**MICHIGAN 2017-2018 NARRATIVE REPORT**

**Workforce Innovation and Opportunity Act (WIOA) Title II**

**Adult Education and Family Literacy Act (AEFLA)**

**1. State Leadership Funds (AEFLA Section 223)**

1. 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)(a).

*The Michigan Talent Investment Agency (TIA) has been working diligently the last few years to increase collaboration at both the state and local levels among core program partners. The TIA underwent a restructuring in late March 2017 that organized state staff by customer served, not by programs. The Adult Services staff, which is a team of 12, now oversees the WIOA Title I Adult Program; the Wagner-Peyser Act Program, as amended by the WIOA Title III; the WIOA Title II AEFLA and State School Aid Section 107 Adult Education Programs; and High School Equivalency credentialing and testing. Adult Services staff have oversight responsibility for both adult education providers and Michigan Works! Agencies (MWAs) in assigned geographic regions. This structure allows Adult Services staff to strategically and thoughtfully advise the providers and agencies on ways they can work together as the staff have a deeper understanding of both entities and the programs they operate. This structure also provides a foundation to identify and quickly address challenges that arise, such as those related to infrastructure funding agreements (IFAs), memorandums of understanding (MOUs), assessments, and performance reporting.*

*In some areas of the state, adult education providers have built strong partnerships with the MWA and they work very well together. Unfortunately, this is not consistently true across the entire state. In many areas, the core programs have developed a process for referrals, but that is the extent of their relationship or partnership. There is a lack of true understanding of the array of services being offered by all the core program partners. To address this issue, Adult Services staff provided training on many of the programs available through the MWAs, including the WIOA Adult and Wagner-Peyser Programs, for adult education directors and staff at the Michigan Association of Community and Adult Education (MACAE) Spring Institute on May 18, 2018. Adult Services staff shared an overview of each program and then allowed time for questions and discussion on ways adult education may partner or benefit from coordination of services. State Leadership funds were used to support this event to ensure the broadest attendance possible by directors and staff.*

*The TIA also convened a meeting of all local directors on May 3, 2018. This full-day workshop consisted of updates on and discussion of key topics, such as state legislative updates, performance reporting, year-end closeout of the 2017-2018 grants, expectations for 2018-2019, and assessment policy changes for 2018-2019. In the afternoon, Adult Services staff facilitated round table discussions on six key topics – MOUs and IFAs; integrated education and training (IET); Integrated English Literacy and Civics Education (IELCE) implementation; Michigan Adult Education and Reporting System (MAERS); professional development; high school equivalency; and integration with Michigan Works!. The discussions were an opportunity for local directors and staff to discuss challenges and concerns, and for state staff to identify areas for technical assistance and/or professional development. Issues and concerns that were raised in the integration with Michigan Works! roundtable discussion were shared with the Michigan Works! Association.*

*In late 2017/early 2018, the TIA engaged in conversations with the Michigan Works! Association regarding offering a strand of workshops at their Fall 2018 Michigan Works! Annual Conference that showcased meaningful collaborations between adult education providers and MWAs from across the state, with the goal of further promoting partnerships between the two entities. State Leadership funds were used to support the attendance of adult education providers at this traditionally MWA focused conference in September 2018.*

*On an ongoing basis, Adult Services staff attend regional and/or local meetings that bring adult education providers and MWAs together to discuss ways to improve service provision and/or additional opportunities for collaboration. These meetings are convened by the locals and the role of the Adult Services staff is to provide relevant information, as appropriate, to assist with the discussions. As a result of being present for these discussions, Adult Services staff are able to share promising practices and/or innovative solutions with other areas of the state facing similar challenges.*

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

*State Leadership funds were used to provide several professional development opportunities for adult education providers statewide, to ensure compliance with grant requirements and to provide professional development to English-as-a-Second Language (ESL) teachers.*

***2017 Fall ESL Conference*** *- On October 13, 2017, the Fall Michigan ESL Professional Advisory Committee Conference, “Learn Today, Use Tomorrow” was held. Break-out selections included: 5 Effective ESL Practices, Civics Integration, Naturalization and the Law, and GED for ESL Students.*

***2017 Fall MACAE Conference*** *- Adult Services staff updated attendees on a wide range of topics, including High School Equivalency, MOUs and IFAs, State School Aid Section 107, state policy, the IELCE Collaborative, and 2016-2017 performance. Adult Services staff answered questions and facilitated discussion, especially around newer topics, such as MOUs and IFAs, to ensure transparency as the TIA continues to promote collaboration between adult education providers and the MWAs.*

***2018 Spring ESL Conference*** *- On March 9, 2018, the Spring Michigan ESL Professional Advisory Committee conference, “From Assessments to Civics and Workplace Applications” was held. The keynote presentation was by Linda Taylor, CASAS Director of Assessments Development. Break-out selections included: Writing is For all ESL Levels, Techniques in Creating Listening Activities, and Civics Integration. CASAS training was provided as a separate all-day track.*

***IELCE Provider/IET Meeting*** *- On April 26, 2018, Adult Services staff held a training for IELCE grant recipients and other WIOA Title II grant recipients who are providing IET programs. The purpose of the training was to provide information and assistance to the grantees and to discuss the opportunities and challenges associated with providing such services. Working with MWAs and employer partners to provide quality IELCE/IET services was also a topic of discussion. Grantees were able to share their successes and challenges, and lessons learned, in an effort to assist each other with addressing common issues. Providers who are also delivering state-funded adult education/CTE pilot programs shared their experiences and were helpful in providing strategies and information regarding working with employers.*

***2018 Director’s Check In*** *- On May 3, 2018, the TIA hosted a one-day workshop for all program directors. In the past, the agency has hosted a New Directors Training annually. This year, the TIA decided to treat all program directors as “new” because of the new requirements under the WIOA. This full-day workshop consisted of updates on and discussion of key topics, such as state legislative updates, performance reporting, year-end closeout of the 2017-2018 grants, expectations for 2018-2019, and assessment policy changes for 2018-2019. In the afternoon, Adult Services staff facilitated round table discussions on six key topics – MOUs and IFAs; IET; IELCE implementation; MAERS; professional development; high school equivalency; and integration with Michigan Works!. The discussions were an opportunity for local directors and staff to discuss challenges and concerns, and for state staff to identify areas for further technical assistance and/or professional development. New directors were also able to network and identify colleagues within their region.*

***2018 MACAE Spring Institute*** *– On May 17-18, 2018, the MACAE hosted their annual Spring training institute for adult education providers. Adult Services staff provided a one-day session on May 18, 2018, that encompassed most of the information that had been shared at the Director’s Check In three weeks earlier, which was helpful to local program staff that were not able to attend that workshop. The session also provided an opportunity for Adult Services staff to provide training on some of the programs available through the MWAs, such as WIOA Title I Adult and Wagner-Peyser. Adult Services staff shared an overview of each program and then allowed time for questions and discussion on ways adult education could partner with the MWAs or benefit from better coordination of services.*

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

*The MAERS underwent significant changes in 2016 and 2017 in order to meet new reporting requirements under the WIOA. The third and final phase of the system changes was completed in September 2017. From October 2017 through February 2018, the MAERS team traveled around the state to each of the 10 regions to provide hands-on training on the updated system. The full-day training was broken out into two sections – the first was step-by-step data entry into the MAERS from beginning to end, and the second section was reports, including data management reports, National Reporting System (NRS) Tables, and state-developed performance reports.*

*The training was especially valuable for data entry staff that were new to adult education, so they could better understand the role that data collection and reporting play in the bigger picture of the workforce system. It was also valuable for experienced staff, as at each session attendees would discover at least one or two things they either never understood how to do or more effective ways of entering data and information into the system.*

*In April 2018, Adult Services staff brought together the thirteen IELCE providers for a meeting in Lansing. The meeting began with a review of the IELCE requirements, followed by a summary of the IET Plan of Operation that is required for all programs that are operating an IET program. An update on the Building Opportunities technical assistance initiative was provided to attendees as well. The majority of the meeting was spent getting updates from each of the grantees. Each provider was asked to share their progress, challenges, opportunities, and possible solutions. The progress being made was encouraging, even if all programs were not experiencing the same level of progress. Many of the challenges raised were expected, such as how to pay for the training component and difficulty in developing the necessary partnerships with Michigan Works!. While other challenges raised were new, such as the challenge of finding bi-lingual instructors for training and the presence of Immigration and Customs Enforcement agents around ESL programs leading to a decrease in enrollment. Overall, the meeting was very informative for programs as it gave them a chance to learn from each other, as well as for state staff to better understand what is happening at the local level and identify areas of need for future technical assistance and/or professional development.*

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

*Michigan uses a multi-faceted, team approach to its monitoring and evaluation activities. Topics covered include, but are not limited to, grant activities, allowable costs, data collection, data reporting, and data quality. Michigan monitors 100% of its grantees via a desk review. Onsite monitoring and evaluation visits complement the desk reviews and also provide an opportunity for state staff to provide targeted technical assistance.*

*On a regular basis, the Fiscal Analyst runs reports that track budgetary activities in the Michigan Electronic Grant System (MEGS) and cash and reimbursement draw-downs from the Cash Management System (CMS) to ensure grantees are complying with federal and state fiscal regulations and policies. Concerns or instances of non-compliance are discussed with program staff and follow-up action is taken to address any concerns or non-compliance with providers.*

*In addition, MAERS reports containing provider enrollment and performance information are also run on a regular basis and reviewed by the MAERS team and Adult Services staff. Any concerns or instances of non-compliance are discussed internally and follow-up action is taken, as necessary and appropriate, to address concerns or non-compliance with providers.*

*Adult Services staff also review grantee narratives, modification requests, and final narrative reports to ensure grantee compliance with federal laws, regulations, and guidance, and state policy. Again, any concerns or instances of non-compliance are addressed with providers.*

*One targeted onsite monitoring and evaluation visit was conducted during program year 2017-2018. Iosco Regional Educational Service Agency (RESA) was monitored on April 30, 2018. This provider was chosen due to their probationary status as the result of prior performance issues. Seven findings were identified during this review. All findings have since been resolved and will be followed up on during future monitoring and evaluation visits to this provider. The one other provider in probationary status (Kinexus) received their targeted onsite monitoring and evaluation visit on November 28, 2018. Additional onsite monitoring and evaluation visits are expected to be undertaken during program year 2018-2019 once updated monitoring and evaluation tools have been developed.*

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

***Student Success Pilot –*** *ESL programs in Michigan have historically been high performing and well above the national average on performance measures. On the contrary, adult basic education (ABE) programs have struggled in terms of improving the educational skill level of adult learners. In 2015-2016, Michigan was ranked 44th out of 57 states and U.S. territories funded by the Office of Career, Technical, and Adult Education (OCTAE) in terms of the educational gain rates of ABE students. In order to increase the number of adults that attain their high school diploma or equivalent and continue on their career pathway to family-sustaining employment, the TIA piloted a strategy to increase student retention and success in ABE. The Student Success Pilot was launched to motivate and engage learners, and articulate the connection between their personal goals and dreams and their education.*

*One of the primary challenges to student success is not academic ability, but the motivation to persist, especially in the face of barriers such as lack of dependable transportation and/or child care, work conflicts, family issues, or simply not seeing the value of education. The idea for the pilot was based on the response from local provider staff to the motivational speaker, Dr. Eric Thomas, who was the keynote at the 2017 Michigan Adult Education and Training Conference. Numerous local programs requested Dr. Thomas to visit their program to speak directly to students. Instead of a one-time visit, the pilot would utilize a motivational speaker to visit with students multiple times during the year and also incorporate an intrinsic motivational curriculum into the classroom on topics such as time management, “what is your why”, and self-advocacy.*

*The Student Success Pilot targeted three areas of the state that are high-need and have historically low retention rates – Flint, Detroit, and Kalamazoo. Each program offered at least one motivational assembly for students, and Detroit was able to offer two assemblies. The three grantees each selected a different motivational speaker but all three shared their own personal story of overcoming significant challenges, and two of the speakers were high school dropouts that went on to earn a PhD. There was also professional development and an inspirational presentation for staff to foster greater understanding of the challenges many of their students face and effective ways to use the materials in the classroom.*

*Two of the three grantees – Kalamazoo Public Schools and Mott Community College in Flint – expanded the reach of the pilot and invited surrounding adult education programs to participate in the motivational assemblies for students.*

*There were some unanticipated delays in the approval process at the state level that prevented the pilot from beginning at the start of the program year as intended, so the pilot did not begin until January 2018. That condensed the timeline for the activities at the local level and did not allow for as much planning and marketing locally, thus hindering the impact of the pilot activities.*

*The review of the retention and performance data is mixed, with two of the three grantees –Kalamazoo Public Schools and Mott Community College - reporting higher retention and performance in program year 2017-2018 than in program year 2016-2017. However, because of the delayed start to the pilot, it is difficult to fully measure the impact of the pilot on the data that is available. Each of the grantees shared positive feedback that the program energized staff and students and provided an opportunity for a new way to connect with students.*

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.

*After a review of the NRS Tables, the TIA was encouraged to see improvement over the year in a number of areas, including performance and retention. Enrollment did continue to decline as has been the trend in recent years; however, the rate of decline was minimal at only 1%.*

*Local providers have reported declines in enrollment in their adult education programs the last few years because of the improvement in the economy and the availability of work in most areas. Another contributing factor was that the eligibility age for alternative education was raised to 22 years of age. Michigan also continues to see school districts across the state choosing to close their adult education programs. In most cases, surrounding districts try to fill the gap in services, but a program closing generally still results in fewer individuals served in that region due to transportation challenges related to having to attend a program that is farther away from where the students live.*

*There was a decline in English language learners in 2017-2018. Enrollment (1 hour or more) in ESL programs was down by 386 and the number of ESL participants (12+ hours) was down by 500. In 2016-2017, 94 percent of ESL enrollments stayed for 12 or more hours. In 2017-2018, that number dropped to 91 percent. Those declines reinforce what we heard throughout the program year from local providers and shows the impact of immigration reforms and the increased presence of ICE agents in many areas of the state which resulted in lower enrollments in ESL programs overall.*

*Although enrollments were down slightly, there was an increase in retention in adult education classrooms across the state. In 2016-2017, roughly 57 percent of adult learners that enrolled in adult education services separated before completing the program. In 2017-2018, that number dropped to 50 percent. Retention has been an area of focus for a number of years at the state and local level with an emphasis on orientation, contextualized instruction, and in 2017-2018 a pilot to include motivational speaker and intrinsic motivational strategies. The State will continue to review promising practices to improve retention and provide opportunities for the sharing of best practices.*

*The target measurable skill gain (MSG) rate for 2017-2018 was 42 percent and the State of Michigan significantly exceeded that target by achieving a 51 percent MSG rate. The increase in MSG was across the board for both males and females, all age groups, and each race and ethnicity. Performance increases were reported for each employment barrier, except migrant and seasonal farmworkers which declined from 65 percent to 50 percent. There also was a significant increase in the number of participants served in each of the employment barrier categories, except low-income individuals which declined by about 10 percent over the year. State staff emphasized the importance of accurately reporting on the employment barriers and believe those numbers will continue to increase in future years as local providers better understand each of the barriers and update data collection procedures accordingly.*

*The increase in MSG over the year from 46 percent in 2016-2017 to 51 percent in 2017-2018 is partly attributed to the ability to report a gain in any subject area now, not only the lowest area at entry. The number of Educational Functioning Level (EFL) gains from pre to post-test went up about 10 percent over the year. That is only part of the reason for increased performance as there was a significant increase in the number of GED attainments, which increased 28 percent over the year. In 2016-2017, 83 percent of MSGs were from EFL gains and 17 percent were from attainment of a diploma or equivalent. In 2017-2018, that shifted slightly to 81 percent from EFL gains and 19 percent from attainment of a secondary credential.*

*As shown on NRS Table 4C, distance learners in the state performed similar to the statewide average with an MSG of 51 percent. Distance learning is shown to be a good alternative for higher level learners, as distance learners in ABE Level 5 reported a gain of 76 percent compared to 62 percent for all learners in ABE Level 5. A significantly higher percentage of distance learners earned a secondary credential as secondary credential attainment represented 41 percent of the MSGs for distance learners, compared to 19 percent of MSGs for all learners.*

*The percentage of participants co-enrolled in more than one core program was unchanged, but the number did increase slightly by 55 to 1,325. The TIA has been strongly encouraging collaboration between adult education providers and MWAs, and is hoping to see a more sizable increase in future years.*

*The MAERS Team will continue to review enrollment and performance data throughout the year to identify areas of concern or weakness so they can be addressed in real time, rather than after the program year has ended.*

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

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

*The TIA has chosen to delegate its responsibility for meeting the one-stop requirements under 34 CFR Part 463, Subpart J to eligible providers via the competitive grant process. Information outlining the responsibilities was included in the Requests for Proposals (RFPs) issued by the TIA in early 2017. The career services outlined at 34 CFR 463.425 and 34 CFR 463.430 are provided through Michigan’s one-stop system via the required and optional one-stop partners, as appropriate. All adult education participants in the state received the following career services from the delegated AEFLA providers – intake, orientation, and assessment of skill levels. Adult education providers were encouraged to partner with the local MWA to offer supportive services or referrals to the appropriate agency for these services if needed.  Some providers have existing partnerships within the community to offer these services directly to participants. Many adult education providers have partnered with the local MWA to provide an overview during the adult education orientation of the MWA and services available, and individuals are co-enrolled in the core programs under the WIOA if and when appropriate.*

*Some adult education providers have developed IET opportunities, while other providers are working to develop such opportunities.  All providers are being encouraged to develop these opportunities in partnership with their local MWA.* *During 2017-2018, the TIA worked to develop policy guidance regarding IET. The technical assistance the State received from the national level during this time was instrumental in developing this guidance. Final joint policy guidance was issued to adult education providers and MWAs regarding IET on December 7, 2018. Furthermore, discussions began at the State level during 2017-2018 regarding utilizing WIOA Title I discretionary funding to support the training component of IET and to incentivize collaboration amongst the adult education providers and MWAs regarding IET. On December 14, 2018, $1 million was awarded to the MWAs for the aforementioned purpose.*

*Infrastructure cost contributions to support the one-stop system for program year 2017-2018 were all determined via the local funding option by the federally prescribed deadline. This option used a consistent methodology across the state. The agreed upon contributions are outlined in the executed IFAs and associated documents submitted to the State.*

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

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

* Describe when your State held a competition [the last competition] for IELCE program funds and the number of grants awarded by your State to support IELCE programs.

*Michigan held a competition for IELCE program funds in early 2017 for program year 2017-2018 (the first such competition under the WIOA). 13 grants were awarded totaling $757,854, which represents a significant decrease in providers statewide (previously had 42 providers under the Workforce Investment Act).*

*As shown on NRS Table 3, there was a corresponding substantial decrease in IELCE participants in 2017-2018 from 2016-2017, again primarily because of the drastic decrease in providers statewide. Program year 2017-2018 was the first year Michigan reported data after selecting providers under the WIOA.*

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

*In the Fall of 2017, the TIA realized that the IELCE application responses did not always have the level of detail needed with respect to the program components and design structure to ensure that all of the WIOA requirements were being met. Adult Services staff created the IET Plan of Operation, which is based on OCTAE’s IET Checklist, and required that the Plan of Operation be completed by all providers offering IET opportunities, which included the 13 IELCE providers. The information collected via the plans was helpful and informed Adult Services staff about the areas where additional guidance was needed, including the single set of learning objectives and defining the specific adult education content taught within the IET program. Often times, the workforce component was clearly defined, but the response for the adult education content included the adult education services that the program offers.*

*The TIA also participated in the Building Opportunities initiative, which included bi-weekly conference calls with our state coach, David Kaz, and our partner state, Kansas. The discussion topics and assistance provided was valuable as we created the IET Plan of Operation and responded to questions from the local providers around requirements and program design.*

*In addition, the TIA brought together the 13 IELCE providers for an in-person meeting on April 26, 2018. The meeting provided an opportunity for the providers to learn from each other, especially for providers that were still trying to get their programming off the ground. These providers had an opportunity to hear “lessons learned” from other providers who were farther along with the development of their programs.*

*During 2017-2018, the TIA worked to develop policy guidance regarding IET. Final joint policy guidance was issued to adult education providers and MWAs regarding IET on December 7, 2018.*

* 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.

*While much progress has been made in implementing IELCE under Section 243, there were a number of challenges reported by the local programs. More than half of the IELCE providers reported that the actual program offerings varied significantly from what was planned at the beginning of the year. The primary reasons were that the partnership with the training provider did not materialize, difficulty recruiting students at the skill level needed for the training and who had an interest in that occupation/industry, transportation to the training program, and limited funding for the training component. One program, Hamtramck School District, had developed an industrial sewing program that utilized space and equipment from a local employer and then unfortunately that employer relocated to another city. While most programs found ways to overcome these challenges, one program, Utica Community Schools, chose to decline the grant after trying unsuccessfully to launch their program. A number of the providers shared that the program year got off to a rocky start primarily because of the lack of clear understanding of IELCE and IET, but now most questions have been answered and the programs are gaining momentum.*

*Certified nursing assistant (CNA), industrial sewing, and certified production technician were the most common training programs selected for English language learners; however, Michigan has seen an expansion to other fields so far during program year 2018-2019. A few promising practices include one program in West Michigan, Zeeland Public Schools, that has targeted IET programs in CNA and pre-accounting because of the number of English language learners with degrees in these fields from their native countries. Sparta Area Schools, also in West Michigan, has partnered with a local farmer to develop an IET program for migrants in agriculture because of the large number of migrant seasonal farm workers in West Michigan.*

* 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.

*Many adult education providers reported that their partnership with Michigan Works! has strengthened over the last program year, and this was especially true for most of the IELCE providers. The partnership has been valuable in identifying the training options and in-demand occupations for IET opportunities, as well as assisting with recruitment of students.*

*At the State level, understanding of IELCE and its requirements has grown, and staff feel more comfortable in their oversight of IELCE programs. There are a few questions that have come up multiple times that the Adult Services staff still struggles with appropriately addressing. For example, what is recommended and what is required around the integration of the components. Very few of the IET programs in Michigan utilize the “team teacher” approach. The guidance shared is to contextualize the adult education content and align the curriculum. In some rural areas and small programs, they have proposed to offer an IET program and the students that meet the minimum skill level required may come from their ESL, ABE or ASE classes. It is unclear at this time if that would be allowable.*

*Another area of uncertainty is around the requirement that each of the components must occur simultaneously throughout the duration of the IET program. That is easy to ensure in the planning of the program, but at times played out differently in reality if students progressed through one of the components, generally the adult education and GED preparation, faster than anticipated. Programs were reporting either keeping the student in the program and delaying the GED test until the training had completed, or they dropped the student from the training in a couple cases where the student finished the GED two months before the end of the class. Both of those scenarios seem to go against the intent of IET and clarification where there is flexibility would be greatly appreciated.*

*During program year 2017-2018, Adult Services staff also spent a considerable amount of time discussing the integration of IELCE program activities with the local workforce development system, particularly with respect to IET, as staff interacted with both adult education providers and MWAs in a variety of settings (i.e. phone calls, training sessions, user groups, etc.). Promoting such integration culminated with the release of final joint policy guidance to both adult education providers and MWAs regarding IET on December 7, 2018.*

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. Optional: Describe implementation efforts, challenges, and any lessons learned.

*All recipients of AEFLA funds that operate a high school completion program and some other adult education providers use Michigan’s K-12 standards for their high school completion programs. Michigan also adopted the College and Career Readiness Standards (CCRC) disseminated by the OCTAE and has continued to roll out the standards via various training and technical assistance opportunities. One of the challenges that has been identified is that adult education programs are constantly being asked to do more with less. The rigorous curriculum is also a challenge for those very low-level learners.*

*As mentioned in last year’s report, the Michigan Legislature approved two new high school equivalency testing options for use in Michigan – the High School Equivalency Test (HiSET) and the Test Assessing Secondary Completion (TASC). These two additional testing options became available to Michigan students on May 1, 2018. As such, the General Education Diploma (GED) is no longer the only equivalency testing option in use in Michigan.*

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

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

*In program year 2017-2018, there were 27 local providers in Michigan that received Institutional funding under the AEFLA, Section 225, including the Michigan Department of Corrections (MDOC), one federal prison - Milan Area Schools, and 25 school districts that provide services in county jails across the state. The data that is collected and available at the institutions varies widely, as does the relationship between the school districts and each of the county jails. A review of the recidivism rate responses from the local providers has shown a clear need for a common statewide definition. The Adult Services staff will work with grant recipients to determine what data is available and work towards a common definition and measurement going forward.*

*Of the 27 recipients, 17 reported not having any data related to recidivism currently available and 3 of those have said they are working to collect data on recidivism in the future. The majority of programs reported not having data, a data system, or method to determine whether an individual was housed at another facility. Other challenges shared were that the jail houses inmates from other areas of the state that are overcrowded, so it is difficult to track those individuals after their release, and areas of the state that border other states do not have a way to share data across states.*

*9 of the grant recipients estimated recidivism rates based on prior students that returned to the jail program from current or prior years. The rates reported varied from 10% - 65%.*

*The Michigan Department of Corrections, which served over 86% of the Institutional participants in program year 2017-2018 (6,990 of the total 8,156) reported a recidivism rate of 28%. This is a historically low rate for the MDOC. This rate captures the percentage of men and women that return to prison within 3 years of being released and it represents the percentage of all inmates released. Adult Services staff is working with the MDOC to begin calculating the recidivism rate for strictly those served in Corrections Education going forward.*

*Adult Services staff did not calculate a statewide average based on the responses provided because of the stark differences in how the rates were calculated. For example, some programs reported recidivism based on those that returned to that jail program, where as others were calculating it based on those that returned to any correctional facility. Also, most county jail programs were looking at 1-year recidivism rates while MDOC calculates a 3-year rate. Milan, which is housed in a federal prison and is the only high school diploma program in any federal corrections institution in the country, reported that there is not a way to determine the recidivism rate for their specific program. However, offenders without a high school diploma have the highest recidivism rates in the Federal Bureau of Prisons.*

*The State of Michigan will continue to work to develop a consistent measurement for recidivism based on the data that is possible to collect and evaluate. We welcome any suggestions or recommendations based on best practices in other states.*