**Missouri narrative report 2017-2018**

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).

Each of Missouri’s Adult Education programs employ a case manager/ advocate. This individual’s job is to connect targeted AEL students with available partners, local employers, services, opportunities to achievement employment, and post-secondary institutions. Local AEL programs have reported that the case managers have provided valuable services, and they have helped AEL students connect to other partners (e.g. WIOA Title I providers) and employers. In addition, these case managers/ advocates have helped students enroll 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 that every teacher providing instruction to AEL students is certified as an AEL teacher, and offers instructional workshops to help them. 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 Professional Development Committee is comprised of AEL program directors from each region of the state. The members of the PD Advisory Committee determine the PD needs in their region by seeking input from all teachers and all local adult education directors. The Professional Development Advisory Committee meets as a group with DESE-AEL staff, as needed. During these meetings, the PD Committee will help develop PD plans and resources, identify future PD needs, 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.

Missouri AEL contracted with the University of Missouri, Missouri Training Institute (MTI) until the end of Fiscal Year 2017, but continued to use their services during the months of July and August, 2017 (FY 18). At the end of our contract with MTI, the AEL state office made the decision to bring the management and development of Professional Development workshops in-house.

DESE-AEL staff revised and updated many of the MTI workshops during the 2018 Fiscal Year. In addition, DESE-AEL staff created new workshops. DESE-AEL staff also contracted with certified teachers to create new workshops. These workshops are data driven and responsive to the needs articulated by learners, teachers, and program directors, and relevant to the instructional needs of AEL students. DESE-AEL then contracted through a bid process for our PD workshop trainers. The trainers for these workshops came from two different pools: AEL certified teachers recommended by the Professional Development Advisory Committee and certified K-12 teachers who have expertise in the field related to the PD workshop being offered.

In Fiscal Year 2018, DESE-AEL hosted 73 workshops/trainings. The workshops/trainings were attended by 1,146 teachers and directors. The following table summarizes the content of all workshops/trainings provided:

|  |  |
| --- | --- |
| **TOPIC RELATED TO:** | **Number of Workshops Hosted** |
| Teacher Certification | 10 |
| College and Career Readiness  | 13 |
| English Language Learners | 14 |
| Differentiated Instruction/Instruction Strategies | 18 |
| Mathematics | 12 |
| Workforce Readiness | 6 |
| **TOTAL** | **73** |

In Fiscal Year 2018, many local AEL programs hosted professional development workshops. These workshops were posted on our DESE-AEL web site and made available to all AEL teachers in our local programs.

Missouri State Leadership funding was used to pay trainers and develop workshops in the areas of reading, math, differentiated instruction/instructional strategies, evidence-based writing, effective questioning, English language learning, and workforce readiness. The Literacy Information and Communication System (LINCS) and Coalition on Adult Basic Education (COABE) workshops and webinars were made available statewide to provide professional development in the following areas: reading, writing, mathematics, English language learning, instructional strategies, college and career readiness, vocabulary, assessment, technology, 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 of 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, two AEL Directors’ Meetings were held in Fiscal Year 2018. 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’ Conference was held on October 10-11, 2017 in Osage Beach, Missouri. Session topics included:

* Workforce Innovation and Opportunities Act
* Apprenticeship Programs
* Local Workforce Boards
* Data System Updates
* HiSET Update
* TABE 11/12
* Integrated English Literacy and Civics Education Program (IELCE)
* Professional Development Tracking and Certification
* TABE CLAS-E Guidelines Update
* Professional Development Update
* Integrated Education and Training (IET)

The Spring AEL Directors’ Conference was held on April 30-May 1, 2018 in Osage Beach, Missouri. Session topics included:

* WIOA POPs/ POPS and MSG/ Tracking Barriers/ Credential Attainment
* TABE 11/12
* Surveys for WIOA Follow-Up Measures
* LACES- New Data Management System
* HiSET Update
* Missouri AEL Credential Pilot
* Professional Development & Certification Updates
* Integrated Education and Training (IET)
* Missouri Services Resource Guide
1. Monthly Program Desk Reviews are conducted. This entails diving into each local program’s data to see areas of achievement, as well as areas of weakness. These 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 any weak areas, such as academic gain, number of students served, and cost per student.
2. Before the On-site Review Team leaves the local program, the team will meet with the local AEL program director and his/her supervisor. During this meeting, the DESE team will discuss the areas of strength found within the program. If there are weak areas, the DESE team may offer suggestions for improvement.
3. After the On-site review, the team will write and issue a report to the local AEL program. This report will include a summary of the results of the review. If any weak areas are sighted, the local program director must create and submit an improvement plan to the state.

*(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.

1. **S**tudent Enrollment

In Fiscal Year 2018, 873 students enrolled in the MOLearns program. To enroll, 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 55,371 learning hours in the online classroom. During Fiscal Year 2018, 74.8% of MO Learns students who post-tested, progressed a level.

1. 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. In addition, Plato Edmentum is utilized for students working below the High School Equivalency level. *Canvas Instructure* 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 2018, 17,358 students enrolled in Adult Education, meaning they were pre-tested and persisted 12 hours or more out of a total of 19,576 reportable individuals, as reported through our Missouri’s Literacy, Adult and Community Education System (LACES). This is an eighty-nine percent (89%) persistence rate.

**Performance Measure – Measureable Skill Gains**

In the Fiscal Year 2018, 17,358 students enrolled in Adult Education, meaning they were pre-tested and persisted 12 hours or more out of a total of 19,576 reportable individuals, as reported through our Missouri Literacy Adult and Community Education System (LACES). This is an eighty-nine percent (89%) persistence rate.

Also in Fiscal Year 2018, 70% of the participants were administered post-tests, which is consistent with the previous three years.

Additionally, in Fiscal Year 2018, eighty-seven percent (87%) of post-tested students completed an educational functioning level or advanced to higher educational functioning levels, also which is consistent with the prior three years. Once again, we attribute this high success rate to local AEL programs’ focus on quality instruction and preparation.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Fiscal Year** | **2015** | **2016** | **2017** | **2018** |
| Number Enrolled | 19,565 | 18,780 | 18,206 | 17,358 |
| Number Students Post-Tested | 14,799 | 13,319 | 12,981 | 12,213 |
| Percent Students Post-Tested | 76% | 71% | 71% | 70% |
| Post-Tested Students Making Academic Gain | 86% | 85% | 87% | 87% |
| Measurable Skill Gains % | 66% | 61% | 65% | 63% |

**Performance Measure – Employment Second Quarter after exit:** 42.6%

**Performance Measure – Employment fourth quarter after exit**: 37.9%

**Performance Measure – Median Earnings**: $3784.47

**Performance Measure – Credential Attainment**: 48.3%

**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. 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 six on-site reviews in Fiscal Year 2018 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 the 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 to highlight WIOA NRS changes/requirements, 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 Interim Commissioner 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 28) serve on the 14 WDB boards within their respective regions throughout the state. Currently, twelve programs hold classes at One Stop (Missouri Job Centers) locations.

Missouri has provided funding to each of the Adult Education local programs to support career and educational pathways for our students. The primary purpose of this activity 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, such as job searches and resume building for job seekers. 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 tracked locally, and we will be working with our new data system to track electronically. (See attached Job Center Referral Form).

For the period July 2017 through June 2018, adult education paid a portion of the Missouri Job Center costs where co-located based on locally developed cost allocation systems. Missouri is working on guidance to share costs for the one-stop system.

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.*

Grants for the IELCE program were competed in the spring of 2017. Three IELCE grants were awarded and started operations July 2017. The 3 programs awarded IELCE grants are Independence School District (Kansas City area); St. Charles Community College and East Central College.

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

The DESE-AEL State Office passed down the requirements to provide IELCE services in combination with integrated education and training activities in the grant specifications. In addition, the AEL State Director met privately during the AEL Directors’ Conference with the three programs who were awarded the IELCE grants to discuss IET within IELCE.

The three IELCE local programs have a variety of IET options available. One program is partnering with Job Corp to provide all the tuition costs. Through this initiative, the students may receive certification in welding, carpentry, masonry, painting medical office support, etc. They also partner with United Way, Kansas City Housing Authority and YouthBuild to provide IET opportunities for the IELCE students in fork lift driving, hospitality, commercial sewing, and construction trades.

The other 2 programs are not as far along in offering IET, but they do have Microsoft Office Specialist Certification, CNA, manufacturing, Certified Logistics Technician/CLT training where a national credential can be achieved.

* *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.*

Implementing IELCE classes has been rigorous and challenging because it demands a high rate of partnership with multiple agencies all working toward the same goal: providing employment and education to people who need to earn a sustainable wage to care for their families.

Our IELCE students were trained and earned certifications in such high demand industries and occupations as hospitality, certified nursing assistant, certified logistics technician, and forklift operation. Several other certification programs are being developed at this time. In addition, many of these students were instructed in civics and citizenship. The employment numbers are not yet available because it has taken time to get things off the ground. MSG for the IELCE students is around 50% with a credential rate of around 50%. We expect both of these numbers to increase for these 3 programs in the future. It has just been slow going because of working out some of the issues. Other challenges includes the cost of the certificate programs and finding appropriate IETs for the clientele being served.

* *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.*

One of the strengths of Missouri’s AEL office is that we realize that one size does not fit all when dealing with the various sizes and needs of our local programs and their clientele. Missouri’s AEL office provides support of the efforts being made toward operating the IELCE program.

All 3 of our IELCE programs work closely with the workforce development system. All 3 program directors sit on the local workforce boards in their area and work closely with the local job center. IET’s are being offered in manufacturing, healthcare and hospitality trades which are at the top of the industries in need of employees. AEL staff attend local Workforce Board meetings and constantly promote IET programming. Staff are on sub committees of the workforce board including Soft Skills Committee and the Special Needs population committee.

One of the biggest challenges is AEL gaining recognition in the business sector. Most privately held companies and employers do not realize the enormous impact that AEL instruction can have on an employee, a parent, a community and a company. Breaking the AEL stereotype is a huge barrier. Rewriting the narrative of what adult education is, what it can offer and how it is a major resource waiting to be tapped, is a general challenge across all areas of WIOA mandates.

Basic performance numbers for Missouri’s EL Civics (IELCE) students: There were 245 students served (12+ hours and pre-tested) in Fiscal Year 2018. Of those, 204, (83.2%) were post-tested. Academic gain was attained by all PoPs: 181students (73.9%); not all PoPs: 179 (74.3%). The program requires the teaching of concepts related to United States Government and History.

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’s Department of Elementary and Secondary Education launched “Show-Me Success”, a major improvement effort whose mission is to guarantee the superior preparation and performance of every student in school and in life. The goal of this plan is that all Missouri students will graduate ready for success. Missouri began implementing revised standards, which helped 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. The standards ensure that students learn basic and higher-order skills including problem solving and critical thinking. These standards are relevant to the real world and reflect the knowledge and skills students need to achieve their goals. The standards do not dictate the curriculum. Local districts and schools make their own decisions about curriculum, instructional strategies, materials and textbooks.

The Missouri Adult Education Standards align closely with the K-12 Standards. 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 needed to prepare students to achieve their goals. These goals could include such things as 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. Missouri’s Adult Education Standards offer guidance in academic 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.

All new AEL teachers must attend DESE-AEL’s College and Career Readiness workshop within one year of hire date. In addition, by the year 2020, it is required that all of our teachers must have attended the DESE College and Career Readiness Standards Workshop, and that Missouri’s AEL teachers incorporate these standards in their classroom lessons.

Missouri continues to refine and develop workshops/trainings regarding CCR Standards, as well as other areas related to curriculum development. Leadership funds were used in the development of PD.

DESE AEL staff has learned many things during our first year of bringing the development and management of our Professional Development in-house. One thing the DESE staff has learned is that when writing a workshop, there is no such thing as too obvious. For instance, the College and Career Readiness Workshop mentioned how several standards in the English section of the CCRS covered the English, Speaking, Listening, and Writing skills that were taught to our English Language Learners. After reading many of the post-workshop evaluations, it was clear that some of our ELL teachers were confused and did not see the connection between the two, so the workshop needed revised. This revision is happening now and will include more detailed information to specifically tie ELL standards to the CCRS.

Another thing the DESE staff has learned is that managing and developing PD has worked well for us. The quality and content of our workshops is much better when we, with the help of our PD Advisory Committee, have control rather than outsource this.

Finally, just as data drives instruction, workshop evaluations must be used to improve the quality of our workshops. Hence, the DESE staff carefully examines and keeps a record of the evaluations as uses the results to determine if a workshop is meeting the needs of our teachers. If not, the workshop is revised.

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 2014 through June 2015. This was done through data match. During this period, 1,766 people matched this criterion. Of those individuals, 1,442 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 2015** |
|  |  |  |
| Year ofRelease | Number of Releases | Incarceration New Sentence or Parole Violation |
|  |  | **6 months** | **12 months** | **2 years** | **3 years** |
| FY2015 | 714 | 12.8% | 27% | 40.5% | 46.8% |
| FY2016 | 419 | 7.6% | 20.5% | 37.9% | 0.0% |
| FY2017 | 206 | 4.9% | 14.3% | 0.0% |  |
| FY2018 |  103 | 3.4% | 0.0% |  |  |
|  |  |  |  |  |  |
| Total/Average | 1,442 | 9.7% | 23.1% | 39.6% | 46.8% |



Job Center Referral

|  |  |
| --- | --- |
| 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? |