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 **Annual**

 **Narrative**

 **Report**

**Missouri**

**Adult Education and Literacy**

**2016-2017**

**Missouri Department of Elementary and Secondary Education**

**Jefferson City, MO**

# Missouri narrative report 2016-2017

1. **State Leadership Funds**
2. *Describe how the state has used funds made available under section 223 (State Leadership Activities) for each of the following required activities:*
* *Alignment of adult education and literacy activities with other one-stop required partners to implement the strategies in the Unified or Combined State Plan as described in section 223(1)(b).*
* *Establishment or operation of a high quality professional development program as described in section 223(1)(b).*
* *Provision of technical assistance to funded eligible providers as described in section 223 91)(c).*
* *Monitoring and evaluation of the quality and improvement of adult education activities as described in section 223(1)(b).*

**Alignment with Other One-Stop Partners**

Missouri works collaboratively with other core programs and partner agencies to align and coordinate services for program participants. Training at the state level and local level has been and will continue to take place to cross-train staff to develop an understanding of intake/orientation, eligibility screening, referral between partners, and program services and activities. In addition, the development of all components of career pathways will continue to be a priority with the focus on preparing students for careers in “in-demand” occupations (sector strategies).

For Fiscal Year 2017 the Adult Education program continued to pilot a new staffing role within Adult Education local programs to connect students with core and required partners, local employers, and post-secondary institutions. Each AEL local program received funds to participate in the pilot. Each pilot program hired a case manager/advocate to be responsible for connecting targeted AEL students with available partners, services, and opportunities to achieve employment and/or post-secondary enrollment. Local AEL programs have reported that the case managers have provided valuable services and assisted students get connected to other partners (e.g. WIOA Title I providers) and employers and assisted in getting enrolled in post-secondary education/training programs.

**Missouri Adult Education and Literacy Professional Development**

The State AEL office used State Leadership funds to provide high quality professional development necessary to improve educational and/or career outcomes for the adult student population. Missouri requires every teacher providing instruction to be certified as an AEL teacher. In order to maintain certification, teachers are required to participate in ongoing professional development.

Missouri has a statewide Adult Education professional development (PD) advisory committee. The committee meets as needed to identify future PD needs, develop PD plans and resources, identify and implement best practices in PD, coordinate PD activities, and review PD workshops as they are being developed to ensure that they are meeting the needs of our teachers. The members of the PD advisory committee seek input from all teachers and all local adult education directors to determine the appropriate PD needs.

Missouri AEL contracted with the University of Missouri, Missouri Training Institute (MTI), to develop and deliver focused, high quality, face-to-face training opportunities for teachers and directors based upon program needs. In cooperation with the state office, MTI offers workshops that are data driven, responsive to the needs articulated by learners, teachers, and directors; and are relevant to the instructional requirements of AEL students.

In Fiscal Year 2017, MTI hosted 98 workshops/trainings. The workshops/trainings were attended by 1,708 teachers and directors. The following table summarizes the content of all workshops/trainings provided:

|  |  |
| --- | --- |
| **TOPIC RELATED TO:** | **Number of Workshops Hosted** |
| Teacher Certification | 30 |
| College and Career Readiness  | 13 |
| English Language Learners | 16 |
| Differentiated Instruction/Instruction Strategies | 16 |
| Leadership/Management | 4 |
| Mathematics | 13 |
| Reading | 4 |
| Writing | 2 |
| **TOTAL** | **98** |

Missouri State Leadership funding was used to develop workshops in the areas of differentiated/active instruction, TABE CLAS-E, TABE CLAS-E Resources and evidence-based writing professional development activities throughout the state. The Literacy Information and Communication System (LINCS) provided statewide professional development in the following areas: reading, English language learning, mathematics, vocabulary, college and career readiness, vocabulary, assessment, and workforce preparation strategies.

Professional development is critical in assisting Missouri teachers to improve instruction. Improving instruction enables us to meet the State plan goal of improving educational levels for our students.

**Technical Assistance/Monitoring and Evaluation of Funded Eligible Providers**

State AEL staff provides technical assistance to AEL programs in several ways.

1. Through the State AEL office, State Leadership Funding sponsored two AEL Directors’ Meetings in Fiscal Year 2017. The Directors’ meetings serve as a platform in which the State can provide information and technical assistance to directors regarding policy updates, future planning, data issues, and best practices. This information is beneficial in enabling the local programs to meet the State Plan outcome goals and in developing innovative strategies.

The Fall AEL Directors’ Meeting was held on October 26–28, 2016 in Osage Beach, Missouri.

Session topics included:

* Workforce Innovation and Opportunities Act
* Local Workforce Board Review of AEL Application
* Infrastructure Cost
* HiSET Update
* WIOA Performance Measures
* Student Enrollment Forms/Barriers to Employment
* Integrated English Literacy and Civics Education Program
* Integrated Education and Training Program
* Assessment – TABE CLAS-E
* Professional Development Tracking and Certification
* TABE CLAS-E/ACES Update
* Professional Development Update
* Community Outreach and Marketing

The Spring AEL Directors’ Meeting was held on May 9–10, 2017 in Osage Beach, Missouri.

Session topics included:

* WIOA Update
* Update on new Data Management Systems Being Considered
* Update on Case Manager Project
* Marketing our AEL program (Advocacy)
* Update on WIOA Performance Measures
* Division of Workforce Development and AEL – Integrated Education and Training
* Apprenticeships
* Recognizing High Performing AEL programs

2. Monthly program desk reviews offer an opportunity to provide technical assistance to those programs that are not meeting program targets and expectations. State staff routinely contact low performing programs to offer guidance and support in areas such as academic gain, number of students served, and cost per student. These programs are identified through monthly review of program data.

3. Additionally, Missouri completed five onsite reviews for programs considered “at risk” based on program data and performance rubric. On-site visits include interviews with students, teachers and directors, review of program and financial information, evaluation of instructional practices, etc.

*(b) Describe how the State has used funds for additional permissible activities described in section 223(a)(2).*

**Distance Learning**

The MOLearns program used State Leadership Funds and continues to be a valuable instructional option for Missouri adult learners. MOLearns is Missouri’s distance learning product available to students who cannot attend a traditional class or as supplement instruction for “hybrid” students in local program face-to-face classes.

* **S**tudent Enrollment

In Fiscal Year 2017, 879 students enrolled in the MOLearns program. To be enrolled, a student completes an online screening procedure and then takes the TABE test at a local AEL class site. Students are then assigned an online teacher and given access to the classroom to work on their assignments. Those students accrued 59,149 learning hours in the online classroom. During Fiscal Year 2017, 34% of MO Learns students who post-tested, progressed a level.

* Curriculum

The MOLearns Program offers instruction through the use of an academic/basic skills curriculum developed specifically for the Missouri HSE Online Class Program.

The curriculum, created by Missouri AEL teachers, continues to be evaluated and updated as needed. Skills Tutor continues to be utilized for students working below the High School Equivalency level. *Blackboard* is used as a platform for instructional activity for MOLearns.

1. **Performance Data Analysis**

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

**Significant Outcomes**

In Fiscal Year 2017, 18,709 students were enrolled as reported through our Missouri’s Adult Computer Enrollment System (ACES). Of those students enrolled, 18,205 were pre-tested and persisted 12 hours or more; this is a ninety-eight percent (98%) persistence rate.

# Performance Measure – Measureable Skill Gain

The table below shows that ninety-nine percent (99%) of all students enrolled in Fiscal Year 2017 were administered a pre-test. This is consistent with data from FY2016. In Fiscal Year 2017, 72% of the participants, who persisted in classes for 12 hours and were given pre-tests, were administered post-tests, compared to 72% in Fiscal Year 2016.

In Fiscal Year 2017, eighty-seven percent (87%) of post-tested students completed an educational functioning level or advanced to higher educational functioning levels, compared to 85% in Fiscal Year 2016. Once again, we attribute this high success rate to local AEL programs’ focus on quality instruction and preparation.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Fiscal Year** | 2014 | 2015 | **2016** | **2017** |
| Students Pre-Tested | 99% | 99% | 99% | 99% |
| Students Post-Tested | 72% | 76% | 72% | 72% |
| Post-Tested Students Making Academic Gain | 84% | 86% | 85% | 87% |
| Measurable Skill Gains % | 61% | 66% | 61% | 65% |

**Performance Measure – Employment Second Quarter after exit**

No data available at this time.

**Performance Measure – Employment fourth quarter after exit**

No data available at this time.

**Performance Measure – Median Earnings**

No data available at this time.

**Performance Measure – Credential Attainment**

No data available at this time.

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

### Missouri continues to emphasize program improvement and has taken many steps to increase performance of our local programs. This year Missouri provided ongoing technical assistance to programs concerning academic gain, number of students served, and cost per student. Local programs are expected to serve a proportionate number of students in relation to the funds spent. It is important for programs to look at the data as a whole to make sure resources are being used as efficiently and effectively as possible. Local programs are rewarded and recognized for exceptional performance. Throughout the year there are communications between the State and the local programs regarding data quality, program effectiveness and performance.

In addition to providing technical assistance, Missouri completed five on-site reviews in Fiscal Year 2017 for programs that were determined “at risk” based on our rubric. On-site visits include monitoring class sites, interviewing students, teachers, and the director. The on-site visit also includes going over reported data for academic gain targets as well as reviewing fiscal information for the program.

Missouri also strives to improve performance by focusing professional development efforts in areas of instruction with the most need. Missouri offers professional development credit from a variety of quality sources with pre-approval. In addition, Missouri AEL holds two directors’ conferences geared specifically to highlight new practices, collaborations, and developments within AEL, the MO AEL Directors’ Guide, and high school equivalency.

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

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

Missouri AEL continues to work with the Division of Workforce Development and Vocational Rehabilitation to establish collaborative partnerships leading to employment and post-secondary pathways for adult students. On the state level, the Deputy Director of our Department (DESE) represents both Adult Education and Vocational Rehabilitation on the State WIB. The State Office meets regularly with leaders of the local Workforce Development Boards to promote collaboration at the local level. Additionally, 14 of our local AEL Directors (out of 34) serve on the 14 WDB boards within their respective regions, throughout the state. Currently eleven programs hold classes at One Stop (Missouri Job Centers) locations.

Missouri has provided specific funding to each Adult Education local programs to develop career and educational pathways for our students. The primary purpose of this program is to connect students with core and required partners, local employers, and post-secondary institutions. Each local program has a case manager/job coach to serve as a liaison connecting targeted students with available partners, services, and opportunities that will create pathways for students to achieve employment and/or post-secondary goals.

Our students use Missouri Connections as a source for career development. This is a comprehensive, online, career development and planning program that is provided free of charge to all Missouri citizens. Our students are also expected to enroll in jobs.mo.gov which provides resources for job seekers such as job searches and resume building. Local AEL programs work closely with Missouri Job Center staff who assist students in finding job opportunities and provide post-secondary tuition assistance.

Missouri has a referral form that local programs use to track referrals to the Missouri Job Centers. Referrals are entered into our data system by the local programs and at the state level we will do a data match to track the success of the referrals. (See attached ACES Job Center Referral Form).

The state partners are currently meeting to create guidance on infrastructure costs. For the period July 2016 through June 2017, adult education paid a portion of the Missouri Job Center costs where co-located based on locally developed cost allocation systems. The guidance to be developed on infrastructure costs will make the cost allocation system more uniform across the state.

1. **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:*

* *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.*

IELCE activities in the state were based on the grants awarded in the statewide competition conducted in the spring of 2012. In 2012, 12 local programs were awarded IELCE grants. The grant cycle is typically a three year grant cycle. However, grants for the IELCE program were extended beginning July 2015 and July 2016. Grants were competed in the spring of 2017. Three IELCE grants were awarded to start operations July 2017.

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

The following language was added to our EL Civics (IELCE) grants to meet the requirement that IELCE be in combination with IET:

Local Integrated English Literacy & Civics Education (IELCE) programs (formerly EL Civics) will provide services in combination with Integrated Education and Training. This will be accomplished through the following:

* 1. The IELCE programs will be designed to:
		1. Prepare adults who are English language learners for, and place such adult in,

 unsubsidized employment in in-demand industries and occupations that lead to

 economic self-sufficiency, and

* + 1. Integrate with the local workforce development system and its functions to carry out the activities of the programs.
	1. Workforce Preparation Activities are to be provided to IELCE students - Workforce preparation activities include activities, programs, or services designed to help an individual acquire basic academic skills in combination with one or more of the following:
		1. Critical thinking skills
		2. Digital literacy skills
		3. Self-management skills
		4. Each skill should include competencies in one or more of the following:
			+ 1. Utilizing resources;
				2. Using information;
				3. Working with others;
				4. Understanding systems;
				5. Skills necessary for successful transition into and completion of postsecondary education or training, or employment; and
				6. Other employability skills that increase an individual’s preparation for the workforce.

This language was added to the grants prior to getting final regulations and, therefore, Missouri was not aware of the requirement that the 3 components of IET had to be occurring simultaneously or that the adult education component had to include occupationally relevant instructional materials. As of October 2016, all local programs have been trained on the requirements of IET as presented by OCTAE at the State Directors meeting in August/September. The grants starting July 1, 2017 will be fully compliant.

* *Describe how the State is progressing towards program goals of preparing and placing*

*IELCE program participants in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency as described in section 243(c)(1) and discuss any performance results, challenges, and lessons learned from implementing those program goals.*

The following language was added to the EL Civics (IELCE) grants to meet this requirement

1. Once the IELCE students’ English skills are at a level where they can be successful, it is expected that those seeking employment or post-secondary opportunities be
2. Referred to the local Missouri Job Center; or
3. Referred directly to employment or post-secondary
4. The case manager/advocate is to have a percent of his/her time dedicated to serving those students identified in “a” to ensure success with referral to the local Missouri Job Center/Employment/Post-Secondary

Missouri is in the very early stages of implementing these program goals; and, therefore, has very little information regarding results and lessons learned. The biggest challenge is coordinating and creating the type of partnership needed with Title I in many of our local areas to make this successful. We are slowly working on this challenge. We have invited local workforce directors to our semi-annual Adult Ed Local Directors conferences and encouraged and assisted when necessary in helping to build these local partnerships.

Basic performance numbers for Missouri’s EL Civics (IELCE) students: There were 1,637 students served (12+ hours and pre-tested) in Fiscal Year 2017. Of those, 1,270 (78%) were post-tested. Academic gain was attained by 1,105 students (68%). The program requires the teaching of concepts related to United States Government and History. Statewide, the pass rate for the government and history post-test was 84%.

* *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.*

As stated above once the IELCE students’ English skills are at a level where they can be successful, it is expected that those seeking employment or post-secondary opportunities be referred to a local Missouri Job Center. Also, Missouri funds a case manager/advocate for each program and this person is to have a percent of his/her time dedicated to serving those students identified as being ready for referral to the job center/employment/post-secondary to ensure success.

The results, challenges, and lessons learned are also the same as mentioned above. Again, the biggest challenge is getting cooperation from our Title I partners at the local level.

1. **Adult Education Standards**

 *If your State has adopted new challenging K-12 standards under Title I of the Elementary and Secondary Education Act of 1965, as amended, describe how your Adult Education content standards are aligned with those K-12 standards.*

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

Missouri Department of Elementary and Secondary Education launched Top 10 by 20, a major improvement effort that aims for student achievement in Missouri to rank among the top 10 states by 2020. One goal of this initiative is for all Missouri students to graduate college and career ready. Missouri began implementing revised standards in the 2016-2017 academic year to help the state meet this goal. The K-12 Missouri Learning Standards define the knowledge and skills students need in each grade level and course for success in college, other post-secondary training and careers. This year, the standards were revised to ensure that students learn basic and higher-order skills including problem solving and critical thinking. The standards are relevant to the real world and reflect the knowledge and skills students need to achieve their goals. These standards do not dictate the curriculum. Local districts and schools make their own decisions about curriculum, instructional strategies, materials and textbooks.

The intent of the Missouri Adult Education Standards, much like that of the K-12 standards, is to provide a framework within which programs can develop curriculum related to preparing students for obtaining employment, enrollment in post-secondary options, and/or developing the language and life skills needed to be a part of the culture of the United States. At this time, the AEL programs are formally encouraged to begin use of these standards. Local programs are expected to be fully aligned to CCR standards by July 2017. These standards align closely with the K-12 standards. The current Adult Education Standards offer guidance in both academic and work readiness skills and consist of areas such as: applied math, reading comprehension, communication (verbal, written, and listening), critical thinking and problem solving, technology and gathering/evaluating information. Additionally, support is given to work readiness skills such as career development and planning, professional behavior, accountability, interpersonal skills, and self-management. The development of these skills in our adult students is consistent with skills identified in the Missouri Learning Standards.

Missouri continues to develop professional development workshops/trainings for staff regarding CCR Standards, as well as other areas related to curriculum development. Leadership funds were used in the development of PD that aligns to the college and career standards. Additionally, in Fiscal Year 2017, some MO AEL programs participated in local professional development opportunities that focused on CCR standards. By 2020, it is required for all teachers to attend the CCR standards workshop offered by the current professional development vendor.

1. **Programs for Corrections Education and the Education of Other Adult Education Standards**

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

To determine the recidivism rate for criminal offenders served, Missouri first looked at those individuals who were enrolled in Adult Education who were also incarcerated in the Department of Corrections for the period of July 2013 through June 2014. This was done through data match. During this period, 1,412 people matched this criterion. Of those individuals, 1,110 were released. Please refer to the table below for the recidivism rate for those individuals.

|  |
| --- |
| **Recidivism of Offenders Enrolled in Adult Education and Literacy Program in 2014** |
|  |  |  |
| Year ofRelease | Number of Releases | Incarceration New Sentence or Parole Violation |
|  |  | **6 months** | **12 months** | **2 years** | **3 years** |
| FY2014 | 384 | 0.0% | 9.6% | 31.3% | 13.0% |
| FY2015 | 476 | 9.2% | 24.4% | 41.6% | 18.7% |
| FY2016 | 168 | 8.9% | 23.2% | 37.0% |  |
| FY2017 |  82 | 3.9% | 5.7% |  |  |
|  |  |  |  |  |  |
| Total/Average | 1,110 | 5.6% | 18.3% | 37.0% | 15.1% |



Job Center Referral

ACES Entry and Tracking Form

|  |  |
| --- | --- |
| Student Name  | Student Tracking Number |

**Referral Information**

|  |  |
| --- | --- |
| Date Referred Student to Job Center |  |
| Date Contacted (phone/email/fax) Job Center Staff  |  |
| Response received from Job Center Staff? | YES | NO |
|  If Yes, please include the date: |  |

**Job Center Information**

|  |  |
| --- | --- |
| Identify Job Center (Name/Location) |  |
| Contact Person (If known) |  |

**Reason for Referral**

Student was referred for which Service(s):

* Child Care
* Child Support
* Employment
* Health Care
* Transportation
* Tuition Assistance
* Work Ready Skills
* Other:

**Outcomes (Complete if known)**

|  |  |  |
| --- | --- | --- |
| Student went to the job center when scheduled? | **YES** | **NO** |
| Describe services received. If none, why not? |