**State Leadership**

**Alignment**

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

**Development of Rebranding and Overall Alignment:**

 To reflect the broader array of services available through locally funded programs, Kentucky Adult Education (KYAE) geared up to re-brand itself as KYAE Skills U on July 1, 2017. Much preparation was made in fiscal year 2016-17 for the rebranding, designed to better illustrate the expanse of both education and workforce preparation opportunities provided by KYAE in all 120 counties across the Commonwealth.

To build capacity for workforce preparation, KYAE purchased (in partnership with the [Department of Workforce Investment (DWI)] and launched an essential skills assessment to accompany the Worldwide Interactive Network (WIN) soft skills courseware introduced in 2015-16. The courseware and assessment align with the KYAE Employability Standards developed (in prior years) to contextualize academic instruction. Like the courseware, the post-assessment is available to state agencies. Successful completion of the WIN soft skills post-assessment leads to the earning of the Kentucky Essential Skills Certificate, signed by Governor Matt Bevin.

KYAE Skills U and DWI purchased the summative assessments of the WIN soft skills (essential skills) modules and career readiness modules in order to validate the formative assessments used throughout the online courseware sections. Consequently, students may earn badges to indicate passing individual modules or earn badges for all the modules, which makes them eligible to take the summative assessment to earn a KESC. The former demonstration tool has been retired (instructors could check off demonstrated essential skills to ensure skill application) in lieu of the final assessment.

**Workforce and Other Partners:**

KYAE has enhanced collaboration with WIOA partners by supporting the Paths 2 Promise initiative (a U.S. Department of Agriculture SNAP Employment & Training grant) in partnership with Eastern Kentucky Concentrated Employment Program (EKCEP), Department for Community Based Services (DCBS), Kentucky Community and Technical College System (KCTCS), and Office of Employment and Training (OET). The grant is designed to prepare SNAP-benefit-receiving individuals for a career. Assistance with transportation and child care expenses are provided for participants as they concurrently receive contextualized academic instruction, occupational training, and coaching/counseling from a career navigator and success coach; the desired outcome is that participants will gain employment in a high-demand sector that provides a living wage.

KYAE has also partnered in Project CASE (Creating Access to Successful Employment), a $4.4 million, five-year federal grant that provides funding to help individuals with disabilities living in the Eastern Kentucky and Louisville Metro areas train and transition to employment. Led by Kentucky’s Office of the Blind (OFB) and Office of Vocational Rehabilitation (OVR), the grant services focus on employment in the high-demand sectors of information technology, manufacturing, and healthcare. Kentucky is one of four states to receive the grant, which is designed to increase participation of individuals with disabilities in career pathways, which feature dual enrollment in contextualized academic instruction and occupational training with intensive wrap-around services. The grant provides direct services to individuals in seven counties of Metro Louisville [Local Workforce Board (LWB) Kentuckiana Works] and another 23 rural counties in Eastern Kentucky (LWB EKCEP).

 Additionally, KYAE has united with OFB, OVR, and OET to pilot SARA, a client engagement tool. Kentucky, along with Nevada and Alaska, was selected to pilot the product through grants made possible by the Rehabilitation Services Agency, the federal OFB/OVR agency. SARA directly communicates with students via text and email messaging. In this pilot stage, adult education programs in the TENCO local workforce area use the product. Once students enroll in adult education programs and select particular goals (e.g., earn a high school equivalency diploma, transition to college, etc.), they receive messages on certain scheduled dates that engage the student in the learning process. Some messages ask questions and, based on the student’s response, send related follow-up messages. These correspondences are made available to local service providers.

**IET Employer Partner:**

Through its partnership with the Kentucky Association of Manufacturers (KAM), KYAE shepherded a collaboration between a manufacturing facility and five local adult education programs. The programs worked with the employer to identify skills (academic, workforce preparation, and occupational) to emphasize in the contextualized lessons developed to prepare students for onramp positions to the employer’s career pathways. Students were required to earn a Kentucky Essential Skills Certificate (KESC) and National Career Readiness Certificate (NCRC) while receiving supportive academic instruction that is contextualized with workforce preparation skills.

 Instruction was contextualized by integrating examples, scenarios, and projects that reflect the skills/knowledge identified by the employer partner. Occupational skills were delivered via *180 Skills* online courseware that was proffered as a cost-free (to programs) contribution for this pilot. A total of 37 students obtained employment through participation in the pilot. The employer partner also shared their perceptions of the pilot’s success at the annual KAM conference, highlighting the benefits of partnering with local adult education programs.

**See also Integrated with One-Stop Partners.**

**Professional Development**

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

**Carl D. Perkins Leadership Funds:**

To supplement State Leadership funding, KYAE has sought and been awarded Carl D. Perkins leadership funds the last three years. These funds have supported contracts with subject matter experts to develop and provide coaching on the use of lesson plans and units contextualized with workforce preparation and occupational skills to support student transition into one of Kentucky’s top five in-demand sectors: Healthcare; Transportation and Logistics; Construction and Trades; Manufacturing; and Information Technology/Business Services. To continue to build statewide capacity among instructors with local service providers, KYAE convened “Weekend Blitzes” – weekend gatherings at state parks to scale up standards-based academic instruction that is occupationally contextualized. All instructors who had developed lessons previously vetted and approved for posting in the KYAE Skill U Lesson Bank were invited to apply for this opportunity. Selected instructors received incentives to work in content-specific teams and develop lesson plans and units of instruction to support any student in transitioning into training or employment in industry sectors mentioned. All units are available as an open education resource through registration in the current KYAE Skills U Lesson Bank.

 Additionally, the KYAE Associate Vice President and a Senior Associate participated in the National Career Pathways Network (NCPN) Career Pathways Leadership Certification Summer Institute beginning in June 2016. In addition, KYAE invited program directors and a key staff member to attend the National Career Pathways Network conference in Indianapolis, using Carl E. Perkins leadership funds to cover registration and lodging costs. KYAE staff also presented sessions at the conference.

 KYAE continued to focus professional development (PD) for program directors and instructors on integrating technology and GED® test content preparation into relevant, contextualized academic instruction. It provided program staff comprehensive and intense PD, offering policy-required PD along with relevant elective options from which to choose. The framework encapsulated standards-based andragogy, academic content, contextualized instruction, digital literacy integration, effective instructional strategies, and instructional leadership.

 Professional development was delivered in face-to-face, online, or blended sessions by PD contractors from the Collaborative Center for Literacy Development (CCLD) at the University of Kentucky, the Adult Education Academy at Morehead State University, the National Center for Families Learning (NCFL), and Kentucky Educational Television (KET).

**FY16-17 KYAE Professional Development (PD) Model:**

 During FY16-17, all program directors completed the KYAE Program Director. The institute began in the fall, ended in the spring, contained wraparound online activities, and took 27 hours plus time on assignments and/or planning to incorporate new best practices and skills.

Strong administrative and instructional program leadership is a key element in producing effective program outcomes. To this end, all program directors were required to participate in a year-long Program Director Institute, entitled *Getting Better Together*.

## The goal of the institute was to equip program directors with practical tools to cultivate effective instructional leaders focused on the skills needed to support student success. The institute allowed participants to explore existing resources and collaborate to create new strategies for WIOA implementation.

## This institute’s focus was on concrete applications of research-based, instructional best practices. Participants acquired ready-to-replicate strategies and tools for improving their role as instructional leader and promoter of teacher effectiveness. Special attention was given to classroom and program culture, observation tools and contextualization.

*New* program directors completed the program director institute plus these facilitated online courses that are also required of all new ABE instructors: *Orientation to Adult Education* and *Introduction to the GED® Test*. New English language acquisition (ELA) instructors were required to complete the *CASAS Implementation Test* training in lieu of the TABE training.

 Experienced instructors’ requirements were based on hours of work per program year:

* **Instructors working 1000+ hours/year** completed three, 12-hour courses from a list of online and blended choices in the KYAE PD Handbook, one of which was required to be blended.
* **All instructors working 500-999 hours/year** completed two, 12-hour courses from a list of online and blended choices in the KYAE PD Handbook.
* **Instructors working 200-499 hours/year** complete one, 12-hour course from the list of online and blended choices in the KYAE PD Handbook.
* **Instructors working less than 200 hours had no PD requirement.** They were invited to attend any training as a professional growth opportunity.

 PD utilized Kirkpatrick’s levels of evaluation to assess PD effectiveness in areas of reaction, learning, behavior, and results.

Professional development in mathematics was centered on implementation of the instructional key advances in a variety of delivery models, many of which were facilitated by nationally recognized adult numeracy professionals.

During FY16-17, KYAE transitioned to the CASAS series for ELA assessments statewide in anticipation of the English Language Proficiency (ELP) Standards release. As CASAS was working to ensure their content aligned with the ELP, it was anticipated that CASAS resources (curricula, competencies, etc.) would seamlessly support the ELP. ELA PD supported the switch to CASAS and its anticipated resource alignment

**See also Adult Education Standards below.**

**Provision of Technical Assistance**

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

KYAE has five state-level employees [four regional associates and one management information system (MIS) administrator] who provide technical assistance to funded eligible adult education providers in Kentucky. Each of the regional associates is responsible for providers in different regions of the state and the MIS administrator works with all providers with technical assistance.

At the beginning of the fiscal year, the regional associates and the MIS administrator conducted two weeks of technical assistance training related to the management information system [i.e., Kentucky Adult Education Reporting System (KAERS)] and the state adult education implementation guidelines. A total of eight, full-day technical assistance trainings were hosted across the state and offered to all individuals employed through AEFLA and KYAE state funding. Each session focused on technical aspects of the MIS including, but not limited to: data quality and flow, defining data elements, data collection, and data analysis. The training also included the use of the reporting tool in the MIS and how best to interpret and utilize reports for program improvement. Review of the KYAE *Implementation Guidelines* comprised about half of the technical assistance and highlighted important policy-related matters, placing particular emphasis on the assessment policy and appropriate testing protocol, as set forth by test publisher guidelines.

The administration and accountability team partnered with DRC-McGraw-Hill to provide TABE testing technical assistance and to reinforce appropriate testing protocol. Twelve face-to-face, half-day trainings (total of six full days) were led by both a DRC and a KYAE regional representative. KYAE also required any person administering a TABE test to be certified through the DRC-McGraw-Hill TABE testing certification process. Similarly, joint policy was issued with our core WIOA partners, requiring that any partner staff person who administers a TABE test shall also be a certified test administrator through this same process.

During FY16-17, the administration and accountability team had one half-day and two full-day face-to-face technical assistance trainings for all adult education directors. These events were coupled with a full day of professional development training and were, in combination, referred to as the Professional Development Institute (PDI). At these technical assistance trainings, a wide variety of items were discussed. As a highlight, the first training include two panel discussions: 1) *Partnerships* *with Title II*, with KYAE administration and accountability executive director and Department of Workforce Investment agency commissioner and 2) *Integrated Education and Training* *Models*, with KYAE state director and Kentucky Community and Technical College System vice chancellor.

The administration and accountability portion of the second PDI focused on the WIOA Title II legislation (e.g., adult education and literacy activities, Integrated English Language Civics, One Stop Partnerships and Infrastructure, etc.) and performance and accountability measures (Reportable Individuals and Participants, Program Entry and Exit, Periods of Participation, Performance Indicators and Participant Exclusions, etc.), along with case studies. The content for this training was primarily derived from the OCTAE’s State Directors Meeting and LEAP II. Following this training, all local providers were sent a “WIOA checklist” and self-evaluated the level of compliance their program had with WIOA statute and regulations. Any program that was not in compliance worked with their regional associate to come into compliance. Additionally, following this training for all directors, the regional associates went across the state delivering modified WIOA Title II legislation sessions (described above) and performance and accountability measures (described above), along with case studies to local program staff. Thus, almost all AEFLA-funded local providers experienced an intensive technical training related to WIOA legislative and programmatic expectations.

The administration and accountability portion of the third PDI focused on WIOA legislation, performance and accountability, and program expectations. This training included topics on: Career Services, Integrated Education and Training Models, Common Identifier, and additional clarification around WIOA performance and accountability measures and processes.

Like every year, during FY16-17, the administration and accountability team delivered a one-day orientation for new adult education directors. This orientation covered all the major aspects related to managing a local program, including federal legislation and performance and accountability.

 In the spring of 2017, the regional associates conducted a second set of statewide KAERS trainings with local provider staff as new elements (e.g., barriers to employment) were introduced into the KAERS system.

Throughout the year, the regional associates convened regional meetings with adult education program directors in conjunction with local workforce investment board (WIB) meetings; there are 10 local WIBs. At these meetings, typically held every other month or quarterly, the associates provide, at minimum, three things: (1) technical assistance updates and new information, (2) up-to-date performance data for each program in attendance, and (3) an opportunity for an open question-and-answer session to address any issues identified by directors. Additionally, the agenda always included topics that were discussed at prior PDI trainings. These meetings provided a means of face-to-face technical assistance and a feedback loop for the state office.

Throughout the year, new information relative to performance, WIOA, etc., was disseminated through mass e-mails and other forms of online communication. Regional associates also responded to program inquiries via telephone and e-mail and made single program visits as requested.

**Monitoring and Evaluation**

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

 Throughout the year, funded local providers’ performance outcomes were monitored on a weekly basis. A statewide report was shared every Monday with KYAE staff, and a provider-level report was shared among the administration and accountability team. These outcomes served as an indicator of quality services and an assessment tool for program improvement.

 Each week, regional associates generated up-to-date performance results and, based on performance and progress and, as necessary, provided technical assistance. Specifically, programs were contacted, at minimum, four times a year (i.e., end of first quarter, end of second quarter, end of third quarter, and at the end of the year). Within each quarter, program directors were provided up-to-date performance data and technical assistance and asked to complete program improvement documentation as needed. For example, if a local provider had not met a certain percentage (i.e., 12.5%) of a performance indicator at the end of the first quarter, the local program director was asked to complete a performance improvement plan in effort to increase the performance indicator within the following three months. At the end of the second quarter, a second performance improvement plan (different than the first) was administered for programs who had not completed 25% of their performance expectations. Also, at the end of the second quarter and at the fiscal-year end, local program performance data was e-mailed and mailed to local provider fiscal agent heads and directors. The end-of-the-year letter was accompanied with a local provider score card. The score card provided descriptive data related to the program and students as well as end-of-year performance data; specifically, metrics used in the state performance funding formula, which is primarily comprised of the three means of making a measurable skills gain (i.e., percentage of students earning a GED® diploma, pre-test/post-test level gains, and adult education students transitioning to postsecondary education and training). The score card is available to program staff through the KAERS system year-round. Some programs have shared these with local partners. Positive feedback has been received about the development of the score card.

In addition, at other unscheduled times of the year, regional associates contacted and extended an offer for technical assistance to local providers that did not show evidence of quality services and/or improvement.

 Regional associates conducted on-site compliance visits to single local providers to assess record keeping, data quality, adherence to policies, etc. In addition, independent audits were conducted by the Kentucky Auditor of Public Accounts with 30 county-level programs (25%) in FY16-17. Both programmatic and financial records were reviewed, along with policy compliance. Findings and/or recommendations were subsequently followed-up by appropriate regional associates and KYAE staff in order to rectify any anomalies or non-compliance matters.

**Permissible State Leadership Activities**

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

**(B) The development and implementation of technology applications, translation technology, or distance education, including professional development to support the use of instructional technology.**

**Professional Development Instructional Technology Assistance:**

In FY2015-16, KYAE launched an effort to fully integrate technology into classroom instruction. In partnership with Kentucky Educational Television (KET), KYAE developed a technology self-evaluation and rubric for local programs. All staff in all programs completed the self-evaluation; the information was aggregated to establish a baseline for statewide integration. Each program submitted a technology implementation plan based on evaluation results.

Each program’s plan outlined the steps the program would take to fully integrate technology into their classroom instruction within three years; FY2016-17 marked year two. Full integration is based on the students’ – not the instructors’ – use of technology in the classroom.

Throughout the three year integration, a contracted instructional technologist is providing technical assistance to programs to assist with planning and implementation of action plans leading to proficient use of technology. The technologist also conducts needs assessments for planning and realizing instructional technology PD offerings.

 KYAE offered professional development sessions and site visits throughout the year to assist programs in their integration efforts. Blended professional development opportunities included a one year-long Instructional Technology Institute on flipping curriculum, as well as additional individual sessions on relevant topics.

 Progress toward fully integrating technology into the classroom will be re-assessed at the beginning of each program year and technology plans modified to reflect improvements.

**See also Alignment above.**

**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.**

This was the first year in which “academic performance” was based on one overall percentage rather than negotiating each ABE/ASE and ESL NRS level; the single measure incorporated all three means by which a participant may make a measureable skill gain (i.e., pre-test/post-test, exit adult education and enter postsecondary education or training, and earn a high school equivalency diploma). At the same time these changes occurred, overall academic performance decreased two percentage points from 58% to 56%. The data shows three groups of students that contributed to this decrease were: 1) low literacy level students, 2) ASE Level 6 students, and 3) English Language Learners.

Firstly, Adult Basic Education students in levels 1, 2, and 3 decreased in academic performance by five, eight, and three percentage points respectively. The most obvious reason for this decline is related to student persistence and the level of post-testing by the local providers. In the previous year, KYAE raised post-testing rates and expectations for local providers, which greatly increased the state’s academic performance; however, this past year, the eligible to post-test and post-tested percentages for these three levels declined compared to the prior year. The chart below shows the rates for last year and the previous year.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **FY16** | **FY17** | **Difference****Percentage Points (ppt)** |
| **Level 1** | Eligible to Post-Test | 74% | 67% | 7 ppt |
|  | Post-Test | 67% | 63% | 4 ppt |
|  | **Made a Level Gain** | **59%** | **54%** | **5 ppt** |
| **Level 2** | Eligible to Post-Test | 69% | 66% | 3 ppt |
|  | Post-Test | 65% | 58% | 7 ppt |
|  | **Made a Level Gain** | **55%** | **47%** | **8 ppt** |
| **Level 3** | Eligible to Post-Test | 68% | 64% | 4 ppt |
|  | Post-Test | 65% | 59% | 6 ppt |
|  | **Made a Level Gain** | **57%** | **54%** | **3 ppt** |

Not only was the academic performance lower for levels 1, 2, and 3 in FY16-17 compared to FY15-16, but the percent of participants who were eligible to be post-tested and were post-tested was lower. Thus, student persistence and post-testing are two areas on which a focus will be placed in the upcoming program year.

Secondly, this was the first year in which level 6 students were included in the academic performance calculation. Since the TABE test does not have a level 7 (the CASAS test does have a level 7), earning a high school equivalency diploma, and exiting adult education and enrolling in postsecondary education or training were the two means of making a measurable skill gain. The academic performance for this particular NRS level was 38%, which was 30 percentage points lower than level 5 and 22 percentage points lower than level 4. Generally speaking, this NRS level brings down the overall academic performance. When considering level 6 participants, 825 of the 1692 participants were without a high school diploma or equivalency. Of those 825 participants, 564 (68%) earned the high school equivalency; however, only 89 participants made a measurable skill gain by exiting adult education and entering postsecondary education or training. Moving forward, we will be working with our local providers to ensure more participants, particularly level 6 participants, will be entering postsecondary education or training after exiting adult education.

Thirdly, the overall academic performance for English Language Learners (ELL) declined from 57% to 51% (6 percentage points decline). In only one ESL NRS level – ESL 2 – did the academic performance increase; in all other levels, academic performance decreased. In efforts to better support our English Language Learners, KYAE has made a statewide purchase of Burlington English. Based on conversations with other states’ adult education staff, this digital courseware is expected to better enable local providers and their users to realize academic level gains at a faster pace.

**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, carrier 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 support through State and local options.**

 KYAE and its partners in Accelerating Opportunity Kentucky (AOKY), Department of Workforce Investment and KCTCS, reinvigorated AOKY so that all programs’ eligible students may participate in the program, regardless of the presence of a KCTCS institution in their county. County programs that refer a student to an adjacent county for technical training while providing adult education in the student’s “home county” will be able to reap performance outcomes, as well as the program in the county in which the student is dually enrolled in technical courses.

 Additionally, AOKY Fast Track was introduced. AOKY Fast Track is a partnership initiative between the KCTCS, KCC, KYAE Skills U that provides eligible adults the opportunity to earn a HSE (passing the GED test) while participating in a training program that leads to a short-term postsecondary credential needed by the local employer. Through AOKY Fast Track, local employers are able to engage in the community while building the pool they need. When an employer hires an AOKY Fast Track graduate, they are hiring someone who has a proven track record of success and the skills that employers are seeking.

 Focus was re-established on serving potential students without a high school credential or its equivalent through AOKY by developing and sharing industry sector, occupationally contextualized curricula, as well as embedding a career pathways philosophy in professional development. As a result, programs are finding ways to advance students educationally and partner with Kentucky Career Centers (KCC) to provide career counseling and placement in family-sustaining-wage jobs.

 As shared in Alignment, KYAE programs in eight Promise Zone counties (Bell, Clay, Harlan, Knox, Leslie, Letcher, Perry, and Whitley) began participating in “Paths 2 Promise,” a national research project designed to identify support services needed to increase employment among residents who receive benefits through Supplemental Nutritional Assistance Program (SNAP). The comprehensive project provides participants with transportation and childcare assistance, training, personalized career planning, and networking with employers.

 KYAE is designing career pathways for eligible participants who test at a 6th-to-8th grade equivalent. This 40-contact-hour curriculum will expose students to a high-growth career pathway, as well as prepare them for a level gain on the TABE assessment, participation in GED® prep curriculum, and participation in AOKY or a locally developed integrated education and training model. Curriculum developed through the pilot will be made available statewide through the KYAE Lesson Bank, enabling other counties to assist students to prepare for jobs in the targeted sectors.

 KYAE has completed the development of a 40-hour Allied Health curriculum and is preparing to develop curriculum for the construction and trades sector. To ensure alignment with industry standards and the needs of local employers, KYAE is partnering with a construction trades employer with a statewide presence.

KYAE programs in 30 counties [the seven counties of Metro Louisville (KentuckianaWorks LWIB) and 23 counties in Eastern Kentucky (Eastern Kentucky Concentrated Employment Program- EKCEP LWIB)] are partnering in a five-year project with the Kentucky Office of Vocational Rehabilitation (OVR) and the Kentucky Office for the Blind (OFB) to increase participation in Career Pathways for individuals with disabilities.

Funded through Rehabilitation Services Administration, Office of Special Education and Rehabilitative Services, Department of Education, the grant project will focus on the Kentucky Workforce Investment Board’s targeted sectors of Information Technology, Manufacturing and Industrial Technology, and Healthcare/Nursing & Allied Health. The grant will examine what specific strategies or mix of strategies is most effective in serving individuals with disabilities.

KYAE programs are receiving guidance and coaching to ensure that instruction is flexible and includes assistive technology and accommodations to help individuals with disabilities to overcome obstacles to accessing existing career pathways. Participation on local workforce planning committees helps local providers’ services remain in the forefront as a viable one-stop partners.

**Integrated English Literacy and Civics Education (IELCE) Program**

**Describe how the state is using funds under Section 243 to support the following activities under the IELCE program. Including: competition & # of grants; meeting requirements; progress toward goals preparing & placing in unsubsidized employment; State progressing toward program goals integrating with local workforce development system.**

In FY16-17, KYAE served 1,372 English literacy/civics enrollees, and attained 829 measurable skills gains via KYAE programs in the following 16 Kentucky counties: Barren, Boone, Christian, Daviess, Fayette, Franklin, Graves, Hardin, Jefferson, Jessamine, Kenton, Logan, McCracken, Shelby, Warren, and Woodford.

            To qualify for extended Section 243 funding, each program had to set goals for the number of students in Integrated English Literacy and Civics Education (IELCE), including the number of ELLs to: (1) successfully transition from English language acquisition to adult basic or secondary education, (2) attain citizenship, and (3) attain a measurable skills gain.

The IELCE programs address integrated English services as identified in the Workforce Innovation and Opportunity Act’s (WIOA) requirements to support stronger ties to employment and the workforce system. WIOA defines IELCE services as “…education services provided to English Language Learners who are adults, including professionals with degrees and credentials in their native countries that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training.”

All IELCE programs are also charged with incorporating the Kentucky Employability Standards as part of their standards-based instruction and the Section 243 workplace component. Additionally, KYAE Skills U IELCE programs must work with their WIOA partners to provide a workplace ELA curriculum to equip ELLs with the cultural awareness of key skills to be successful in any work environment, as well as the vocabulary needed to communicate effectively, complete job applications/resumes, and succeed during interviews.

**Adult Education Standards**

CCR Standards-in-Action Pilot:Although the pilot was completed during the previous year, the work accomplished through the pilot was extended to include the filming of two Reading Language Arts (RLA) standards-based (CCRS) and two mathematics standards-based lessons, which occurred in 2017. The RLA lessons were taught by two KYAE instructors, who had participated in the pilot. These videos are available on LINCS.

Sustaining CCR Standards-Based Instruction: As an element of sustaining the statewide standards-based instruction professional development initiative, all new hires were required to take the online course *Standards-Based Instruction:* *Putting It All Together*, facilitated by the National Center for Families Learning.

 KYAE Lesson Bank:KYAE launched an updated, web-based repository to replace the previous Google Drive location. The Bank is searchable by CCRS, NRS level, career clusters, and employability standards, as well as by any keyword entered into the search bar. Lessons were rigorously vetted and included workforce-preparation- and occupationally-contextualized lesson plans and units (a result of the previously mentioned Weekend Blitzes). The Bank was vetted by OCTAE for inclusion in the LINCS collection of resources.

 KYAE Math Matters distribution list/blogsite: KYAE continued to increase membership and dispense several posts encouraging members to deliver math instruction aligned with the CCRS.

Preparation for the Adult Education ELL Content Standards:Rigorous standards for college and career preparation challenge all adult students, especially English Language Learners (ELLs). In anticipation of the release of OCTAE’s ELL content standards’ alignment with NRS levels, KYAE continues to rely on one ELL assessment (CASAS) in order to focus on standards- and competency-based instruction and CASAS’s convenient accompanying tools.

**Programs for Correction**

Unfortunately, Kentucky Adult Education Skills U and the Kentucky Department of Corrections have been unable to finalize an MOU that would allow for a data exchange that is necessary to calculate the recidivism rate for incarcerated individuals that receive adult education services. Currently, this conversation is ongoing between the legal personnel at both agencies. Once this MOU is in place, it does state that the recidivism rate will be calculated for prior years as well, so a trend analysis may be conducted to better inform the state’s situation.