

Upon further analysis of data related to full-time student cohorts, there are some clear trends in full-time student enrollment numbers based on EFL. The Alaska ELL population remains stable and student enrollment has remained consistent over the last 5 years, though the struggle to transition these students to adult education classes will always be present, however, as discussed above, it is clear ELL students need to show progress on the BEST. Enrollment in adult education basic skills classes has dropped slightly but can be easily recovered through recruitment and retention efforts. The largest drop in attendance has been in secondary education. This is a direct correlation to the change in GED procedures. Students at this level may not require adult education classes to obtain their GED or employment. Therefore the drop in student attendance has been over 72 percent in the last two years. The following table shows statistics in adult education and ELL student population trends:

State Fiscal Year	Adult Ed	Secondary Ed	ELL
SFY15 (PY 14)	1,077	88	751
SFY16 (PY 15)	1,219	107	590
SFY 17 (PY 16)	1,299	109	661
SFY 18 (PY 17)	1,183	65	665
SFY 19 (PY 18)	1,046	20	580

SFY18 was the second year of a three-year grant competition with a few new regional grants and eligible providers. This requires additional technical assistance and reestablishment of programs within communities. Project implementation was well underway in this fiscal year; however, numbers were lower due to being fairly new projects in these areas.

The Alaska Adult Education programs have faced many challenges in SFY18, including changes in GED policies and TABE assessment versions that directly affected their programs. By providing technical assistance, professional development, and brainstorming ways to implement these changes, it is anticipated numbers will increase.



## Integration with One-Stop Partners

*Describe how the State eligible agency, as the entity responsible for meeting one-stop requirements under 34 CFR part 463, subpart J, carries out or delegates its required one-stop roles to eligible providers.*

### Required One-Stop Roles to Eligible Providers

The State of Alaska Adult Education (AAE) program is housed in the Alaska Department of Labor and Workforce Development, Division of Employment and Training Services. This provides a natural link between the understanding the requirements of the one-stop and delegating them to eligible providers.

The AJCN has a referral system in place to provide eligible providers a link between teachers and case managers. This link allows for ease of access to career support and training services offer through the job center.

Each community has also built an inclusive partnership that allows for eligible providers to not only provide services within the job center, but also job center staff, in some communities, provide services in adult education facilities.

### Career Services Provided in the One-Stop

*Describe the applicable career services that are provided in the one-stop system.*

The state of Alaska has both comprehensive and affiliated sites within the Alaska Job Center Network (AJCN). Comprehensive site provide Alaska Career Support and Training Services (CSTS) Employment Services Technicians (EST) that deliver training services; case management; educational goal setting; and planning. EST's help job seekers build formal plans for career pathways that include on-the-job training, job shadowing, apprenticeships, and/or other employment related trainings. Staff work with multiple grants to provide individuals with funding opportunities, if they qualify.

Comprehensive centers also provide additional services to assist with individuals seeking careers, such as employer focused case management. They work with employers to provide a bridge to individuals seeking employment.

Although not all AJCN are comprehensive sites, due to our one-stop system providing services under a site Alaska Workforce Investment Board (AWIB), affiliate sites have access to CSTS staff and training services

### Infrastructure Costs

*Describe how infrastructure costs are supported through State and local options.*

The Infrastructure Funding Agreement (IFA) for Alaska began its design in fall of 2017 with the Alaska Job Center Network One Stop Operator Memorandum of Understanding (MOU) being finalized and signed by September 2018 and became effective in State Fiscal Year 2019.

The IFA was developed in partnership with the agencies listed in the MOU that are either physically or programmatically located in one or more Alaska Job Centers. The infrastructure costs are identified as the space, equipment, supplies, and network costs necessary for the operation of the one-stop center and benefiting WIOA required partner programs operated by the parties to the IFA.

The IFA states the following:

- **Infrastructure Space**

Space costs are calculated based upon current lease diagrams for each location, identifying areas utilized by the common participant. Notably, the resource rooms and workshop rooms where the majority of customers engage in self-service, staff-facilitated, and staff assisted WIOA Career Services. For each job center, this space is multiplied by the current lease cost to arrive at the Infrastructure Space Total Annual Cost.

- **Infrastructure Operations**

Operational costs are calculated based upon the inventory of public accessible resource room and workshop PCs; public accessible copiers, printers, and associated supplies (e.g. paper and toner); and public furniture (e.g. customer work station chairs, etc.). Server costs are based upon percent of public use. The Technology equipment (PC's, copiers, printers, and servers) costs per job center were then multiplied by a factor of 0.25 to represent a four-year, industry standard replacement schedule.

Technology network costs were attributed to each job center based upon annual software and internet service costs.

- **Additional Costs - Tech Staff**

Included in the scope of the IFA is the cost for staff directly supporting the technology related services accessed through the job center's public accessible technology resources. These costs are determined by each job center's number of supported public access PCs.

- **Additional Costs - IFA Management**

Costs directly associated with the development and ongoing annual data matching performed by the Department of Labor and Workforce Development Research and Analysis section in support of this IFA (DOLWD/R&A).

## **COLLECTION OF FUNDS**

This IFA, as part of the MOU, serves as the master agreement. State government agencies will need to develop Reimbursable Service Agreements (RSAs) separately with the One Stop Operator to facilitate the billing and receipt of allocated costs. RSA billing will be conducted on an annual basis once costs are calculated with a year-end true-up as appropriate. If additional, non-state agencies are included in the IFA, then standard billing processes will be implemented on a quarterly basis.

Adult Education grants are housed within the Department of Labor and appropriate costs are calculated and allocated annual.

## **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:*

### **IELCE Competition and Grant Awards**

*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 State of Alaska held an open competition April 2017 for the IELCE program. Alaska Literacy Program was awarded a three-year IELCE grant to extend July 2018-June 2020. A new request for grant application will open in 2020 for the grant years of July 2021-June 2023.

### **IET Activities**

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

The IELCE eligible provider, Alaska Literacy Program, is a full-service English as a Second Language (ESL) Program. They employ full and part time staff to recruit, train, certify, and support volunteer teachers and tutors to teaching reading, writing and speaking English to adults. The provider offers year-round classes for adults and families with young children. Their classes range from beginning reading and speaking in English; citizenship classes; and literacy classes to increase self-sufficiency. They maintain a schedule to effectively run eight classrooms and have an up-to-date computer lab for students to supplement their learning with computer-based curriculum.

Citizenship and Civics information and classroom time are a high priority for the provider. They are offered at varying times during the year, depending on student need and interest. Courses offer student foundational knowledge of US Government and Civic with opportunity to enhance their in-depth communication skills. Courses offered include, but are not limited to:

- A Complete Guide for Naturalization: Allowing students to practice interview skills and provide them the probability to become involved in their local communities.
- Civics and Literacy Skills: Focuses on word pronunciation used in spoken answers, key words for recognizing and answering oral civics questions. This course also offers official spelling list identified in Citizenship and Civics test and review the possible 100 questions which could be asked during the test.
- Ready for the Interview: Learn to prepare for various interview situations and answer questions from the N-400 application. Vocabulary and communication skills are reinforced.
- Interview/Discussion: Whole language course focuses primarily on in-depth discussions of questions asked during the naturalization interview; the proper way to fill out the N-400 form; and what to expect during the interview, including U.S. history and culture.
- Know Your Rights: Weaves civil rights literacy into English instruction for English for Speakers of Other Languages (ESOL) adults.

- Preparation for Citizenship: All-inclusive class to prepare students for citizenship questions, writing practice, dictated sentences and reading, US and world maps, and questions and answers for the 65/20 exception.

The IELCE provider works with students on workplace literacy skills. They provide the groundwork for English language and numeracy skills needed by employees in order to effectively integrate ESOL students into careers. Their workplace literacy courses encompass not only reading and writing, but soft skill development in listening, speaking, problem solving, and critical thinking that are essential to employers. They also work with employers to build career pathway courses that integrated English language learning with workplace development skills.

Finally, the provider works with students on financial literacy skills. Their financial literacy course was developed for students from other countries to not only comprehend the US monetary system, but also guide them in basic personal finances. Understanding money management topics, such as bank accounts, insurances, loans, and credit reports, is vital for students, especially ESOL students.

Course are eight to sixteen weeks long depending on topic and vary from quarter to quarter depending on need.

### **Unsubsidized Employment**

*Describe how the State is progressing towards program goals of preparing and placing IELCE program participants in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency as described in section 243(c)(1) and discuss any performance results, challenges, and lessons learned from implementing those program goals*

According to the Alaska Department of Labor and Workforce Development’s Research and Analysis Section the “health care industry has grown steadily during the past 20 years and that trend is expected to continue. Even in Alaska’s smallest rural communities, where jobs are often scarce, health care offers year-round employment opportunities. With a major customer base for health care is likely to increase by more than 125 percent, the population growth will most likely equate to continued industry growth”<sup>1</sup>. Due to the increasing growth in this industry and the likelihood of the industry’s continued growth, the IELCE provider has focused occupational training in this field while exploring other unsubsidized self-sufficient occupations.

The provider, Alaska Literacy Program, takes these statistics into account when creating courses and has partnered with Providence Hospital in Anchorage, Alaska to provide a viable career pathway for students interested in the healthcare field. As part of the learning environment the provider’s healthcare modules focusing on the student’s understanding of health-related issues as they are presented and studied in English. Students use the English language to discuss and write about a wide variety of issues that affect health, such as nutrition, exercise, and the human body. They have also designed a three-level series that provides reading and language activities to assist student with

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<sup>1</sup> “**Alaska’s Health Care Industry**”, Department of Labor and Workforce Development’s Research and Analysis Section, Retrieved from: <http://live.laborstats.alaska.gov/oc/hcover.cfm>

navigation of the U.S. healthcare system. Courses are taught in conjunction with instructors from Providence Hospital and through continued communication, revisions to the curricula, as needed, reflect continuing advancement in healthcare.

Students interested in a career in healthcare, may choose to enroll in the above foundational courses that teach them a necessary knowledge base. They can then co-enroll in courses which results in a Personal Care Assistant (PCA) certificate, Certified Medical Assistant (MA), and a Certified Nurse Assistant (CNA) certificate. Through a partnership with Cook Inlet Tribal Council, Inc's Health Profession Opportunity Grant (HPOG) program, the courses are paid for by the grant for students who choose to apply and qualify for the funding. Students enrolled in these courses are offered additional tutoring available through in-person and computer-based programming.

Personal Care Assistant (PCA) are professionals that assist with day-to-day home, community, or hospital care services. The PCA certificate can provide a career path to assisting older adults or individuals with short or long-term disabilities. In Alaska, it is estimated the employment growth over the next 10 years in nursing and community care facilities for the elderly are expected to increase by over 30 percent with an additional 535 jobs; and services for those with disabilities are expected to increase by over 28 percent with an additional 709 jobs added<sup>2</sup>. Furthermore, PCA certification can provide students a career ladder into other health career related occupations such as Certified Nursing Assistant (CNA), Pharmacy Technicians, Radiologic Technologists, Medical Assistance, etc.

Much like PCAs, Certified Nurse Assistant (CNA) are professionals that assist patients with basic care. They work directly under the supervision of a Registered Nurse or Licensed Practical Nurse. Unlike PCAs, in Alaska CNAs are required to meet the minimum training standards and pass the state-approved licensing board examination. The exam is comprised of two sections, a skills and written portion. The eligible provider works with ESOL students on making a connection between the English seen on the exam in relation to the realia of patient care. As stated above, the career ladder potential is available for individual who choose to further their careers. According to the Alaska DOLWD the occupational outcomes for CNAs are thriving with an average income of over \$19 per hour and almost 300 annual job openings each year<sup>3</sup>.

Another area of IET established by the provider that leads to unsubsidized employment is Certified Medical Assistant (MA) training. MAs work primarily in ambulatory settings, such as medical offices and/or clinics. They perform both administrative and clinical procedures under the direct supervision of a physician or physician assistant. MAs do not currently have licensure examination requirements in the state of Alaska. As with the previous two careers, the medical terminology can be a great disadvantage to ESOL students who are interested in the healthcare fields. The eligible provider and

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<sup>2</sup> Martz, Paul, October 2018. "Industry Projections: 5.1 percent job growth projected from 2016 to 2026", "Health care continues to dimb". Alaska Economic Trends (page 10). Retrieved from: <https://laborstats.alaska.gov/trends/oct18art1.pdf>

<sup>3</sup> "Healthcare Support". Alaska Occupational Forecast 2016 to 2026. Alaska Department of Labor and Workforce Development, Research and Analysis. Retrieved from: <http://live.laborstats.alaska.gov/occfst/index.cfm#g29>

instructors from Providence Hospital work to less that as a burden. With a projected growth of almost 24 percent and a median salary over \$21 per hour, MAs are in-demand in Alaska<sup>4</sup>.

The IELCE provider continues to research other in-demand industries in Alaska and ways to provide sustainable career pathway options to their students. They also work closely with adult education programs in their regions to provide their students an option to obtain a post-secondary diploma.

### **Local Workforce Integration**

*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.*

In 2018, the IELCE eligible provider's (Alaska Literacy Program) Executive Director applied for a seat on the Alaska Workforce Investment Board (AWIB) with the objective to better understand workforce in relation to assisting English language learners. In the fall of 2019, Ms. Smith, Executive of the Alaska Literacy Program was appointed to serve on the AWIB. It is anticipated over the next few years, that this appointment will strengthen the IELCE program as they learn more about integration of workforce and how to support ESOL students in achieving a livable wage and utilizing their skills.

The provider relies heavily on partnerships in achieving IELCE program goals. Partners include the Anchorage Midtown Job Center to help place students into employment opportunities, the Municipality of Anchorage's WES Global Talent Bridge, Skilled Immigrant Integration Program to help skilled immigrants fully utilize their talents and education, and Providence Health Systems to build a career pathway for ESOL learners, providing IE and IET for the PCA and CNA certification classes.

The partnership with Providence has been active and developing since 2009. It directly addresses the goal of preparing an educated and skilled workforce, particularly for English language learners (ELL) by providing Integrated English and Integrated English and Training classes and programs. The provider works to establish clear routes to careers that are focused on the individual and their particular circumstances.

The IELCE provider, as do the other Alaska Regional AAE eligible providers, meets with the local job center staff with a specific focus on what is needed for ELL students to successfully access the career services available there.

Lessons learned: It takes time and effort to establish a partnership. The IELCE eligible provider had an established partnership with Providence Health Services, one of the largest employers in the state, that enabled the implementation of the IELCE immediately. Gaining additional partners is a work in progress. Technical assistance provided through Building Opportunities through IELCE was invaluable in understanding the program intent and generating ideas and opportunities in implementing IELCE. Completing the self-assessment tool gave direction for planning and work.

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<sup>4</sup> "Medical Assistants (31-9092)". Alaska Occupations. Alaska Department of Labor and Workforce Development, Research and Analysis. Retrieved from: <http://live.laborstats.alaska.gov/occ/occ.cfm?o=319092>

## Adult Education Standards

*If your State has adopted new challenging K-12 standards under title I of the Elementary and Secondary Education Act of 1965, as amended, describe how your Adult Education content standards are aligned with those K-12 standards.*

### Content Standards

Alaska adopted College and Career Readiness (CCR) standards for Adult Education. CCR standards have been analyzed and discussed at many of the statewide AAE meetings. Implementation efforts center on identifying and teaching from materials and or texts which are based on CCR standards.

The CCR standards used by AAE's regional programs scaffold student learning, build common knowledge, and explore workforce development skills. The standardization of content has allowed programs to understand common foundational knowledge and build learning communities. CCR standards related to English language learners (ELL) will be review for content and alignment. The AAE office will implement standards to maximize effective instruction and student preparedness for ELL transitioning students.

### Challenges

The previous AAE Director, who retired April 30<sup>th</sup>, was planning on adopting English Language Proficiency Standards for Adult Education prior to her departure. However, this did not happen. Program goal for PY20 is to adopt new standards for ELL programs.

Currently, the Alaska Department of Education has their standard out for public comment. If changes are made to the state K-12 standards, the AAE office will review the new standards and align the current CCR standards with the new K-12 standards for continuity.

## Programs for Corrections Education and the Education of Other Institutionalized Individuals

*(AEFLA Section 225)*

### Recidivism

*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.*

According to the Alaska Criminal Justice Commission's 2018 Annual Report, the recidivism rate continues to remain steady with little fluctuation over the last several years. The current rates in Alaska suggests 66 percent of all inmates reoffend and two in every three individuals released will return to prison within three years. Over 60 percent who reoffended did so within three months of initial release<sup>5</sup>. The Commission found the most critical time for people released from prison is the first few days, weeks, and months following release. Reentrants are more likely to reoffend or violate the conditions of their release during this time. They also found many failures were a direct or indirect result of social factors, such as lack of housing, the need for employment, and substance abuse or mental health issues<sup>6</sup>. The Department of Corrections (DOC), as part of their reentry initiative, is working with

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<sup>5</sup> 2018 Alaska Criminal Justice Commission Annual Report. Retrieved from: <http://www.ajc.state.ak.us/ajc/docs/ar/2018.pdf>

<sup>6</sup> 2018 Alaska Criminal Justice Commission Annual Report. Retrieved from: <http://www.ajc.state.ak.us/ajc/docs/ar/2018.pdf>

partners to help connect offenders to supports and services including, healthcare, employment, transportation, housing, and education/training.

Through a joint venture with DOLWD and DOC, adult education is present at all correctional sites throughout Alaska. Education Coordinators plan, coordinate, implement, monitor, and evaluate the educational and vocational programs, activities or opportunities for inmates in thirteen correctional sites.

Alaska Adult Education within DOC include the following:

- Adult Education: Education instruction in reading, writing, and computational skills below the ninth-grade level;
- English as a Second Language (ESL): Instruction on improving basic English speaking, reading, and writing skills;
- General Education Diploma (GED): Secondary education and testing opportunities leading to a GED; and
- Vocational Services: Job training, skills development, and apprenticeships in more than 35 specific programs.

In PY18, the Department of Corrections assisted 601 inmates in adult education and literacy activities. DOC is committed to the reduction of recidivism and offers many courses for inmates while waiting for release. These courses provide foundational knowledge and skills to assist with reintegration into communities and a smoother transition into employment. In PY18, 11 percent of inmates enrolled in adult education also took additional training classes. Training and certificate classes include flagger; Hazardous Waste Operations and Emergency Response (HAZWOPER) 40 hour; food worker, seafood, and barista courses; National Center for Construction Education and Research (NCCER) electrical and core courses; Occupational Safety and Health Administration (OSHA) 5, 10, and 30 hour courses; OSHA 16 hour painting; Marine Safety Education Association (AMSEA) safety and survival courses; welding, plumbing, forklift, and asbestos introductory courses; and North Slope Training Cooperative (NSTC) courses. Many inmates had the opportunity to take more than one course.

Working with DOC staff on reduction of recidivism, for PY18, over half (307) of the inmates who took adult education classes, had exited corrections and obtained employment. However, only 13 percent maintained wages into 2<sup>nd</sup> quarter after exit; 6 percent had accountable wages in 4<sup>th</sup> quarter after exit; and only 4 percent were able to retain employment. The AAE office will continue to work with the DOC staff to increase learning opportunities for inmates and track recidivism rates.