**Mississippi Community College Board**

**Office of Adult Education (OAE)**

Narrative Report 2019-2020

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.**
3. **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(a)(1)(A).**

Under Mississippi’s Combined Plan, from the instant an individual enters the education and/or workforce system, he or she will be provided the necessary tools to choose and pursue a career pathway that is relevant to the state’s current and future labor markets.

The Mississippi Community College Board (MCCB), Office of Adult Education (OAE), is the designated agency in the state responsible for administering WIOA of 2014 – Title II. The purpose of adult education in Mississippi is to enable local adult education programs to develop, implement, and improve adult education and literacy services throughout the state to further the vision and goals as outlined in Mississippi’s Combined Plan.

To support the vision and goals of the State Plan, the OAE established the following goals:

* Improve Outcomes by Scaling Effective Models and Strategies across the State:
	+ The OAE creates, develops, and expands comprehensive career pathways systems and creating conditions across every adult education program to achieve expansion of evidence-based models.
* Increase Postsecondary Transitions and Credential Attainment
	+ The OAE requires each adult education program to have a College and Career Navigator (CCN) in place to provide wrap around services and resources assisting students’ transitioning to postsecondary education or training and earning in-demand credentials that lead to self-sustaining employment.
	+ The OAE provided workshops on the importance of engaging employers and One-Stop Centers so they can have more of a direct role when students are making choices in their career planning, for instance apprenticeships, internships, and work-based learning.
* Strengthen College and Career Readiness for Adult Learners
	+ The OAE provides training, support, and technical assistance to local programs to prepare adult learners for success in postsecondary education and the workforce. In addition, all adult education programs provide the Smart Start Pathway Course utilizing the framework developed by the U.S. Department of Education: Employability Skills Framework U.S. Department of Education: Employability Skills Framework.
	+ In 2019, the Smart Start Pathway Course curriculum was updated to include labor market information and identified sector strategies specific not only to Mississippi, but students learn about the identified sectors for their specific workforce area.
	+ The Mississippi Department of Education (MDE) requires all high school graduates beginning with the Class of 2022 to pass a specifically designed College and Career Readiness (CCR) course. Since the goals of the CCR course are very similar to those of the Smart Start Pathway Course, MDE approved the Smart Start Pathway Course to serve as a dual credit substitution satisfying the CCR high school graduation requirement (https://www.mdek12.org/ese/College-and-Career-Readiness).
* Develop Multi-Level Career Pathways Options
	+ The OAE, through various workshops and training, equipped local programs to design multiple entry points into postsecondary education for various functioning levels of adult education learners. Each entry point is aligned to clearly identify student readiness levels and credentials, certifications, and/or degrees that lead to employment in high-growth, family-supporting jobs. The following model was used at a spring 2020 training to local education program directors, workforce development directors, career-technical directors, and other workforce and community partners.



* MIBEST – Mississippi’s Integrated and Basic Education Training program transitioned to the OAE in March 2019. The program teaches students academic, workforce, and college-readiness skills in a fast-paced, supportive environment. Through a combined teaching model, students are able to work on college-level studies while also preparing for their high school equivalency diploma. MIBEST is valuable to Mississippi’s workforce needs since students are exiting the program with employability skills and occupational credentials deemed necessary by employers for successful transition and retention to employment. Mississippi’s 15 community colleges have MIBEST representatives along with the CCN who assist with enrollment, career exploration, and transition resources.
1. **Establishment or operation of a high-quality professional development programs as described in section 223(a)(1)(B).**

The primary goal of the OAE’s use of state leadership funds is to provide high quality and ongoing professional development to ensure adult education practitioners are able to implement the requirements and intention of the WIOA. The OAE works to ensure professional development program(s) at the state and local levels align with the goals of the state and local workforce development plans to meet the needs of workers and employers. Adult educators are trained to utilize evidence-based best practices in instruction enabling every adult learner in Mississippi to acquire the necessary basic skills to compete successfully in today’s workforce.

To ensure the instructional effectiveness of new teachers, the state requires all new instructors to participate in the New Teacher Academy (NTA). NTA is offered at the beginning of the fiscal year and provides an overview of the Mississippi Adult Education system, policies, instructional methodology for adult learners, and program design. Each new teacher is matched with a mentor teacher from their local program to help the new teacher navigate and have access to ongoing professional development through their first year.

The OAE developed an online course with multiple modules called Back 2 Basics for local program use to provide consistent training on guidelines throughout the state. Every adult education staff member is required to take the Back 2 Basics course and have a certificate of completion on file at the local program. This interactive course has been updated to provide all adult education staff the knowledge of the policies and guidelines for the state. The modules developed are as follows:

1. Program Overview: AEFLA & WIOA
2. Intake and Orientation
3. Program Accountability & National Reporting System
4. Mississippi Assessment Policy & TABE
5. TABE CLAS-E
6. Retention and Persistence
7. Transition Services
8. Professional Development

The state’s professional development system includes training in reading instruction which incorporates the essential components of reading.

* **ST**udent **A**chievement in **R**eading (STAR) training. This year the cohort was implementing what was learned in their training with follow up from the state STAR trainers.
* Reading Horizons provided a two-day training on how to incorporate direct instruction as well as individualized instruction via the software.
* CommonLit’s flexible, research-based reading program is not only aligned to Common Core State Standards but is also optimized for computers and mobile devices. With the impact of COVID-19, adult learners can log in, read passages, answer comprehension questions, and track their own progress on their mobile devices. The OAE has entered into a project with four local programs and CommonLit to pilot their new digital curriculum. CommonLit provided a training for all instructors in the state and a separate training for the pilot group.

The OAE, in partnership with the Literacy Information and Communication System (LINCS), provided Adult Numeracy Instruction (ANI) for adult education instructors. Building state capacity for math instruction for the professional development system, two instructor/leaders were trained as ANI trainers for the state during PY 2019. The training is designed to determine what to teach in adult numeracy instruction, how to teach it, and how to teach teachers to teach it. The state also partnered with Jumpstart to provide instructors and students with seats and workbooks for math instruction in a pilot project. Jumpstart utilizes videos of math instruction by experts to help students of all ability levels stay fully engaged and gain the most improvement in the shortest time by explaining difficult content in a way that every student can follow and understand.

Digital literacy skills are of vital importance for adult learners in competing in today’s workforce. The OAE has provided adult educators training in how to teach digital literacy skills and integrate those skills into content instruction. A Google Bootcamp for teachers provided in-depth training on Google’s Applied Digital Skills Curriculum, a free online curriculum that instructors can use in the classroom or for distance learning. In addition, Canvas training was conducted to help instructors develop online course work for their adult learners.

The OAE’s professional development activities have changed to support instructors and other service provides during the Covid-19 pandemic. All professional development has been offered via Zoom meetings and webinars. This was an easy transition for the state because we had already been conducting monthly Wednesday Webinars. Canvas courses were developed for the New Teacher Academy and New Director Academy to provide a hybrid approach for synchronous and asynchronous learning. As the shut-down began, the OAE provided virtual professional development to adult education staff on effective strategies to provide synchronous and asynchronous distance education. Directors were tasked to develop a plan for distance education and models for this planning were provided. Instructors were provided training on developing online courses via Canvas and strategies for effective virtual classes via Zoom and other similar platforms. Professional Development specialists in the state began developing a plan to provide training on learning management systems (Canvas and Google Classroom), a How-to Guide for teaching online, and an HSE online Canvas course. The assessment policy was amended to allow for remote testing. Webinars to train adult education staff was conducted to provide an effective transition from face to face testing to remote testing. All Wednesday Webinars were changed to address how to teach content remotely.

Specific areas of professional development for this year include:

* Data Management Training (LACES)
* Mental Health Training
* Annual New Teacher Academy
* Annual ELL Training Institute
* TABE 11/12 and TABE CLAS-E
* Workforce Essential Training – Smart Start
* Using data for program improvement
* Google Bootcamp & Technology training
* Back to Basics Online Course
1. **Provision of technical assistance to funded eligible providers as described in section 223(a)(1)(C).**

Ongoing technical assistance is provided to local programs to enhance program effectiveness. State staff paid with State Leadership funds provide technical assistance in the areas of remote assessment (TABE 11/12 and TABE CLAS-E), data management for program improvement, and English as a Second Language. Staff developed an interactive training to address the need for disseminating instructional practices based on research. This training was titled Effective Planning for Instruction and included activities in developing educational plans and lesson plans for students based on their assessment results and profiles. This technical assistance was offered to programs which were placed on a Program Improvement Plan and programs which had findings or suggestions after their state monitoring visit. This interactive training was provided to local program staff.

The state is dedicated to continuous program improvement so technical assistance support is provided continuously and in various forms. In the 2019-20 program year the state enhanced support efforts by assigning mentors to each of the seven programs that were placed on Program Improvement Plans (PIPs) for FY 19. Each mentor provided guidance in areas such as transition, instruction, assessment, and data collection and reporting. Specific areas of focus included TABE, Career Pathways, WIOA integration and recruitment, partnership development, and high school equivalency.

Technical assistance was provided through face-to-face (F2F) trainings, webinars, emails, phone calls, and teleconferences. A monthly webinar series called Wednesday Webinars was implemented for all programs focusing on many of the specific areas previously mentioned. This PD opportunity highlighted and discussed topics and best practices relevant to the local programs. The state used the forum to disseminate policy, regulations, innovative instructional strategies and resources from a national, state, and local level. The Wednesday Webinars were recorded and archived as a professional development resource for directors and staff through Canvas. State Leadership funds were utilized to promote assessment policy awareness, professional development for data quality, policy, and compliance monitoring, in addition to an added focus on using data for decisions, retention techniques, and overall best practices for instructional delivery.

WIOA and the National Reporting System (NRS) frame accountability in adult education in Mississippi. State Leadership funds are used to enhance the web-based data collection/management system that is used by all federally funded adult education programs. The following are activities and initiatives used to connect assessment and accountability in Mississippi as referenced in the State Plan for Title II of WIOA.

* Mississippi is committed to reaching the individuals who are basic skills deficient by targeting federal funds to students working below an 8.9 grade level equivalent. During the fiscal year, just over 97% of the total students served were adults with low levels of literacy and/or in need of English Language Acquisition: 92% of the students served were ABE level students and 5% of the students served were English Language Acquisition (ELA) (NRS Table 4).
* MS OAE’s monitoring procedures included analysis of data and program performance through monthly data submissions and desk reviews. Follow-up onsite visits were conducted when warranted.
* During 2019-2020, Mississippi’s onsite monitoring instrument incorporated four vital modules – WIOA and State Plan Coordination, data quality, curriculum, and instruction, and finance. Five programs were selected for monitoring in FY 19-20, yet two were moved to FY 21 due to the outbreak of COVID-19. Onsite visits included an examination of student files, student attendance records, and program data submitted through the statewide data management system. Monitoring reports were prepared after each onsite monitoring visit. Sites that were non-compliant/had findings received recommendations for program improvements. Programs were given 30 days to prepare and submit a written plan of action describing the plan of resolution. State staff were assigned to ensure all plans were adhered to and non-compliance addressed in a detailed follow-up process to ensure that a resolution has been determined and put into effect.
* Technical assistance was ongoing to all programs, with a focus on and follow-up given to sites with indicated findings and low performance outcomes.
* MS OAE continued to utilize established techniques for providing technical assistance to programs. The procedures included: performance target requirements and continued data review. A uniform Desktop Monitoring Tool was designed to assist programs in tracking their progress in meeting the benchmarks and standards. Providers continued to be ranked in the state by benchmarks and pre-post testing. This system was put in place to help both the OAE and program staff identify program strengths, areas for improvement, technical assistance, and professional development needs.
1. **Monitoring and evaluation of the quality and improvement of adult education activities as described in section 223(a)(1)(D).**

Monitoring and evaluations are accomplished by multiple methods. Desktop monitoring and actual on-site review visits make up the process used to evaluate the success and/or areas for program improvement. The OAE utilizes a Desktop Monitoring Tool based on the National Reporting System (NRS) Educational Functioning Levels (EFL), Measurable Skill Gains (MSG), High School Equivalency attainment, and postsecondary education, training. Mississippi included four additional state indicators to include: 1) Posttest-rate goal, 2) Smart Start Credential attainment, 3) National Career Readiness Certificate attainment, and 4) Career Pathway enrollment. After the completion of the desk audit, programs are contacted by phone, email, or a visit to discuss recommendations for improvement and to provide technical assistance. Programs are required to follow-up on how to increase performance in those areas. The state continues to revise and adapt new features to the compliance review and technical assistance process. Desktop monitoring is completed for all programs quarterly, at a minimum, to assist programs with staying on track and meeting the annual state performance target. Programs who do not meet the annual state performance target are placed on Program Improvement Plans and receive intensive technical assistance. When completing formal on-site / virtual holistic program monitoring, if it is determined that a program is in noncompliance with state and federal policies related to local data management and program services, the program is placed on a Corrective Action Plan. See Performance Data Analysis, 2(a) below.

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

To meet the diverse needs of our students as well as part-time adult education programs, the Smart Start Pathway Course was created in the on-line format, Canvas, in the spring of 2019. To be able to allow students the flexibility of a hybrid or completely online atmosphere with the same high-quality learning experience, was a priority of the OAE. With the assistance of MCCB’s eLearning and Instructional Technology department as well as the OAE’s Smart Start state curriculum team, the ability to add, build, or modify digital content to enhance the student’s learning experience is quickly accomplished.

The OAE didn’t realize in 2019 we were preparing for the future, whether that includes pandemics, natural disaster, or other breakdowns that disrupt our traditional educational efforts. In the onset of COVID-19, the foresight in creating an online course prepared many of our instructors for online instruction in that they were very comfortable and prepared to launch remote instruction. During the 2019-2020 fiscal year, the OAE had over 2,000 utilizing Canvas for the Smart Start Pathway Course.

In 2018, the OAE started an initiative called *Skill Up Mississippi* with the full purpose to transform the mindset of adult education. Adult education is no longer just about high school equivalency preparation. Our programs focus on much broader, higher-level skills students need in order to transition into further education and/or training or the workforce. Along with high school equivalency preparation, programs also offer the Smart Start Pathway Course, English as a Second Language classes, and Mississippi’s Integrated Education and Basic Skills Training (MIBEST).

In order to strengthen the message that adult education programs are “skilling up” students, the OAE created the website, [www.skillupmississippi.com](http://www.skillupmississippi.com). An array of information, such as community partners; an interactive map of all adult education programs; various program offerings; resources for employers; and student success stories are evident of the OAE’s effort to communicate adult education in Mississippi is helping individuals enhance their skills while strengthening the state’s workforce and economic development needs.

The state’s College and Career Readiness Standard’s (CCRS) Team (team of 7 instructors and 2 state staff) participated in the Standards in Action 2.0 national pilot project. This was a five-month project with weekly meetings and assignments. The project provided curriculum review training to help ensure the teaching content in our state aligns with the standards. The team will begin implementing their sustainability plan in the next program year. The plan includes training local program staff on the curriculum review process.

1. **PERFORMANCE DATA ANALYSIS**
	1. **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.**

Mississippi served 11871 (NRS Table 2A + Table 4) undereducated and underemployed citizens in FY 2019-2020 with 6838 students participating in basic skill instruction (NRS Tables 4). Mississippi achieved a Performance Rate (MSG) of 45.5% for program year 2019-20, slightly lower than the required MSG target of 50% (NRS Table 4). However, effective instruction at the local level is evident by the fact that 65.5% of students post-tested (NRS Table 4B) demonstrated an EFL gain.

Examination of the 2019-20 Federal Tables showed that overall program participation was down slightly, from 8061 to 7014 (NRS Table4 for FYs19/20), a decline of about 13%. Attendance hours decreased about 19%, while distance-learning hours increased to 29% (2049) in FY20 versus the 5% (408) of participants receiving distance learning hours in FY19. The downward enrollment trend is not projected to increase as we are still managing the fallout from COVID-19.

Mississippi has 82 counties in the state with 23 fiscal agents providing services in each county. These 23 providers account for over 400 classes and has a staff of 341. Part-time staff (*less than 19 hours a week*) makeup approximately 44% of the total staff. During the 2019-20 program year, there were 61 staff with less than one year of experience (Table 7).

Mississippi, like most of the nation, suffered the effects of COVID-19 toward the latter end of the fiscal year, thus resulting in the inconsistency of local program performance. Navigating program closures, lack of technology, limited virtual teaching skills and resources, social distancing requirements, lack of online assessment options, and overcoming barriers such as transportation issues, participant attendance decreases due to assisting their own children with virtual learning or simply the fear of exposure created lower than normal EFL completions. Many of our programs’ enrollment were cut in half compared to FY19. Our Corrections programs have yet to recover.

To address performance issues, local programs were provided target percentages for each educational functioning level (EFL) on a monthly basis through the utilization of the Desktop Monitoring Tool. Technical assistance has become strategically focused on ways to earn an MSG, components of the NRS data tables, and ways to improve performance. We encourage the use of the OAE-developed Instructor Class Monitoring Tool that allows programs to disaggregate data at the classroom, instructor, and student level in order for local programs to compare their performance to the benchmarks and identify which staff members need additional support.

In FY 2019-2020, two local programs were on a Corrective Action Plan due to noncompliance with state and federal policies related to local data management and program services. In addition to the required Corrective Action Plan, the programs were monitored more frequently and more comprehensively. Seven programs were put on a Performance Improvement Plan (PIP) because they did not meet 49% of the federally-negotiated state MSG target for the prior fiscal year. In addition to submitting plans to improve performance, the programs had to identify a performance improvement team, identify reasons for prior low performance, and develop actions to improve performance. Only two programs remain on Program Improvement plans.

MS OAE plans to continue to develop reports, trainings, and resources that can support local programs’ abilities to analyze performance in real-time and use data to drive instruction and improvement.

1. **INTEGRATION WITH ONE-STOP PARTNERS**
	1. **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 the local option. In the event the local option was not used in a local area, indicate that the State option was triggered.**

Mississippi developed a career pathway model, Mississippi Works Smart Start Career Pathway Model, to outline specific steps and responsibilities with and between Combined Plan Core Partners in order to strengthen interagency partnerships. All Combined Plan Core Partners created and agreed upon a diagnostic questionnaire to assist with identifying eligible services in each core partner program and to provide wrap around resources addressing the individual’s barriers to employment/education. Based on an individual’s responses to the diagnostic questionnaire, services and resources are referred through an electronic referral process, the MS WIOA Hub. Data in the hub, illustrated below, is exchanged between core partners ensuring all agencies are coordinated not only for the purpose of reporting and performance but also in the partner’s approach to individual case management.



For 2019-2020, through the electronic referral process, adult education has enrolled **3,167** referred participants from WIOA Combined Plan Core Partners:

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| --- | --- |
| Mississippi Department of Employment Security | 1,871 |
| Mississippi Department of Human Services | 1,150 |
| Mississippi Department of Rehabilitation Services | 146 |

The OAE has aligned adult education and literacy activities with other core programs and one-stop partners as outlined in the State plan. A requirement of all OAE local programs’ core services is to provide the state’s workforce preparation course, Smart Start Pathway Course. The 45-hour course includes instruction and activities designed to assist an individual acquire a combination of academic, critical thinking, digital literacy, and workplace discipline in order for them to successfully transition into postsecondary education and/or training or employment. It is through Smart Start, individuals learn about the different workforce areas, job sector strategies, and economic development specific to MS workforce needs. All individuals are registered in the MS Works Labor Exchange and through created profiles utilize the system to research occupations and become more aware of Mississippi career pathways. From July 1, 2019 to June 30, 2019, over **2,300** adult education students were registered in the Mississippi Works Labor Exchange.

To strengthen interagency partnerships, adult education provides a cross-trained adult education representative in the four (4) Comprehensive One-Stops (American Job Centers) as well as in several Affiliate One Stops throughout the state. Adult education assists programs with the coordination and delivery of key services within the one-stops and affiliate one stops delivery system, such as instruction, workshops, assessments, ACT WorkKeys Curriculum, ACT WorkKeys testing, Individual Training Accounts, and referral services.

In partnership with Comprehensive One-Stop and Affiliate One-Stop centers, adult education remains up-to-date of changing industry needs and measures the outcomes to realize the potential of the state’s workforce programs and delivery systems while participating in system-wide efforts to increase awareness of the Mississippi workforce system among employers and job seekers.

1. **INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION (IELCE) PROGRAM (AEFLA SECTION 243)**
2. **Describe how the state is using funds under Section 243 to support the following activities under the IELCE program:**
	* 1. **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 OAE held a competition for IELCE funds in combination with the competition for AEFLA funds using the same Request for Application. We received two applications for Section 243 funds for MS Gulf Coast Community College and Pearl River Community College which both received AEFLA Funding for the operation of Adult Education Programs and also received multi-year grants for Section 243 funds.

* + 1. **Describe your State efforts in meeting the requirement to provide IELCE services in combination with integrated education and training activities:**

Integrated English Literacy and Civics Education includes instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training (Section 231 funds). These funds are used in combination with Integrated Education and Training (Section 243 funds)

Programs meet the requirement to use funds for integrated English literacy and civics education in combination **WITH** integrated education and training activities by either:

* co-enrolling participants in integrated education and training, as described in 34 CFR Subpart, provided within the local or regional workforce development area from sources other than Title II Section 243
* using funds provided under Title II Section 243 to support integrated education and training activities as described in 34 CFR Subpart D
	+ 1. **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.**

The College and Career Navigator (CCN) is an integral part of the Adult Education Program. The role of the CCN has proven to increase student retention and goal attainment for students enrolled in the MIBEST Program. All adult education programs are required to employ at least one (1) CCN; however, because this position provides intensive, individual, on-going case management, larger programs or sites with multiple campuses, may need to increase the number of navigators to ensure all students receive the guidance and support to be successful in the program. The CCN also provides on-demand assistance to mitigate barriers as they arise to ensure students have access to support services and are able to continue in their program of study.

* + 1. **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 addition, the navigator and the program director work with CORE Partners to refer and place students in jobs related to their field of study. In collaboration with the State Workforce Investment Board and the Local Workforce Development Boards, we will be expanding opportunities for Work-Based Learning, Internships and Apprenticeships.

COVID has affected the ability to partner with many of our business and industry in the state due to limited access to plant facilities. It is our vision to expand these opportunities in the upcoming year.

1. **ADULT EDUCATION STANDARDS**
	1. **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.**

To fully align to the Mississippi K-12 Common Core standards, the OAE created a statewide CCRS Implementation Team consisting of adult education instructors, local program directors and state staff who participated in CCRS Standards-in-Action Training led by LINCS Trainers on how to implement standards in Mississippi. To ensure the sustainability of standards-based instruction throughout the state, the OAE has established a train-the-trainer model.

In June 2019, Regional CCRS Training was held and all adult education instructors were trained on the foundational units of the standards to become familiar with the standards for both math and English Language Arts (ELA). Instructors also received training in instructional strategies to implement the standards into their classrooms. The CCRS Implementation Team along with national trainers Gayle Box, Jane Roy, Kaye Beall and Kaye Forgione also assisted in the Regional CCRS Training.

The CCRS Implementation Team participated in the Standards in Action 2.0 pilot this year.  Mississippi had an ELA and a Math team participating in the pilot.  The training was led by Susan Pimentel, author of the CCRS <https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf> , and provided guidance on how to align curriculum with the standards, how to recognize when existing curricula should be replaced, and granted state access to nationally recognized standards experts.  The team will provide curriculum review training to adult education instructors throughout the state in program year 2021-2022.

In order to address the need for educational equity, access and rigor for adult English Language Learners (ELLs), the OAE adopted the English Language Proficiency (ELP) Standards for Adult Education released in October 2016 by the U.S. Department of Education.   In 2019, all ELL instructors were trained on the ELP Standards.  Instructors also received training in instructional strategies to implement the standards into their classrooms.

1. **PROGRAMS FOR CORRECTIONS EDUCATION AND THE EDUCATION OF OTHER INSTITUTIONALIZED INDIVIDUALS (AEFLA SECTION 225)**
	1. **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 MDOC, the state’s current recidivism rate is 33.4%.** MDOC tracks recidivism based on the number of inmates returning with a 3-year period. The majority of probationers were African-Americans at 52.58% (13,272) compared to Caucasians at 45.75% (11,549). African-Americans comprised the majority of parolees at 54.76% (5,052) compared to Caucasians at 44.34% (4,090). As of April 8, 2020, there were 1,091 inmates having less than 180 days until release.