

SOUTH CAROLINA DEPARTMENT OF EDUCATION

**OFFICE OF ADULT EDUCATION
ANNUAL PERFORMANCE REPORT**

SOUTH CAROLINA NARRATIVE REPORT 2019-2020

1. State Leadership Funds (AEFLA Section 223)

(a) Describe how the State has used funds made available under section 223 (State Leadership activities) for each 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).**
- **Establishment or operation of high-quality professional development programs as described in section 223(1) (b).**
- **Provision of technical assistance to funded eligible providers as described in section 223(1) (c).**
- **Monitoring and evaluation of the quality and improvement of adult education activities as described in section 223(1) (d).**

Alignment of Adult Education and Literacy Activities

The South Carolina Department of Education's (SCDE) Office of Adult Education (OAE) has used funds made available under section 223 to work diligently and collaboratively to align adult education and literacy activities with core and required one-stop partners in the following ways:

During FY 2019-20, OAE staff reviewed and provided support to local adult education programs in their efforts to develop fully executed MOUs and infrastructure funding agreements for all twelve local workforce development areas. The OAE assisted programs in the negotiation process and provided guidance on services that can be rendered and received through the one-stop system. Office staff also worked to ensure that one-stop infrastructure costs were distributed fairly.

OAE staff identified 12 local Adult Education Directors (one from each of the 12 local workforce areas) as Workforce Liaisons. The Workforce Liaisons are members of their respective Local Workforce Development Boards (LWDB). Meetings between this group and OAE staff were held to keep the OAE apprised of LWDB activity and plans, in order to improve the services being provided to individuals in SC, and to determine where workplace literacy activity may be needed to assist employers.

The Office of Adult Education participated in collaborative planning activities as members of the Sector Strategies group, Sector Strategies Central Region, and Frontline Staff Training groups. The workgroups are comprised of representation from each of the core partners identified in the State Unified Plan. The Sector Strategies group was formed to help bridge the skills gap between employers and job seekers by connecting workforce development, economic development, and education in a collaborative, seamless, and customer-focused partnership structure. Its purpose is to deliver more effective and efficient employment services across the 12 Workforce Development Regions. The Office of Adult Education attended quarterly meetings with the Central Region Sector Strategies group that engaged employers and supported the development of quality adult education services across 12 counties in the state. OAE also met with core partners to share data that included statewide plans for the continuity of adult education services to jobseekers and employers during the COVID closures. During PY 19, OAE worked with SCDEW and other state partners to develop a streamlined approach to employer engagement. With the assistance of a consultant, the workgroup identified a set of common priorities for core partners and a plan for communicating with employers to uncover workforce and talent needs. This information was used to strengthen adult education linkages to workforce development initiatives, create opportunities for local adult education engagement with core programs, provide responsive services to support the local workforce and employers, and to communicate workforce needs, hiring trends, and business engagement services to local providers. The Office of Adult Education helped to support the

alignment of adult education programs and services and to WIOA Title I and III through employer engagement and services. OAE collected data from local programs on appropriate adult education services that support employer needs. It was used report data for WIOA Performance Measure 6: Effectiveness in Serving Employers. Adult education providers served 411 employers during the 2019-20 PY. During PY 2019, the Office of Adult Education worked with SC Department of Employment and Workforce and Workforce System Operators to facilitate enrollment of local frontline staff into the SC Works 101 cross-training program. It is designed to equip staff working in the centers, or in the field, who provide services to jobseekers or businesses, with knowledge and understanding of the SC Works system to ensure that customers receive high-quality services each time they engage with the system. The training initiative is a collaborative effort to the development of a strong, unified partner referral process. The SC Works 101 course is delivered in partnership with Midlands Technical College. In PY 2019, 38 adult education providers from eight of the 12 SC Workforce Development Regions completed the training program.

The OAE continued its effort to develop and be a part of partnership efforts to establish career pathways that provide access to employment and training services for individuals in adult education and literacy activities. During PY 19, the OAE provided training to local adult education programs on career pathways. OAE provided technical assistance in the development of IET programs. OAE also worked to create links to existing career pathways through a partnership with SC Technical College System (SCTCS), Apprenticeship Carolina Division. In this partnership, OAE and SCTCS worked to identify common elements of IET programs and the development of pre-apprenticeships to support adult education student enrollment into Registered Apprenticeship Programs (RAPs). OAE is a primary partner in two DOL grants for RAPs with SCTCS Apprenticeship Carolina Division- SC Youth Apprenticeship Readiness Initiative Grant, and State Apprenticeship Expansion Grant. Both grant activities include the development or expansion of career pathways in the Health Care, Manufacturing, and Information Technology industries and were targeted to provide RAPs in three SC high-demand Workforce Development Regions. OAE activities in the Apprenticeship grants include the development of Apprenticeship Councils in three Workforce Development Regions and the alignment of WIOA, OAE, DOL and SCTCS policies to create greater access to RAPs for adult education participants and to support students in the completion of RAPs. Local programs are monitored on the development of their career pathways and are required to outline or describe their plan for developing a career pathway as a part of the request for proposal/competitive grant award. OAE uses the LACES database to monitor local career pathway activities using College and Career Navigator Accountability Report (CNAR) codes.

The OAE sustained a collaborative effort with the South Carolina Vocational Rehabilitation (VR) Department, a core WIOA partner, to provide Career Readiness Certificate (CRC) preparation classes and skill-building classes at 24 VR training centers or adult education sites around the state. During the COVID Pandemic, adult education programs also provided students with free access to online CRC prep using the Worldwide Interactive Network (WIN) Learning Ready to Work Courseware. As a part of the partnership, Adult Education offered instruction in preparation for earning the CRC. During the 2019-20 PY, 448 students attended CRC preparation and skill-building classes at VR adult education sites, or through WIN Distance Education software. Of the total population served, 28% of participants achieved a Silver or higher CRC level, 20% achieved at least one educational functioning level gain, and approximately 2% earned a secondary credential.

Another successful partnership is with the South Carolina Department of Social Services (SCDSS). SCDSS administers the Supplemental Nutrition Assistance Program (SNAP) Employment and Training (E & T) initiative. The OAE signed an updated MOU with SCDSS in spring 2019. This MOU, which provides additional funds from SCDSS, allows local adult education providers to expand adult education services.

In addition, the Director of the Office of Adult Education serves as a member of the State Workforce Development Board and career pathway development workgroup committee member. His participation on the state board further facilitates alignment of adult education and literacy activities with other required one-stop partners. Both the State Board and workgroup subcommittee members meet on a quarterly basis.

High Quality Professional Development

The OAE continues its efforts to establish and provide high quality professional development to improve the instruction provided pursuant to local activities required under Section 231(b). Professional development opportunities included resources and strategies for transitioning to virtual instruction, the essential components of reading, instruction related to the specific needs of adult learners, and the dissemination of information about models and promising practices related to these programs.

The OAE used funds made available under section 223 to provide high quality professional development to fund providers through the South Carolina Adult Education Technical Assistance Network (TAN). The response to delivering professional development programs virtually due to the COVID-19 pandemic was quickly coordinated throughout the state because of the organized TAN system. The OAE surveyed local programs prior to the governor's order for statewide school closures to assess program needs and distance learning plans. The OAE used feedback from the survey to develop and provide virtual professional development activities to support instructors and local programs. Local adult education practitioners were also encouraged to utilize national professional development resources such as the Coalition for Adult Basic Education (COABE), the Literacy Information and Communication System (LINCS), and WorkforceGPS.

The Office of Adult Education developed webinars and virtual trainings as an ongoing means to inform, train, and support adult education programs throughout the COVID-19 pandemic. The goals of these professional development activities were to:

1. provide instructors with resources and strategies for transitioning to virtual instruction
2. reiterate and clarify adult education policies, procedures and guidelines,
3. provide answers to questions from adult education practitioners,
4. strengthen the implementation of adult education, and
5. present new and innovative information that affects adult education programs.

Statewide training opportunities are offered annually during the spring and fall for both paid and volunteer adult education practitioners. These training institutes are a platform to inform adult education practitioners of priorities and changes and to educate them on new practices and tools. During PY 2019, professional development focused on distance learning resources and strategies, WIOA, standards-based instruction, career pathways, digital literacy, math and reading instruction, and other topics related to the specific needs of adult learners.

Graduate level courses are offered each summer as an additional learning opportunity for all adult education practitioners at low to no cost. Seven (7) courses were offered virtually during the 2020 SC Adult Education Summer Academy with approximately 59 individuals attending:

- Fundamentals of Adult Education: Program Development, Design and Implementation
- Digital Literacy in Adult Education
- Teaching English Literacy to Adult Learners
- Communicative English Language Teaching for Adult English Language Learners
- Content Area Reading & Writing for Adult Educators
- Instructional Design for Adult Education: Mathematics (new)
- Global Career Development Facilitator

In addition to large scale professional development activities, small group and regional/local trainings, meetings, and webinars were provided to share information on national and local models and promising practices. Training will continue for local adult education and literacy providers using the many resources available locally, statewide, and nationally. OAE has worked to place a stronger emphasis to ensure that training and materials incorporate data- and research-based components.

Participants were surveyed after workshops, conference presentations, and training webinars to evaluate the activity/event for relevance and effectiveness. Survey results and feedback are used to plan future professional development activities and to ensure continuous improvement

Technical Assistance to Funded Eligible Providers

The OAE used funds made available under section 223 to provide technical assistance to funded providers in the following ways:

Technical assistance was provided to both individual and groups of providers via statewide training sessions, regional meetings, conference calls, and web meetings. With input from OAE, regional trainings were conducted by the TAN staff. Local programs were notified of trainings via a Training Calendar that was created and disseminated by the OAE. The training calendar was organized to reflect the date, time and location of each training as well as content and intended audience. Interested participants registered for individual trainings through a professional development system utilized by OAE. In addition, OAE convened three required Statewide Director's meetings during the course of PY 2019-20. These

meetings were held to keep local AE Directors updated on information that could affect program policies, performance and partnerships.

Overall program performance is measured by the Desktop Monitoring Tool (DMT). Providers that perform at aggregate averages of 65% or less for Adult Basic Education (ABE) and/or English as a Second Language (ESL) enter an ITAP (Intensive Technical Assistance Program) process. The ITAP process includes onsite visits, individualized program staff training based on the deficiencies of the program, and the development and implementation of a program improvement plan. ITAP programs remain in the process until program performance improves to levels above 65% for both ABE and ESL students. This process was modified to meet WIOA performance requirements that could lead to sanctions.

The OAE has used funds to develop implementation guides that have been used to assist providers in the development of career pathways that include integrated education and training (IET) and standards models. The goal is to assist with the development of at least one IET model in each of the 12 workforce development areas initially, and then expand to incorporate additional pathways.

Monitoring and Evaluation of Adult Education Activities

The OAE used funds made available under section 223 to monitor and evaluate funded providers in the following ways:

The State Director of Adult Education assigns a Compliance Monitoring (CM) team to formally monitor all school district programs and community-based organizations (CBO) receiving federal funds and/or state aid to support approved adult learning services.

The Compliance Monitoring Review (CMR) process is a systematic approach designed to assess the educational opportunities and the effectiveness of adult education programs and services in the school districts and CBO's. One-fourth of the programs are reviewed each year by a team of OAE staff. The other three-fourths of the programs are informally reviewed by desktop monitoring tools and informal site visits. To be successful, the CMR effort requires continuous follow-up and support activities including professional development and on-site assistance. Because of the COVID 19 pandemic, the formal review of three program was rescheduled for fall 2020. During PY 2019-20, the CMR team began to modify the formal on-site review process, which will contain a virtual segment. The updated process will also include onsite records and attendance component.

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

The OAE used funds for permissible activities to enhance the quality of programming in the adult education system. The permissible activities that were supported with federal leadership funds included:

- SC Adult Education Technical Assistance Network (TAN). Funding was used to support the TAN, the state's professional development network. The TAN, in collaboration with the OAE, developed and provided training to adult education practitioners on various adult education-related practices and models that support program development and instruction. Professional development activities through the TAN focused on instructional strategies and resources, integrated education and training, and career pathways.
- Graduate Level Courses. The OAE used federal leadership funds to develop and execute graduate level college courses, based on WIOA guidelines, for adult education practitioners.
- Standards. The OAE updated the curriculum framework that aligns the state's K-12 standards and College and Career Ready standards with Adult Education assessments and provided training to adult education teachers on implementing standards-based instruction. The OAE provided training on the use and implementation of the SC Adult English Language Proficiency Standards, which also align with the state's K-12 standards and the OCTAE standards.
- Distance Education. In response to school closings due to COVID-19, the OAE updated the Distance Education Guidelines to include the Learner Mastery Model and an approved list of paper-based distance learning materials. Textbook publishers were contacted by the OAE and temporary permissions were granted by publishers for local adult education programs to reproduce their purchased standards-based print materials for students with limited access to technology. In addition to professional development for standards-based instruction, live and recorded professional development webinars were provided to assist programs with the transition to virtual learning. Topics included distance education resources, digital literacy, and virtual instruction tools and strategies. The OAE

purchased distance education packages for use by local adult education providers. Schoology Learning Management System (LMS) was offered to local programs to use in order to afford Adult ESL students a viable distance learning option. Multiple programs made use of this LMS to deliver Adult ESL instruction to their students.

- Transition Services. The OAE guided implementation of locally provided transition services and provided training for the College and Career Navigators.
- OAE staff worked with local programs to develop local IET programs that meet the requirements as set forth by WIOA legislation. Using the guidance and documents provided at trainings conducted during PY 2018-19 and 2019-20 related to IET development and implementation, local programs developed and submitted IET proposals to the OAE for approval. During PY 2019-20, the SC OAE approved 39 IET proposals from local providers for implementation and funding. These approved IET programs enrolled 217 participants, which resulted in the following outcomes: 114 EFL gains (52.5%), 14 secondary school credentials (6.5%) and 27 post-secondary occupational skills credentials (12.4%). The COVID pandemic and its related shutdowns and challenges interrupted participants' completion of many of these IET programs.

2. Performance Data Analysis

Describe how the adult education program performed in the overall assessment of core programs based on the core indicators of performance. Discuss how the assessment was used to improve quality and effectiveness of the funded eligible providers and any plans to further increase performance in future reporting years.

The OAE staff has continued a unique approach to assisting programs that lack evidence of continuous improvement regarding performance measures. To increase overall state performance, the state staff modified the state's "Intensive Technical Assistance Plan" (ITAP). Local adult education programs were identified as ITAP based on the following three criteria:

- The aggregate average was 65% or less for the Adult Basic Education (ABE) educational functioning levels (EFLs) within the local adult education program
- The aggregate average was 65% or less for the English as a Second Language (ESL) EFLs within the local adult education program
- The average attendance hours for students within the local adult education program were thirty hours or less per student

Because of COVID-19, the OAE did not identify ITAP providers for the 2019-20 school year performance. There were no GFS or Corrections programs identified to participate in this process during PY 2019-20.

OAE has initiated efforts to improve the core follow-up measure "Enter Post-Secondary Education or Training". The state staff plans to work closer with local program Directors to determine ways of improving the performance of this measure. Staff also expanded the number of agencies where data matching occurs. In prior years, post-secondary data matching only occurred at the 16 technical colleges. OAE continued its agreement with SC Commission on Higher Education. This agreement allows OAE to data match with all public post-secondary institutions in SC.

The process of data collection and analysis has been reviewed at each LACES personnel quarterly meeting in the context of offering more in-depth information, re-clarification of previous information or introduction of new data information. As a result, local programs are using additional data for program improvement. The OAE staff meets with local program directors who have historically not met local or state performance measures to develop a plan of action that will address the program needs.

Desktop monitoring ensures that local programs look at their data each quarter and allows both the state agency and local programs to gain an understanding of how local programs are performing throughout the school year. Monitoring occurs four times yearly: October 15, January 15, April 15, and after the data freeze that occurs at the end of each school year. Data from tables 4 and 4B, as well as current year High School Equivalency Diploma (HSED), High School Diploma (HSD), and Career Readiness Certificate (CRC) numbers are collected from local programs as a part of this monitoring. Performance will

be assessed by comparing prior school year tables 4 and 4B data to current school year local and state standards, and by comparing current year GED, HSD, CRC numbers to prior year numbers.

All programs receiving federal subgrant(s)—Adult Education, Generational Family Services, Corrections Education and Integrated English Literacy and Civics Education (IEL/CE) grants—completed an Interim Report and a year-end Final Annual Report, designed specifically for each grant. Data from these reports guide specific technical assistance delivery for programs receiving this grant.

Effects of COVID-19 on SC Adult Education Enrollment and Subpopulations

South Carolina Adult Education providers were poised to see a 17% increase in NRS Participants in 2019-2020 over the previous program year; however, school closings due to COVID-19 led to a 32% net loss in NRS Participants statewide. NRS Participants decreased from 19,171 in 2018-2019 to 16,019 for the 2019-2020 program year. July 1, 2019 through February 28, 2020, 14,828 enrolled students became NRS Participants as opposed to 12,256 during the same period in 2018-2019. Based on the 2018-2019 model, providers expected NRS Participants to surpass 2018-2019 with at least 22,000 statewide NRS Participants for the 2019-2020 school year. South Carolina Adult Education providers instead saw a 70% decrease in enrollments and 83% decrease in enrolled students becoming NRS Participants after March 1, 2020.

Despite a significant decrease in both enrollments and NRS Participants, there was little to no change in the distribution of enrollments and NRS Participants among the specific subpopulations. The most notable increase in NRS Participants occurred in the Hispanic subpopulations, which can be attributed to ESL instructors at the local level and their dedication to maintaining a sense of “normal” with ongoing live virtual instruction with their students. The table below demonstrates the change in overall percentage of NRS Participants for subpopulations with a change in excess of 0.50%.

Effect of COVID-19 on Specific Subpopulations

Subpopulation	2018-2019	2019-2020	Change in % of Total NRS Participants
Hispanic, Female, All	2883	2825	2.60%
Hispanic, Female, 16-24	547	542	1.20%
Hispanic, Male, 16-24	556	541	1.07%
Hispanic, Male, All	1480	1369	0.83%
Black, Male, All	7645	6057	-0.69%
White, Female, All	3280	2467	-1.17%
Black, Female, All	3583	2773	-1.38%
White, Female, 16-24	1555	1174	-2.14%

3. 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.

The Office of Adult Education has delegated its one-stop roles to local adult education programs. Over a year ago, during meetings with the existing local program directors, it was communicated that the OAE would be delegating its one-stop responsibilities to local adult education programs located in the same county as comprehensive one-stops. Other local adult education programs within the local workforce development area (LWDA) have the option of carrying out one-stop responsibilities as well. Applicants were required to indicate specifically how they planned to carry out one-stop responsibilities in the adult education competitive grant award request for proposals.

OAE staff identified 12 local Adult Education Directors (1 from each of the 12 local workforce areas) as Workforce Liaisons. The Workforce Liaisons are each members of their respective Local Workforce Development Boards (LWDB).

During PY 2019-20, the OAE staff attended the majority of the 12 local workforce development areas' Memorandums of Understanding (MOU) and Infrastructure Funding Agreements (IFA) meetings in person or by conference call to support local adult education programs. In accordance with applicable federal and state deadlines, all local workforce development boards in South Carolina reached agreements with one-stop workforce system partners and fully executed MOUs and IFAs. In most instances, all local adult education programs within an LWDA are financially contributing partners of the one-stop infrastructure. As needed, Office of Adult Education was available to assist programs in the negotiation process and provided guidance on services that can be rendered and received through the one-stop system.

Local adult education programs are using a portion of their five percent administrative fund to contribute to the infrastructure costs of the one-stops in their local workforce development areas. The local workforce development boards have been willing to negotiate and keep costs at a minimum for adult education programs considering the limited administrative funds available to adult education programs. The Office of Adult Education has made state funding available to support local adult education programs where one-stop infrastructure costs create a financial burden; however, to date, no local adult education programs have requested state funding support.

Career services were provided by local adult education programs. The services provided include:

- Basic skills and literacy assessments and training
- Workforce preparation and career readiness activities
- TABE assessment preparation
Outreach, intake (including worker profiling)
- Orientation to information and other services available through the one-stop delivery system; partner referrals
- Financial aid assistance for training and education programs not provided under WIOA
- Labor exchange services
- Provision of labor market information
- Provision of information relating to the availability of supportive services or assistance and appropriate referrals to those services and assistance
- Individualized and group career services

In addition, local adult education programs provided individuals with access to training services. Local adult education programs provided face-to-face and remote TABE assessments to WIOA applicants and participants to assess basic skills deficiency. The TABE 11/12 assessment is administered to determine WIOA eligibility and is a requirement for entering into various occupational skills training programs. Due to school closures, the adult education workforce liaisons provided laptop computers downloaded with TABE software to workforce partners within their region.

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

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

- **Describe when your State held a competition [the latest competition] for IELCE program funds and the number of grants awarded by your State to support IELCE programs.**
- **Describe your State efforts in meeting the requirement to provide IELCE services in combination with integrated education and training activities;**
- **Describe how the State is progressing 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; and**
- **Describe how the State is progressing towards program goals of ensuring that IELCE program activities are integrated with the local workforce development system and its**

functions as described in section 243(c)(2) and discuss any performance results, challenges, and lessons learned from implementing those program goals.

The OAE, in collaboration with the SCDE Grants Program and General Counsel, created and distributed an IEL/CE Request for Proposals (RFP) to select 12 subgrantees statewide to award funds allocated to the state by the federal IEL/CE grant. The competition was held in the spring of 2017. Comprehensive trainings were held for potential applicants and selected reviewers. All applicants were required to demonstrate program effectiveness and respond to questions related to the thirteen considerations listed in WIOA, Title 2. It was necessary to hold two rounds of competition to achieve geographic equity in the distribution of funds. The grant application and review process culminated in awarding funds to one program in each of the twelve Workforce Development areas located in South Carolina. This grant cycle will continue for three years, ending June 30, 2021.

Grant monies totaling \$328,007.55, including reverted funds from PY 2018-19, were awarded to twelve programs for fiscal year 2019-20, which included 10 school district programs and two literacy associations benefitting directly from the grant. Awards ranged from \$21,243.50 to \$34,074.21, with amounts based primarily on grant review scores, the previous year's size of ESL population, performance, and student retention.

Meeting the needs of the ESL population resulted in class offerings in the mornings, afternoons, evenings, and on weekends. The provision of transportation and childcare were often the effect of collaborative efforts between Adult Education and churches, as well as other community-based organizations. Volunteers provided essential assistance with individualized tutoring and small group instruction, as well as with coordination of childcare services, transportation, and food provision. The total involvement of these community organizations and the adult education programs, as well as the full support of the school districts, ensured the success of these programs. Overall, SC provided educational services to 4,544 limited English proficient individuals. Of this number, 3703 (81.5%) attended twelve hours or more, which represents 23% of the total Adult Education participants during PY 2019-20. Approximately 1703 (46%) of these ESL participants were post-tested. Of those pre- and post-tested, 87.4% of students completed a level, resulting in a state ESL aggregate average of 90.8%. As a state, one of six federally negotiated ESL Educational Functioning Level (EFL) performance standards were met or exceeded during the 2019-20 school year; this decline in performance from PY 2018-19 is directly related to the sudden school closures in March 2019, due to COVID.

Programs receiving IEL/CE grants directly served 3,175 students with the IEL/CE funds, with 2612 of these students attending 12 hours or more. Of these 2,612 IEL/CE students, seven received a high school credentials and 54 earned Career Readiness Certificates. 89 IEL/CE students had entered employment by the end of the fourth quarter with median earnings of \$4,062.00

The OAE ESL Consultant visited many of the adult education sites offering ESL services, including those awarded with IEL/CE grants, in order to offer Technical Assistance and to monitor the programs informally. Additionally, an IEL/CE Interim Report and Final Annual Report (IEL/CE FAR) were completed and submitted by each grant recipient. Both reports contained information on program performance and documented progress toward full implementation of the IEL/CE program, including IET and other occupational goals. The OAE ESL Consultant and other state staff conducted multiple trainings for directors and ESL practitioners, both regionally and statewide, specifically directed at sharing information and strategies on the implementation of WIOA regulations as they relate to the Adult ESL population. Specific technical assistance and training continued regarding individual program planning and implementation of IET with IEL/CE students. OAE staff provided information and technical assistance necessary to complete the process for submitting an IET proposal to the OAE for approval. Criteria for approval included:

- Alignment with identified local workforce needs as detailed in the Local Workforce Development Plan or local employer need.
- Contextual and concurrent English language instruction directly aligned with occupational training.
- Workforce preparation activities.
- Student attainment of a nationally recognized credential leading to self-sustaining employment.

IEL/CE programs with approved IETs implemented these programs in the areas of manufacturing, healthcare, hospitality and construction, all of which align with identified local and/or state employment needs. During PY 2019-20, 131 IEL/CE students participated in an IET program and unfortunately, no credentials were reported. While this number of completions decreased from PY 2018-19, we surmise that this decrease is due to the impact that COVID 19 restrictions had on carrying

out these programs. As the country moves beyond the COVID 19 crisis, the SCDE-OAE expects the number of IET completers to increase.

Additionally, a database of South Carolina ESL practitioners was updated and used to disseminate information concerning all areas of IEL/CE grant implementation, instructional issues, upcoming trainings, and other communications unique and useful to this group of practitioners. In response to the COVID crisis, multiple trainings were held to give local instructors information and resources to provide instruction using virtual means, either synchronous or asynchronous. The opportunities for students to accrue distance learning hours was expanded to include three models of instructional delivery---clock-time model, teacher verification model and student mastery model. The expansion of the methods in which programs could count instructional hours toward post-testing greatly improved the continuity of instructional services for IEL/CE students, as well as ABE/ASE students.

Data collection continues to improve; student assessments focusing on language proficiency are correlated to instructional models and scope-and-sequence. Continuous professional development for ESL teachers was incorporated into all professional development offerings, which has ensured consistency in curriculum, instructional practices, and lesson planning and delivery across the state. While the district Adult Education programs use classroom face-to-face instruction and distance learning opportunities, literacy programs and faith-based programs also provide one-on-one tutoring. Asynchronous virtual English learning opportunities were also leveraged, including Rosetta Stone, Burlington English, USALearns and Schoology. Programs utilized conferencing platforms (Google Meets, Zoom, Microsoft Teams, etc.) to continue to provide synchronous instruction to their students by virtual means.

5. 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.**

The Curriculum Framework continued to be the driving force for instructional planning in regards to aligning adult education curriculum with the College and Career Ready Standards. The Curriculum Framework focuses on the identified skills that a student needs to obtain a measurable skill gain, career readiness certificate, high school equivalency diploma, and to prepare for postsecondary education and training. The framework is the result of a crosswalk between the South Carolina College- and Career-Ready Standards (SCCCRS) and the Office of Career, Technical, and Adult Education (OCTAE) College and Career Readiness (CCR) Standards. In addition, the framework provides the alignment of the standards with adult education assessments including the Test of Adult Basic Education (TABE), General Educational Development (GED), Test Assessing Secondary Completion (TASC), WIN Ready 2 Work, and the Next Generation ACCUPLACER.

Local, regional, and statewide workshops were provided throughout the 2019-2020 school year by OAE staff and subject matter experts from local programs. Topics covered included standards-based instruction, aligning resources and materials to the standards, and preparation for the TABE 11 & 12 assessments.

6. Programs for Corrections Education and the Education of Other Institutionalized Individuals (AEFLA Section 225)

What was the relative rate of recidivism for criminal offenders served? Please describe the methods and factors used in calculating the rate for this reporting period.

The OAE, in collaboration with the SCDE Grants Program and General Counsel, created and distributed a Corrections Education Request for Proposals (RFP) and seven subgrantees were selected statewide. The competition was held in the spring of 2017 and the grant cycle will continue until June 30, 2021.

Grant monies totaling \$502,000.00, were awarded to seven programs for fiscal year 2019-20. All programs were school district programs including a statewide school district governed by the SC Department of Corrections' Division of Education. In an effort to reduce recidivism, College and Career Navigators and instructors provided Corrections Education students

with academic and career services to assist students with obtaining secondary and postsecondary credentials prior to being released. Academic and career services provided include:

- High School Equivalency Diploma (HSED)
- WIN Career Readiness Courseware and Credentials
- Occupational Skills and On-the-Job Training
 - National Center for Construction Education and Research (NCCER) coursework and credentials

Corrections Education programs directly served 1,213 students. Of these 1,213 students, 181 received a high school credentials and 483 earned Career Readiness Certificates. As with other AEFLA funded services, Corrections Education programs were restricted in providing face to face services to students due to the COVID-19 pandemic. Most correctional facilities were required to lock down to ensure the safety of inmates and staff. As a result, instruction and GED testing halted immediately. Due to additional security concerns with technology, most instructors were limited in providing distance education options and used paper-based instruction instead. With growing concern of the pandemic affecting the Corrections Education community long-term, most of the facilities were able to provide limited live instructions using the Zoom platform in addition to the paper-based options.

The table below outlines the SC Department of Corrections Recidivism Rates of Inmates released during FY2013 – FY2017 and the explanation of how the recidivism rate is measured.

	Year of Release				
	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
Total Number of Releases	9,623	9,485	9,354	9,147	9,305
Percentage of Releasees who Returned to SCDC:	Recidivism Rate by Year of Release				
Within One Year or Less	6.2%	5.6%	5.8%	5.5%	5.0%
Within Two Years or Less	16.2%	15.2%	15.7%	14.2%	13.8%
Within Three Years or Less	23.1%	22.7%	22.3%	21.2%	20.2%
Comparison of 3-Year Recidivism Rates by Inmate Attributes					
GED Earned in SCDC Education Program	21.7%	21.3%	17.3%	15.8%	15.3%

Terms/Definitions

- Release/Releasee - An inmate becomes a releasee when conditionally released via placement on probation, parole, community supervision, or supervised re-entry or has completed the sentence (maxout). Inmates who died, left SCDC for appeals, or whose sentences were remanded are not included in recidivism analysis.
- Release Cohort - Releasees can be grouped according to a common factor. In recidivism analysis, release cohorts are distinguished by the fiscal year during which their release occurred (a fiscal year being July 1st through June 30th)
- Recidivist - An SCDC releasee is considered a "recidivist" when he/she re-enters SCDC custody (but excludes those inmates convicted and returned to prison for a past offense only, an offense that occurred prior to their release.)
- Recidivism Rate - This rate is the percentage of releasees who recidivated. A one-year rate is based on the number who returned within 12 months of release; a two-year rate is based on the number returned with 24 months; and a 3-year rate is based on the number returned within 36 months. Recidivism rate comparison among release subgroups is applied to the 3-year rate, which is a standard recommended by the Commission on Criminal Justice Standards and Goals decades ago and subsequently applied by various correctional jurisdictions.