**West Virginia Department of Education**

**Office of Adult Education**

**West Virginia Narrative Report**

**2019-2020**

**STATE LEADERSHIP FUNDS**

The professional development team provided in-service sessions throughout the year to new and experienced personnel. In the fall, the professional development team facilitated webinars on distance education products, emphasizing the annual fall conference held in collaboration with the West Virginia Adult Education Association, Inc. The conference delivered program updates and two days of training on the College and Career Readiness Standards in Math and Reading facilitated by LINCS professionals and the regional and statewide staff who completed the facilitator training the previous fiscal year. The conference also featured training on technology integration, student certifications, and a poverty simulation to help understand adult education students' various needs and obstacles.

Following the conference, the team provided additional training on the utilization of distance education products and time tracking. The face-to-face CERT-AE: Certification Preparation for Adult Education Students was converted into a three-part lunch series via online sessions. A Tips Talk virtual meeting occurred weekly for three months to provide additional support on the use of distance education products and certifications available to students and align services described in the State Plan.

In October, a federal review of the Adult Education Management Information System (AEMIS) determined a new management information system (MIS) was needed to accurately capture data and generate reports for the National Reporting System. Three planned face-to-face sessions by Literacy Pro were transitioned into nine virtual sessions following a statewide shut down due to COVID-19. The virtual sessions addressed topics such as data entry, reports, and IETs. Additional virtual training was provided to statewide and regional staff to provide them with the skills necessary to support programs in the use of the new system.

With the COVID-19 statewide shutdown, programs began providing services virtually or through paper-pencil packets. Professional development coordinators responded to the need for additional training in successfully transitioning to distance learning, providing asynchronous and synchronous instruction, creating instructional videos, effectively utilizing tools to increase online student engagement, and Microsoft Office tools. In conjunction with the West Virginia Department of Education (WVDE), vendors, and leading technology experts, it was common to have seven to ten professional development sessions offered daily for instructors.

The professional development team solicited feedback from instructors via a statewide survey on the types of instruction and resources they were using to continue providing students' services.

Based on these results, teachers were provided support virtually in the utilization of distance education platforms, such as Schoology, with additional guidance presented on the resourceful usage of online video platforms to address the adult learner's instructional needs realistically. A second survey was shared on the listserv to determine how teachers were distributing paper-pencil packets to plan a more efficient system to distribute instructional packets. Survey results helped develop the teacher verification model for distance education for implementation in the following program year.

Other planned spring training in TABE administration and the implementation of Career Pathways programs transitioned to online training via Microsoft Teams. Also, virtual training explicitly addressing the Data Recognition Corporation integration of TABE scores to LACES was delivered for instructors and other stakeholders.

The West Virginia Department of Education's Adult Certification and Preparation Program provides professional practitioners with the opportunity to participate in a Career and Technical Education Teacher Preparation Program. The program is offered in collaboration with Marshall University, which affords adult education instructors without a Professional Teaching Certification (K12 credential) the opportunity of attaining a Career Technical Education (CTE) Certificate with an Adult Education Endorsement. The certificate is equivalent to a Professional Teaching Certification and provides a path to a permanent certification. Eight instructors completed the program, including a series of advanced professional development courses and implementation of on-site plans crafted during the coursework; all coursework was delivered virtually after March 2020.

Due to travel restrictions, peer trainers provided pre-service training for new instructors utilizing Microsoft Teams, and class observations were modified to online videos. Specialized pre-service training was delivered virtually by peer trainers to instructors, both newly employed and experienced instructors with new specialties. New full-time instructors also completed 12 hours of required in-service during the first year of employment, and part-time staff completed nine hours. These sessions helped to ensure new personnel properly utilize standardized assessments, document student progress and achievements, and report accurate information to meet federal or state program needs.

The West Virginia adult distance education program continued to offer Edgenuity, SkillsTutor, and TASC/TABE Academy online software programs as study options for distance learners. Learners can prepare for the high school equivalency assessment and college preparation entrance exams or improve their basic academic skills. Edgenuity provides courses in career pathways and career electives to offer training on in-demand career fields while students transition into post-secondary education. The Computer Essentials online software distance learning program continued to build student technology skills, information skills, and digital citizenship. Through the Customer’s Eyes online certification program for customer service was added to the list of distance education state-approved products; this certification is on a list of options for students to complete to have their criminal histories expunged through the Jobs & Hope Program.

WVAdultEd purchased additional courses for WorkKeys assessment preparation in Edgenuity after discontinuation of the WIN Career Readiness to obtain better time management and usage reports for distance education. For English as Second Language (ESL) learners, the West Virginia adult distance education program offered Burlington English, USA Learns, and Crossroads Café as options. Additional Burlington English licenses were purchased during the beginning of the COVID-19 state shutdown to expand distance learning. More webinars for Burlington English were provided during the shutdown to ensure teachers could use the program's virtual class scheduler and Zoom.

The professional development team expanded two professional learning groups within the Schoology platform to provide more resources regarding virtual intake and instruction. Intake forms were changed to fillable PDF documents to aid in serving students from a distance. The team provided guidance on tracking virtual instruction and required documentation via listserv messages and the Schoology platform. Group members exchanged ideas and resources in the groups as the need for virtual instruction increased. There are currently 216 members of the WVAdultEd Teacher Group and 225 members of the Distance Education and Online Assessment Resources Group.

The professional development team used the listserv to share an Essential Education Distance Learning Certificate Program and many COABE webinars on various topics such as Reading from a Distance. There were more opportunities for online professional development provided to instructors, including two non-degree graduate courses for those who completed three Essential Education courses in reading difficulties, blended learning, and motivating adult learners or those who earned a Microsoft Office Specialist Certification.

The listserv and Schoology platform solicited instructor participation in a new proctored exam by Certiport to help students obtain an industry-recognized credential while classes were only serving students virtually. The Center for Work Ethic Development also created a digital version of the Bring Your 'A' Game to Work Participant Workbook teachers could utilize with virtual instruction. Bring Your 'A' Game to Work curriculum was also changed to Bring Your 'A' Game Anywhere, an online course also leading to the Certificate of Work Ethic Proficiency certificate.

**PERFORMANCE DATA ANALYSIS**

WVAdultEd is dedicated to providing effectual technical assistance to state, regional, and local WVAdultEd staff through on-site and online support; this included the distribution of research-based methodologies, enhanced procedures, and the promotion of best practices that develop programs throughout the state which focus on the academic needs of the adult learner through augmented instruction. WVAdultEd utilizes the following tools to complement and support the assessment of core program indicators: Desktop Monitoring Report (DMR), Data Quality Audit (DQA), a Class Summary Report, a Student Achievement Report, and the National Reporting System (NRS) tables. These tools were accessible to teachers, regional coordinators, and program administrators to identify technical assistance needs. In March 2020 WV migrated to a new data system developed by Literacy Pro, LACES, providing the opportunity to update and enhance all reports to align with the new data system.

**Technical Assistance Action for 2020-2021**

* Regional Adult Education Coordinators will be responsible for reviewing DMR reports for each program in their region every month.
* Technical assistance will continue to be provided by state and regional staff, the professional development team, the accountability team, and Technology Integration Specialists.
* Professional development and training opportunities will continue to be provided for program administrators and instructors on the new data system, related performance reports, and the NRS tables.

**Monitoring and Evaluation**

WVAdultEd programs are actively monitored to ensure compliance with NRS standards, all programs are monitored annually, and each is audited on a recurring schedule developed by state staff. The successful implementation of LACES has efficiently provided an enhanced level of accountability and further promoted program enhancement through improved data review at both the state and local level.

DQAs are performed by the regional education coordinator, which monitors the input of assessment results, goal setting, and data entry. These audits are intended to reveal areas of need in local programs to prevent significant data management discrepancies, requiring a full monitoring visitation and technical assistance.

An annual performance profile report is completed indicating how individual programs met Federal Core Measures and Indicators and is used to determine the programs which need technical assistance.

WVAdultEd uses the following criteria to monitor classes and to provide technical assistance:

1. Those programs that didn’t meet the performance level of at least 60% of the federal core indicator measures were monitored via the DMR and the Class Profile Spreadsheet (CPS) instruments in AEMIS for 2019-2020. Regional coordinators also provided technical assistance and conducted DQAs to selected grantees.
2. Programs that failed to meet at least 60% of the core measures for two consecutive years were considered as targeted for technical assistance. In addition to the steps in (1) above, these programs were placed on the list for a future on-site monitoring visit.
3. Programs failing to meet at least 60% of the core measures for three or more consecutive years were designated as low performing, and in addition to the steps for (1) and (2) above, these programs were placed on a probationary status for the upcoming fiscal year with the possibility of reduction or loss of funding.
4. Other triggers for an on-site monitoring visitation include a request from a grantee, a correctional institution undergoing re-accreditation, or at the request of the regional coordinator to review a new or under-performing program.
5. Findings of the on-site monitoring visits are documented in final reports, along with commendations and recommendations. Each program with findings completes a Corrective Action Plan (CAP). Upon satisfactory completion of each required action, the CAP will be closed, along with a closure letter to the grantee from the Office of Adult Education.

**COVID-19 Impact on Monitoring**

Before the pandemic, a minimum of 15% would have been monitored via an on-site visit. Still, due to COVID-19 and travel restrictions implemented by the West Virginia Department of Education, any on-site monitoring visits will now be completed using Microsoft Teams until the travel ban is lifted. WVAdultEd will ensure compliance with the NRS policy, including state policy via Desktop Monitoring, Data Quality Audit, and On-site Monitoring.

**2019-2020 Results**

The transition to LACES began in February 2020 and was fully operational in May 2020. During the transition phase, numerous complications were realized and resourcefully addressed regarding the conversion of our data from the previous provider. The COVID-19 pandemic adversely affected our scheduled LACES training sessions and the necessitated successful reorganization to a virtual environment.

**Assessment of Programs**

WVAdultEd achieved the following in PY2019-2020:

* WV had a statewide negotiated Measurable Skills Gain (MSG) target of 52% and achieved 37.32%.
* 4,764 NRS qualified students were served, which is a decrease of 30% from the prior year.
* 3,316 non-qualified students were served that represents a 47% increase from the prior year.
* 41% of the 4,764 NRS qualified students were post-assessed.
* Of the 41% NRS qualified students who post-assessed, 71% achieved an MSG.
* 457 NRS qualified students enrolled in distance education, with 9.32% obtaining an MSG.
* WVAdultEd met five of the 12 educational performance measures: ESL Levels 1, 2, 3, 4, and 5, achieving 41.6%.
* WVAdultEd performed exceptionally well when reviewing the employment and credential indicators.
	+ The expected Employment Rate (Q2) was 39.6%; we achieved 42.13%.
	+ Employment Rate (Q4) was negotiated at 40%; we achieved 45.45%.
	+ Median Earnings was targeted at $3,294; we achieved $3,589.65.
	+ The required credential attainment rate was 47%; we achieved 38.31%.

**COVID-19 Impact on Performance Data**

In March 2020, the Governor of West Virginia issued a mandated stay at home order, which forced the closing of traditional classrooms for face-to-face instruction. However, through industrious resolve from the state, regional, and local stakeholders, the WVAdultEd adult students' educational offerings were actively promoted virtually. Best practices were implemented to provide services when and where permissible.

**COVID-19 Data**

* WVAdultEd served a total of 9,654 students in PY2019-2020 compared to 13,080 students in PY2018-2019.
	+ March 1, 2020 to June 30, 2020, 601 new students enrolled compared to 3,320 students in the same timeframe in PY2018-2019.
* PY2019-2020 saw a significant increase in distance education students, with a total of 1,189 were served compared to 227 students in PY2018-2019.
	+ March 1, 2020 to June 30, 2020, 330 students were enrolled in distance education compared to 89 in the same timeframe in PY2018-2019.
* 480 students left WVAdultEd programs due to COVID-19.
* From March 1, 2020 to June 30, 2020, WVAdultEd had a retention rate of 23% compared to the same timeframe in PY2018-2019 of 43%.
* WVAdultEd was unable to pre-assess a total of 138 students from March 1, 2020, to June 30, 2020.
* 865 students were unable to be post-assessed from March 1, 2020 to June 30, 2020.
* 8 students could not enroll in post-secondary education from March 1, 2020 to June 30, 2020.
* WVAdultEd had a total of 18 classes that offered IETs, with the majority completed before the pandemic.
	+ Four Health Care IETs were unable to start because the school was closed, and students were not allowed in the health care facilities impacting approximately 15-20 students.

**Actions for the 2020-2021 Program Year**

Based on the assessment above, WVAdultEd will implement the following strategies to improve program quality and enhance future program performance.

* Target professional development on the following topics: data entry, program improvement, NRS reporting, local reporting, troubleshooting, and remote proctoring.
* Implement a monitoring tool that must be completed at the local level and reviewed at the regional and state levels for all programs.
* Develop short training videos with access for all staff.
* Continue to offer technical assistance as needed.
* Continue to provide guidance regarding the COVID-19 pandemic.

**INTEGRATION WITH ONE-STOP PARTNERS**

Under the Workforce Innovation and Opportunity Act (WIOA), partner programs are jointly responsible for creating a seamless customer-focused one-stop delivery system that integrates service delivery across all programs and enhances access to the programs' services. WVAdultEd has strong partnerships with the local Workforce Development Boards (WDB), WIOA One-Stop Partners, and American Job Centers (AJC). In order to create a more seamless experience for clients, a common referral form is utilized. Several AE programs are co-located in AJCs or affiliate one-stop sites and offered services at locations where they were not physically positioned. WVAdultEd Regional Coordinators or an AE representative served on the regional WDB and contributed to the local plan goal of workforce development system integration. Memorandum of Understandings or agreements have been developed containing the one-stop operating budget and outlines one-stop partner's infrastructure cost allocations or contributions.

Critical collaboration and opportunities for online networking and teamwork alliances continued throughout the beginning of COVID-19 without interruption. WVAdultEd continued to participate in WIOA Opportunities in Action partner meetings via virtual platforms to effectively promote and develop partnerships across programs to provide individuals the education, training, and employment services they needed.

As WIOA promotes, WVAdultEd looked for opportunities to collaborate with other core and required partners for providing Title II AEFLA services. WVAdultEd continued to provide core services to customers of the workforce system who met AE programs' criteria either on-site at all AJCs or on a referral basis. Since the outset of COVID-19, WVAdultEd productively provided core services virtually and through remote person-to-person online meetings in group scenarios as appropriate and by appointment as necessary, to include, intensive basic academic skills, high school equivalency diploma preparation, job readiness, career exploration, computer literacy, work process skills, English Language Acquisition programs, distance learning, pre-college preparation, and academic assessment.

WVAdultEd’s Career Pathways Program continued to implement bridge programs as described in the State Plan, with an emphasis on Integrated Education and Training Programs (IETP) and greater attention on distance education opportunities due to COVID-19. WVAdultEd partnered collaboratively with all WIOA one-stop core and required partners, numerous additional state agencies, local educational authorities, workforce development boards, community colleges, career and technical education centers, and business and industry, allowing for referrals and co-enrollments to maximize resources available. These bridge programs/IETPs led to entry into post-secondary education, employment opportunities, and achieving industry-recognized credentials.

WVAdultEd participated in WorkForce WV (WFWV) Business Services Training meetings designed to gauge the business community's critical workforce needs. AE staff entered services in the Mid Atlantic Career Consortium (MACC) system to report business services related to engagement in strategic planning/economic development, accessing untapped labor pools, training services, incumbent worker training services, rapid response/business downsizing assistance, and planning a layoff response. Services to businesses remained strong despite COVID-19. WVAdultEd implemented several customized career pathway IETPs in collaboration with one-stop partners and businesses. Examples include IETPs developed in Schoology for Alorica and WV Choice designed to assist with new-hire recruitment and orientation opportunities as well as new-hire training arrangements. Additionally, the West Virginia State Park system requires new employees to complete West Virginia Welcome Hospitality Training certification, an option available in all WVAdultEd classrooms.

WVAdultEd participated in registered apprenticeships/IETPs, or formalized career training programs, that offered a combination of individual apprenticeship-training-accounts and structure on-the-job training (OJT) through collaboration with our local WDBs, with AE providing the related training instruction (RTI). These apprenticeships allowed AE opportunities to offer basic skills training, workforce and workplace training, and customer service training towards the required RTI hours. An apprenticeship/IETP was implemented as recently mentioned to include co-enrolled Title I participants so they could receive assistance through an individual apprenticeship-training-account while participating in the AE services.

**INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION PROGRAM**

West Virginia is a rural state with a small population of English Language Learners (ELLs). Many ELLs who enroll in WVAdultEd programs identify their primary goal as learning the English language for the purpose of survival. They want to feel comfortable interacting in their communities and meeting their basic needs. Therefore, it has been challenging to find qualified enrollees who live in the same geographical area, who have permission to work in the United States, and who want to enter the same career cluster. These concerns were considered as our state held the FY21 competition for AEFLA Section 243 funds.

West Virginia was awarded $60,000 in Integrated English Literacy and Civics Education (IELCE) funds. Two programs were recipients of this funding, Jefferson County Adult Learning Center in Ranson, WV and Hardy County ESL program in Moorefield, WV.

One of the required Integrated Education and Training Programs (IETP) Jefferson County AE IELCE program offered was in partnership with Coordinating Council for Independent Living or West Virginia Choice (WVC). At the outset of COVID-19, Jefferson County AE worked collaboratively to redesign WVC’s existing training program and develop an up-to-date, state-of-art virtual training package for WVC’s direct care workers.  Jefferson County AE created this impressive online course in Schoology with links to Edgenuity.  WVC is in all 55 WV counties and employs 2,200+ employees (mostly direct care workers), serving over 3,000 clients. The program is being piloted in Jefferson County and open to IELCE students, with the hopes of eventually being offered statewide.

Different areas of the state are experiencing an influx of ELLs due to business and industry coming to the state. Pilgrim's Pride Corporation (poultry processing), operating in Moorefield, WV, is now attracting many immigrant workers to the area. The Hardy County Adult Education (AE) English for Speakers of Other Language (ESOL) program in this area has seen an increase in enrollment and thus also awarded Section 243 funding. Hardy County AE already enrolls a significant number of ELLs who are employed at Pilgrim's Pride Corporation. This provided an excellent opportunity to collaborate on an IELCE IETP. While providing the English language acquisition, Hardy County AE included contextualized instruction on how to be an effective employee as one part of meeting the three components of an IETP. While COVID-19 slowed the training process to a degree, Hardy County AE will continue to partner with Pilgrim’s Pride at refining the IETP offering moving forward.

In both AE IELCE programs, the instructors deliver lessons focused on citizenship rights and responsibilities, and students are informed of citizenship requirements. The instructor consults with students regarding citizenship eligibility and assists with preparation when appropriate. Burlington English software is available as an in-class and distance education option to allow students to focus on career pathways. This software made it possible for students to remain productive while in-person instruction has been limited during COVID-19. Virtual instruction has been offered via virtual platforms to assist students through the process effectively.

Additionally, certifications are offered to students as a part of the IELCE program. Students are provided the opportunity to engage with the Bring Your 'A' Game to Work curriculum developed by The Center for Work Ethic Development and earn a Certificate of Work Ethic Proficiency by demonstrating mastery via an online assessment. Students in the IELCE program can also learn about hospitality and earn the WV Welcome certificate. Through the Customer's Eyes is a customer service certification also available to students. Students also complete an Education and Career Plan (ECP) throughout their time in the program, which documents their individual goals and engagement with career exploration activities.

**ADULT EDUCATION STANDARDS**

WVAdultEd continues to use the College and Career Readiness Standards (CCRS) for Adult

Education as developed by MPR Associates under contract with USDOE/OCTAE. These are

well-aligned with the WV College-and Career-Readiness Standards adopted in 2016.

Begun in PY2018, selected state and regional staff and peer trainers completed the facilitator training with LINCS to present Standards-in-Action to all WVAdultEd instructors during the September 2019 Fall Conference. One hundred sixty adult education instructors and administrators completed intensive two-day training with LINCS trainers to begin our statewide standards training initiative. Following this, WV was chosen to participate in Standards-in-Action 2.0 Curriculum Review Pilot with five other states. This training allowed us to deeply review the curricula we currently use against defined dimensions and a model curriculum. After both SIA projects, a sustainability plan was developed to guide future professional development and training over the next couple of program years.

**PROGRAM FOR CORRECTIONS EDUCATION**

A May 2020 report shows West Virginia’s recidivism rate is 26.8%, according to the West Virginia Department of Military Affairs and Public Safety (now Department of Homeland Security), which is the 4th lowest in the nation. West Virginia Schools of Diversion and Transition (WV SDT) programs were closed to direct instruction from April until August 1, 2020 which drastically impacted student instruction. Student work was completed utilizing packets that were provided to the students and returned to staff. No direct face-to-face instruction happened during this time.

Regional jail teachers utilized the facilities email system available to inmates and sent assignments to students via this closed system. Community re-entry was utilized by collaborating with Jobs and Hope, a WV program, to assist individuals with employment barriers. The teacher registered inmates into the Jobs and Hope online database and, upon release, a Transition Agent would contact the inmate to continue the Jobs and Hope entry process.

TASC testing continued utilizing approved shields placed on top of student desks, and all materials were disinfected before submission for scoring. Two facilities implemented the use of Study Buddies.

**Highlights of COVID 19 on student/program performance**

* 4,716 students served, a decrease of nearly 2,000 students due to education programs not operating traditionally during COVID-19.
* 1,825 students increased their education level.
* 480 enrolled in CTE programs after participating in Adult Education, which was down nearly 600 students due to COVID-19 and not operating traditionally.
* 187 completed the TASC earning HSE, which was down 250 from the previous year.
* 747 students completed a career exploration activity, which was down 2,000 from the previous year.

**Additional information for evaluation**

* 59.14% of incarcerated inmates do not possess a high school diploma or equivalent.
* The average daily population is 7,068 inmates in prisons and 5,172 in jails, with approximately 4,000 inmates released to the public.
* 431 inmates participated in post-secondary education.