**Missouri Narrative Report 2019-2020**

**Federal PY19/Missouri FY20 July 1, 2019-June 30, 2020**

1. **State Leadership Funds** (AEFLA Section 223)
2. ***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).*

Missouri’s Department of Elementary and Secondary Education (DESE) Adult Education and Literacy (AEL) section works collaboratively with other core programs and partner agencies to align and coordinate services for program participants. Training at the state and local levels will continue to take place cross-training staff to develop an understanding of intake/orientation, barriers to employment, eligibility screening, referral between partners and program services and activities. In addition, the development of all components of career pathways will continue to be a priority with the focus on preparing students for careers in occupations that are “in-demand”, using labor market information and sector strategies from the Missouri Economic Research and Information Center (MERIC).

State Leadership Funds also support representation by DESE AEL staff on teams that include membership by all Workforce Innovation and Opportunity Act (WIOA) partners as described in the Missouri Combined WIOA State Plan. The WIOA Steering Team collaborated on a resource guide for all citizens with information on services provided by partners. Another focus of the team is addressing requirements of the State Plan and developing an electronic referral system for all partners to use. AEL staff participate in sub-committees including Employer Engagement, Technology & Outcomes and Service Design and Delivery to align assistance to participants as well as performance outcomes and reporting. In addition, there are ongoing conversations with Local Workforce Development Boards (LWDBs) on expanding referrals and Integrated Education and Training (IET) programs.

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

The DESE AEL section used State Leadership Funds to provide high quality professional development necessary to improve educational and/or career outcomes for the adult student population. Missouri requires that every teacher providing instruction to AEL students is certified as an AEL teacher. To maintain certification, Missouri’s teachers must participate in ongoing professional development. DESE AEL staff provided trainings and created new instructional workshops to help AEL teachers meet their professional development requirements. There are state restrictions on virtual professional development that require a specific number of in-person training hours. In FY20, due to the pandemic, those requirements were relaxed to allow for more virtual professional development so our teachers could continue to grow.

Missouri has a statewide Adult Education Professional Development (PD) Advisory Committee which consists of AEL program directors from each region of the state. The members of this committee determine the PD needs in their region by seeking input from all teachers and all local adult education directors. During their meetings, the committee helps develop PD plans and resources, identify future PD needs, identify and implement best practices in PD, coordinate PD activities and review PD workshops under development to ensure that they meet the needs of our teachers and students. The Professional Development Advisory Committee meets as a group with DESE AEL staff as needed.

To ensure our AEL workshops deliver quality PD and meet the needs of the teachers and students throughout the state, DESE uses an evaluation system. Upon conclusion of all PD workshops, they are asked to complete a two-page evaluation that is submitted to the AEL section where DESE staff read and record the responses. If these evaluations indicate the workshop is not meeting the expectations of the teachers, DESE AEL staff revise it as soon as possible. During FY20, the majority of our workshops were updated to better meet the needs of the teachers and students in the field. In addition, our DESE AEL workshops were reformatted using the Department of Elementary and Secondary Education’s communications template.

In FY20, DESE AEL used leadership funds to employ two part-time professional development specialists to build new workshops based on state performance data and other indicators of need for our students. Both retired teachers, they were also able to facilitate and lead much of the training. In addition, DESE contracted other trainers through a bid process who came from a pool of AEL certified teachers recommended by the PD Advisory Committee and certified K-12 teachers who have expertise in the field related to the designated workshop.

In Fiscal Year 2020, DESE AEL hosted 66 workshops/trainings. The workshops/trainings were attended by 1,024 teachers and directors:

|  |  |
| --- | --- |
| **TOPIC RELATED TO:** | **Number of Workshops Hosted** |
| Teacher Certification | 12 |
| College and Career Readiness  | 12 |
| English Language Learners | 16 |
| Differentiated Instruction/Instructional Strategies | 2 |
| Reading | 4 |
| Evidence Based Writing | 8 |
| Mathematics | 6 |
| Workforce Readiness | 6 |
| **TOTAL** | 66 |

Due to the COVID-19 Pandemic in March 2020, we were forced to cancel all workshops across the state due to a travel ban for state business:

|  |  |
| --- | --- |
| **TOPIC RELATED TO:** | **Number of Workshops Canceled** |
| Teacher Certification | 6 |
| College and Career Readiness  | 6 |
| English Language Learners | 12 |
| Differentiated Instruction/Instructional Strategies | 11 |
| Reading | 3 |
| Evidence Based Writing | 4 |
| Mathematics | 14 |
| Workforce Readiness | 1 |
| **TOTAL** | 57 |

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

All programs are subject to monthly Desk Reviews where DESE AEL staff dive into each local program’s data to see areas of achievement as well as areas of weakness or risk. The Desk Reviews allow for a discussion between DESE AEL staff on each program’s condition and offer an opportunity to provide immediate technical assistance to those programs that are not meeting program targets and expectations. State staff routinely contact low-performing programs to offer guidance and support in any vulnerable areas such as academic gain, testing, number of students served and cost per student.

After examining FY20’s monthly Desk Review data, DESE staff made an on-site visit to one program that displayed challenges with enrollment, testing, and achieving academic gain. During this visit, the staff visited teachers and students from low-performing classrooms and offered suggestions. Finally, the staff reported to the local program director and made suggestions for improvement. In the month following the visit, EFL and MSG rates doubled and continued to climb through the end of the program year. In addition, the student persistence rate for those with 30+ instructional hours went from 34%-51% and also continued to grow for the entire year.

DESE AEL staff provides technical assistance to AEL programs in several ways. Through the State AEL section, two Program Directors’ Meetings were scheduled for FY20. The Directors’ meetings serve as a platform in which the State can provide information and technical assistance to directors regarding policy updates, strategic planning, data issues and best practices. This information enables the local programs to meet the State Plan outcome goals and develop innovative strategies to better serve Missouri citizens.

The Fall AEL Directors’ Conference was held on October 9-11, 2019 in Osage Beach, Missouri with 44 attendees. Session topics included:

* The Missouri Fast Track Program (Missouri Department of Higher Education and Workforce Development’s program providing resources for post-secondary tuition)
* Instruction Activities
* TABE 11/12
* IET/IELCE
* LACES Data Management System training
* Professional Development updates
* Program management
* Using LACES reports to improve program performance and instruction

The Spring AEL Directors’ Conference was cancelled due to COVID-19. To supplement this missed opportunity for technical assistance, the DESE AEL section disseminated periodic guidance and policy updates to all programs to support the navigation of the changing environment. Further, a series of virtual meetings was held to provide expanded technical assistance to programs including:

* On-Site monitoring reviews
* Professional Development updates
* Student records documentation
* Paying teachers during the pandemic
* Documenting instruction hours
* Testing policy
* DRC/LACES integration and useful reports
* HSE
* Remote registration, orientation, instruction, assessment and recruitment
* *Monitoring and evaluation of the quality and improvement of adult education activities as described in section 223(1)(d).*

Programs are divided into three cohorts to distribute on-site monitoring over the three year grant cycle. For FY20, the DESE team conducted seven on-site monitoring visits from the designated cohort in addition to the one on-site technical visit. To determine which programs in the cohort would receive monitoring visits, a risk assessment was utilized on the following: date of prior on-site monitoring visit, tenure of program director, cost per student ration and performance outcomes.

DESE AEL determines which programs receive on-site reviews and analyze data identifying specific classrooms for observation based on performance, attendance and testing. During monitoring visits, the team looks at many areas including fiscal management, testing procedures, security, instruction, certification and professional development. The team also visits identified class sites, observes teachers deliver classroom instruction and interviews as many teachers and students as possible.

Upon conclusion of obtaining all needed information, the on-site review team holds an exit conference with the local AEL program director and their supervisor. During this meeting, the DESE team discusses capitalizing on areas of strength found within the program and offers suggestions on areas of weakness and risk. Following each on-site visit, a report is issued to the local AEL program including a summary of the review. Any material findings or areas of risk must be addressed by the local program in a formal corrective action/improvement plan submitted to DESE AEL.

1. ***As applicable, describe how the State has used funds for additional permissible activities described in section 223(a)(2).***

State Leadership Funds were used to fill a significant technology gap when the need for virtual learning became a priority for all programs in FY20 with the arrival of the pandemic. DESE AEL was able to provide bonus funding for programs to purchase hot-spots that allowed for wireless internet access to programs and participants that otherwise would not have been able to continue teaching and learning. Overcoming this technology barrier allowed many of our programs to function and serve adults when they needed it most. DESE AEL staff also offered technical assistance to programs that needed aid implementing this technology and tracking the expenses/inventory to ensure compliance.

In FY20, with the closure and reduction of many on-site classrooms, the investment of State Leadership Funds in distance learning was more important than ever. The MOLearns program was funded by State Leadership Funds and continues to be a valuable instructional option for Missouri adult learners. MOLearns is Missouri’s distance learning product available to students who cannot attend a traditional class or as supplemental instruction for “hybrid” students in local programs’ face-to-face classes.

In FY20, 816 students enrolled in the MOLearns program. To enroll, a student completes an online screening procedure and then takes the TABE test at a local AEL class site. Students are then assigned an online teacher and given access to the classroom to work on their assignments. Those students accrued 56,457 learning hours in the online classroom. During FY20, 63.7% of MOLearns students who were given a post-test progressed at least one educational functioning level.

The MOLearns Program offers instruction through the use of an academic/basic skills curriculum developed specifically for the Missouri HSE Online Class Program. The curriculum, created by Missouri AEL teachers, continues to be evaluated and updated as needed. In addition, Plato Edmentum is utilized for students working below the High School Equivalency level. *Canvas Instructure* is used as a platform for instructional activity for MOLearns.

1. **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.***

**Significant Outcomes**The challenges presented by delivering adult education in the midst of a pandemic were evident in Missouri’s AEL enrollment numbers. More than two thousand students pre-tested but were not able to post-test due to facility closures. 1,490 students exited our programs due to COVID-19 and there were 1,305 students in correctional facilities that could not be served because of classroom restrictions within institutions.

In spite of the challenges in FY20, out of 15,521 reportable individuals in the Missouri Literacy Adult and Community Education System (LACES) 13,074 students were enrolled in Adult Education. These students were given a pre-test and persisted for 12 hours of instruction or more. This is an eighty-four percent (84%) persistence rate showing effective recruitment and retention by Missouri’s local AEL programs.

**Performance Measure - Measureable Skill Gains**In FY20, 64% of the participants were administered post-tests which is lower than the previous three years. This can be attributed to the pandemic. Because data from previous years shows the percentage of students who were post-tested, as a general rule, increased at the end of each year and most programs were not having in-person classes at the end of FY20, many students were not able to post-test, and thus the post-test rate is lower than in a normal year.

Further, in FY20, seventy-seven percent (77%) of students receiving a post-test gained an educational functioning level or advanced to higher educational functioning levels. As with enrollment numbers, this is also a decrease from the prior three years which Missouri attributes to the pandemic and the reduction of in-person classes. More than 2,500 students received more than 12 hours of instruction but were not able to receive appropriate pre/post-tests.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Fiscal Year** | **2017** | **2018** | **2019** | **2020** |
| Number Enrolled | 18,206 | 17,358 | 15,632 | 13,074 |
| Number Students Post-Tested | 12,981 | 12,213 | 10,898 | 8382 |
| Percent Students Post-Tested | 71% | 70% | 70% | 64% |
| Post-Tested Students Making Academic Gain | 87% | 87% | 82% | 77% |
| Measurable Skill Gains % | 65% | 63% | 60% | 53% |

 **Performance Measure – Employment Second Quarter after exit:** 44.3%

 **Performance Measure – Employment Fourth Quarter after exit**: 44.3%

 **Performance Measure – Median Earnings**: $4538.94

 **Performance Measure – Credential Attainment**: 47.1%

**Efforts to Improve Quality, Effectiveness and Outcome Performance**

Missouri continues to emphasize program improvement and has taken many steps to improve performance outcomes in our local programs. This year Missouri provided ongoing technical assistance to programs concerning academic gain, number of students served and cost per student. Local programs are expected to serve a proportionate number of students in relation to the funds spent. DESE AEL emphasizes that programs must look at the data as a whole to make sure resources are being used as efficiently and effectively as possible. Throughout the year, there are communications between DESE AEL and the local programs regarding data quality, program effectiveness and performance. This year, DESE AEL conducted one on-site technical assistance visit.

In addition to providing technical assistance, Missouri completed seven on-site reviews in FY20 for programs that were determined “at risk” based on our rubric. On-site visits included monitoring class sites, interviewing students, teachers and the director. The on-site visits also included reviewing reported data for academic gain targets as well as reviewing fiscal operations for the program.

Missouri strives to improve performance by focusing professional development efforts in areas of instruction with the most need. Missouri offers pre-approved professional development credit from a variety of quality sources. In a normal year, Missouri AEL holds two in-person Directors’ Conferences to highlight WIOA and NRS changes/requirements, new practices, collaborations, developments within AEL, the MO AEL Directors’ Guide and high school equivalency. This fiscal year, Missouri was only able to hold the fall 2019 conference, and was not able to hold the spring 2020 conference because of the pandemic. Virtual conferences and additional periodic guidance were provided in lieu of that conference.

1. **Integration with One-stop Partners**

***Describe how the State eligible agency, as the entity responsible for meeting one-stop requirements under 34 CFR part 463, subpart J, carries out or delegates its required one-stop roles to eligible providers. Describe the applicable career services that are provided in the one-stop system. Describe how infrastructure costs are supported through State and local options.***

Missouri AEL continues to work with the Office of Workforce Development, Vocational Rehabilitation and other WIOA partners to establish collaborative relationships that lead to employment and post-secondary pathways for adult students. On the state level, the Commissioner of DESE represents both Adult Education and Vocational Rehabilitation on the State Workforce Development Board. AEL DESE meets regularly with leaders of the Local Workforce Development Boards (LWDBs) to promote collaboration at the local level and serve on several partnership committees. This year, DESE AEL assisted with the development of the WIOA Combined State Plan and participated in infrastructure cost-sharing negotiations with LWDBs that resulted in agreements with all partners. Additionally, 14 of our local AEL Directors (out of 28) serve on the 14 WDB boards within their respective regions throughout the state. Currently, twelve programs hold classes at One-Stop (Missouri Job Center) locations.

Missouri provides funding to each of the Adult Education local programs to support career and continuing educational pathways for our students, connecting them with core and required partners, local employers and post-secondary institutions. Most local programs have a Case Manager/Job Coach to serve as a liaison connecting targeted students with available partners, services and opportunities that will remove barriers for students to achieve employment and/or post-secondary goals.

During COVID-19, the majority of the high school equivalency (HSE) testing centers shut down throughout the state of Missouri leaving limited testing opportunities for adult education students to take the HSE. The Adult Education and Literacy High School Equivalency section revised their HSE contract with the Education Testing Service to add a remote proctored HiSET Exam service. This remote proctored test gave adult students another testing option if the public testing centers were closed due to the pandemic. In further response to COVID-19, AEL programs worked closely with core partners to establish spaces within open locations to deliver high school equivalency testing to students who would not have been able to use the testing at home option otherwise. This innovation was used to address a recognized need when high school equivalency test centers were closed due to pandemic restrictions.

Our students use Missouri Connections as a source for career development. This is a comprehensive, online, career development and planning program that is funded by the Department of Education and provided at no cost to all Missouri citizens. AEL students are also expected to enroll in jobs.mo.gov, a system hosted by the Office of Workforce Development. This site provides countless resources such as job matching and resume building for job seekers. Local AEL programs work closely with Missouri Job Center staff who assist students in finding job opportunities, apprenticeships and provide post-secondary tuition assistance. Also in Missouri, Title I and Title II partner to provide a Scholars-to-Work program that integrates AEL classes with employment and employability skills. Students can earn a paycheck while pursuing their high school equivalency or citizenship.

The WIOA Combined State Plan states that “all Title I classes offered to clients toward an equivalency credential are to be managed through Title II”. Missouri’s Adult Education programs are required to employ a case manager/advocate who connects AEL students with available partners, local employers, services, and opportunities to achievement employment or enroll in post-secondary education/training programs. In FY20, AEL programs referred 645 students to their local job center for services and have reported that the case managers have provided valuable services, and they have helped AEL students connect to other WIOA partners and employers. Some local areas have developed common referral/intake forms that include all WIOA partners and a release to share student information when appropriate. Assessment and testing results are also shared amongst WIOA partner agencies when possible.

1. **Integrated English Literacy and Civics Education (IELCE) Program (AEFLA Section 243)**

***Describe how the state is using funds under Section 243 to support the following activities under the IELCE program:***

* *Describe when your State held a competition [the latest competition] for IELCE program funds and the number of grants awarded by your State to support IELCE programs.*

Grants for the IELCE program were completed in the spring of 2020. Three IELCE grants were awarded and began operations in July, 2020. The three programs awarded IELCE grants are Literacy Kansas City, St. Charles Community College and East Central College in Union. These programs were chosen for their focus on integration with workforce training and targeting specific subpopulations.

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

The DESE AEL section enforces requirements to provide IELCE services in combination with integrated education and training (IET) activities through the grant specifications. In an effort to provide IELCE services in combination with integrated education and training activities, all three funded programs have a variety of IET options available.

Through this initiative, these students may receive certification in welding, carpentry, masonry, painting, medical office support, etc. In addition, they can attain certifications in: medical terminology, blood borne pathogens, phlebotomy, HIPAA-Health Insurance Portability & Accountability Act, first aid, and Certified Medical Assistant. Job Corps also offers AEL students: ServSafe Food Handlers, Handcuffing Certification, Oleoresin Capsicum Spray Certification, Police Expandable Baton Certification, OSHA 10+, Power Actuated Tools, Lead Awareness and Building Construction Fundamentals. Students may also be placed with YouthBuild, the Department of Labor, Full Employment Council, Job Corps, The Sewing Labs, Allied Health, Truman Medical Center, Shoppes Toyota and the LWDBs for St. Charles County, Eastern Jackson County and Kansas City to provide IET opportunities for the IELCE students in fork lift driving, hospitality, healthcare, logistics, commercial sewing and construction trades.

A major challenge in the delivery of IET services is that many IELCE students work multiple jobs as they learn English and the skills necessary for higher wage employment. In FY20, these adults were faced with more barriers as the pandemic impacted their employment and family life. This situation was detrimental to enrollment. Programs will address this issue with more aggressive recruiting strategies as well as searching for delivery methods and course offerings to try to support the students who wish to receive job training.

* *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.*

One of the strengths of Missouri’s DESE AEL section is that when dealing with the various sizes and needs of our local program, one size does *not* fit all. Missouri’s DESE AEL section provides individualized support of the efforts being made toward operating the IELCE program as difficulties arise. As DESE AEL strategizes to expand these programs across the state, it is imperative to ensure that the currently funded programs are achieving their purpose and serving students successfully.

Despite its challenges, there are many positives, including the acknowledgment that ESL students are highly motivated and truly interested in credentialing programs which often result in promotions at their current employment. These students are also motivated by the versatility to find more rewarding employment upon receiving a credential. Capitalizing on these characteristics has led to a quarterly median earnings value for all IELCE periods of participation (PoPs) equaling $6,100.25, which is a promising outcome for our students. This is a much higher outcome than the adult basic education programs, which indicates success in integrating civics and workforce skills throughout the state. Of the 403 students served (12+ hours and pre-tested) in FY20, 342 (84.9%) received a post-test. Academic gain was attained: All PoPs: 311 students (77.2%), PoP 1: 311 (77.2%).

* *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.*

All three of our IELCE programs work closely with the workforce development system including the AEL program directors’ membership on the LWDB in their area and partnership with the local job centers. AEL staff attend LWDB meetings and constantly cross-promote IET programming. Staff are on sub-committees of the LWDBs that focus on things such as workplace soft skills and students with disabilities.

One of the biggest challenges for DESE AEL is recognition within the business sector. Most privately held companies and employers do not realize the enormous impact that AEL instruction can have on an employee, a parent, a community and a company. Breaking the AEL stereotype is a huge barrier. Rewriting the narrative of what adult education is, what it can offer and how it is a major resource waiting to be tapped, is a general challenge across all areas of WIOA mandates. DESE AEL staff participate in the WIOA Employer Engagement committee to advance relationships with Missouri employers that will benefit our students and rely on partnerships with LWDBs to connect with employers.

1. **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.***

***Optional – Describe implementation efforts, challenges, and any lessons learned.***

Missouri’s Department of Elementary and Secondary Education’s goal is that all Missouri students will graduate ready for success. The K-12 Missouri Learning Standards define the knowledge and skills students need in each grade level and course for success in college, other post-secondary training and careers. The standards ensure that students learn basic and higher-order skills including problem solving and critical thinking. These standards are relevant to the real world and reflect the knowledge and skills students need to achieve their goals. While the standards do not dictate the curriculum, programs are strongly encouraged to adopt curriculum that closely aligns with the standards. However, local districts and schools make their own decisions about curriculum, instructional materials and teaching strategies.

The Missouri Adult Education Standards align closely with the K-12 Standards. The intent of the Missouri Adult Education Standards, much like that of the K-12 standards, is to provide a framework within which programs can develop curriculum needed to prepare students to achieve their goals. These goals could include things such as obtaining employment, enrollment in post-secondary options, and/or developing the language and life skills needed to be a part of the culture of the United States. Missouri’s Adult Education Standards offer guidance in academic areas such as: applied math, reading comprehension, communication (verbal, written, and listening), critical thinking and problem solving, technology and gathering/evaluating information. Additionally, support is given to work readiness skills such as career development and planning, professional behavior, accountability, interpersonal skills, and self-management.

All new AEL teachers must attend DESE AEL’s College and Career Readiness workshop within one year of hire date. In addition, by the end of June, 2020, all of our teachers must have attended the DESE College and Career Readiness Standards Workshop and Missouri’s AEL teachers must incorporate these standards in their classroom lessons.

One challenge Missouri has faced is showing ELL teachers that the College and Career Readiness Standards (CCRS) apply to their teaching and their students. To remedy this situation, DESE AEL has revised its CCRS workshop to include specific information and hands-on activities that show the ELL teachers how the CCRS applies to them. Because the CCRS workshop was largely revised, DESE AEL also requested that the local program directors offer PD credit to any teacher who was willing to retake this workshop. It is clear that DESE AEL is making progress in this area from reading the CCRS workshop teacher evaluations. Missouri continues to refine and develop workshops/trainings regarding CCR Standards, as well as other areas related to curriculum development. Leadership funds were used in the development of PD.

1. **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.***

To determine the recidivism rate for criminal offenders served, Missouri first looked at those individuals who were enrolled in Adult Education who were also incarcerated in the Department of Corrections with a release date of July 2016 through June 2017 through a data match. The table below shows the recidivism rate through 2020 for those individuals. In past years, Missouri has reported this information using a different data methodology. The updated data collection procedure more accurately represents de-duplicated justice involved students. In all date ranges measured, the AEL student recidivism rate is considerably lower than that of the entire prison population. This demonstrates the capacity of our Department of Corrections AEL programs to impact their students’ lives in a meaningful way.

|  |
| --- |
| **Recidivism of Offenders Exiting the Adult Education and Literacy Program in 2017** |
| Year ofRelease | Number of Releases | Return to Incarceration Within: |
|  |  | **6 months** | **12 months** | **2 years** | **3 years** |
| FY2017 | 187 | 6.5% | 17.3% | 33.5% | 36.2% |

COVID-19 presented a host of challenges for these programs. Meeting in person was eliminated almost completely and students do not have access to any type of technology that could further their learning. Teachers have kept students engaged using printed materials and are taking advantage of rare opportunities to test and assess students any time that opportunity presents itself. Missouri Department of Corrections AEL programs will continue to overcome barriers and deliver quality programs to its population.