**Arkansas Narrative Report 2018-2019**

**1. State Leadership Funds:**

*(a) 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 Arkansas Division of Workforce Services, Adult Education Section (ADWS/AES) has worked in close collaboration with its partners to ensure success in implementation of the state plan and thereby, meeting the needs of Arkansans. Leadership representing all core partners meet regularly as the WIOA Executive Committee where plans are made for meeting the needs of clients and students, as well as completing the recent state plan modifications. Subcommittees on policy, information technology, finance, core measures, sector strategies, and transition also meet to ensure continued progress in these areas. State-level and local core partners statewide meet semi-annually to share progress in various initiatives, highlight collaborative efforts and conduct activities geared toward improving collaboration between the partners.

Collaboration between ADWS/AES and Arkansas Rehabilitation Services allows adult education students to receive a diagnosis of disabilities and receive services, if eligible, through Arkansas Rehabilitation Services. Additionally, a local adult education program provided instruction to students with disabilities at the residential Arkansas Career and Technical Institute, a part of Arkansas Rehabilitation Services.

ADWS/AES works with the Arkansas Department of Workforce Services as well as the Arkansas Department of Higher Education to match employment and postsecondary data for its students, providing information essential for state and federal reporting.

ADWS/AES partnered with the Arkansas Department of Human Services (DHS) to provide services to Able Bodied Adults without Dependents (ABAWDs) enrolled in the Employment and Training (E&T) Program of DHS’s Supplemental Nutrition Assistance Program (SNAP). Through this partnership, ADWS/AES monitors the progress of ABAWDs referred to the E&T program and provides Adult Basic Education, workplace skills, certification opportunities through the office’s WAGE™ and Integrated and Education Training (IET) programs, to assist the participant in meeting educational and vocational goals. In addition to those referred by DHS, ADWS/AE works to identify and serve Adult Education students who may also benefit from SNAP E&T services. The partnership currently services 74 of the state’s 75 counties, with the last county being serviced by a Local Education Agency that provides adult education services.

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

The coordination of the ADWS/AES’s professional development programs is handled by the Arkansas Adult Learning Resource Center (AALRC). The AALRC is funded through the Southeast Arkansas Education Service Cooperative by ADWS/AES. It was established in 1990 to provide a source for identification, evaluation, and dissemination of materials and information to adult education and literacy programs. The AALRC is located in Little Rock, Arkansas and has seven full-time employees, including a Director, Professional Development Coordinator, Information Technology Specialist, Disabilities and Online Learning Coordinator, Media Coordinator, Receptionist, and Administrative Assistant. State funds support employee salaries while federal funds are used for the fulfillment of our mission.

Except in specific circumstances approved by ADWS/AES, teachers must hold an Arkansas teacher license in order to teach adult education classes in Arkansas. Teachers must participate in at least 36 hours of professional development annually in order to maintain the license. In addition, Arkansas requires adult education directors, full-time instructors and counselors to be certified in adult education within three years of initial full-time employment. The AALRC supports this effort by providing tuition reimbursement for those completing this requirement. The AALRC supports the agency’s goal of “providing an effective communication system that is involved, informative, and interactive,” by supporting statewide program administrators’ meetings, numerous committee meetings, publishing a directory of literacy services, and maintaining a website (http://www.aalrc.org).

ADWS/AES has adopted the College and Career Readiness (CCR) Standards set forth by the Office of Career, Technical, and Adult Education. State staff along with teachers and directors from the field examined each CCR standard in order to align materials used in the field. Subject-focused trainings are provided to assist teachers statewide in delivering high quality instruction based on the CCR Standards.

During the 2017 legislative session, the Arkansas General Assembly passed Act 1061 (the Right to Read Act). Beginning with the 2021-2022 school year, all kindergarten through sixth grade teachers and kindergarten through 12th-grade special education teachers must show proficiency in the knowledge and practice of scientific reading instruction (evidence-based practices that teach a student how to learn to read). All other teachers must demonstrate an awareness. In addition to Act 1063, Act 416 of 2017 requires education preparation programs to teach scientific reading instruction. Since adult education teachers are required to have a current Arkansas teacher’s license, they will also have to meet the Department of Education requirements in order to maintain their license. Arkansas adult education currently has teachers participating in the Standardized Test for the Assessment of Reading (STAR) pilot program. The teachers will be trained and then later help train other teachers across the state. The AALRC also offers professional development training in other content areas such as math, science, and social studies.

The AALRC supports practitioners and trainers through professional development opportunities at state and national conferences, which includes Arkansas Association for Continuing and Adult Education & Adult Literacy Alliance (AACAE/ALA) Conference, Learning Disabilities Association (LDA), Coalition on Adult Basic Education (COABE) Conference, Hot Springs Institute for Technology, and California State University Northridge (CSUN) Assistive Technology Conference.

The AALRC also supports local programs by maintaining a current library of materials, providing research support/information, purchasing/distributing software and materials, and upgrading/redistribution of equipment. The AALRC uses a variety of methods to ensure that local program directors and staff are aware of professional development activities. An email is sent to the program directors explaining each training event, and event information is included on the AALRC website (www.aalrc.org) under the professional development heading. Information regarding training activities is also placed in the AALRC newsletter which is published quarterly. The newsletters are available on the website and mailed to each local program. For those attending training sessions, the AALRC pays travel expenses according to the state travel guidelines for those participants paid with adult education funds.

The AALRC uses a system called ESC Works to track activities and participants. Educators in the State of Arkansas must register for and track professional development events with this online system. Participants are able to manage their own transcripts in the system to add professional development attended outside of the AALRC (i.e. state conference, national conference).

In order to assess the quality of its professional development programs, the AALRC uses Guskey’s model for the Five Critical Levels of Professional Development Evaluation. Evaluations are aggregated and evaluated to determine quality of training and adjustments are made according to the results in order to improve effectiveness of the professional development program and the impact on student learning outcomes.

To support local programs and instructors, a combination of methods are used to assess the effectiveness of professional development training. Classroom observations, student educational gains of teacher participants, focus groups, and overall self-reporting tools are used to determine professional development effectiveness. Data from the adult education management information system are utilized to evaluate and determine if and how the professional development activities impact student learning outcomes.

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

The Adult Education Section and AALRC continue to offer technical assistance to eligible providers. Program directors and staff are encouraged to register with the Literacy Information and Communication System (LINCS), which offers a plethora of resources, professional development, and an opportunity to connect with other practitioners. During administrators’ meetings and through the AALRC, trainings on topics such as English as a Second Language, Learning Disabilities, Math, Social Studies, Reading, Literacy, Distance Education, Confidentiality, and much more continue to be offered on a yearly basis. The AALRC provides technical assistance through email and telephone contact as well as face-to-face meetings with providers. The AALRC IT Specialist provides software and hardware support to all programs on a daily basis.

Mandatory Administrators' Meetings are held semi-annually during which policies and procedures are discussed and information is disseminated. During the administrators’ meetings, providers also share best practices with one another as well as gain additional professional development training from staff or guest speakers. Additionally, state-level partners share pertinent information with local directors to assist with local collaboration.

The Adult Education Section staff provides technical training on our data management system (LACES). The *LACES 101* training covers the basics of data entry, explanation of federal tables, and data extraction. In the *LACES 201* training, participants analyze program data based on teacher performance and student gains and create a program performance report card. Technical support is available for LACES issues via email or telephone. In the 2018-19 year, specific topics in the use of LACES have been developed and provided at a distance to improve access.

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

The ADWS/AES evaluates providers quarterly through the review of each program’s quarterly report submission. Providers review and report progress on average attendance hours, educational functioning level (EFL) gains, number and percentage of students post-tested, etc. Quarterly reports also allow programs to review operational aspects of the program such as the percentage of funds expended, completion of required professional development, and completed personnel activity reports.

ADWS/AES also performs an annual site visit for each adult education and literacy provider to ensure that state and federal laws and policies are followed, to review program performance, and to connect with Local Education Agency Administrators. Based upon the findings during the site visit, regional program advisors provide technical assistance to program directors and staff to ensure continuous improvement.

Additionally, each year 25% of the current 36 adult education and literacy providers receive a program review, which is a three-day intensive program monitoring and technical site visit by a team of program advisors in the state office. Each provider can expect to have a program review every four years provided there are no major risks or violations identified during an annual site visit, which would increase review frequency. Providers are assessed in areas including, but not limited to, Program Management and Reporting, Financials, Technology, and Collaboration. This program review process allows program advisors and the State Disabilities Project Manager to thoroughly assess program operations, observe classroom instruction, and review state and federal laws and policies. In addition, a financial audit is conducted by the agency’s finance staff on those providers who receive a program review.

ADWS/AES evaluates each program annually through an E&E (Effective and Efficient) calculation, which is currently based upon the programs’ progress on the federally negotiated benchmarks in Table 4. Programs that do not meet the determined percentage of the benchmarks are provided additional technical assistance in order to prepare a performance improvement plan. Plan implementation is monitored throughout the year. Upon not meeting the requirements of E&E for three consecutive years, ADWS/AES makes a recommendation to the Arkansas Workforce Development Board as to whether or not the program should continue to be funded.

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

ADWS/AES works with the AALRC to set priorities for professional development. Needs assessments of local program administrators, instructors, and other staff are conducted to determine professional development needs.

Some of the permissible activities offered include integrating technology into the curriculum, Distance Learning 101, and helping students prepare for college through Transition classes.

Adult education providers have provided workplace classes to all 18 Tyson Foods locations in the state through Tyson’s Upward Academy Program. ADWS/AES continues its partnership with Arkansas Community Colleges in providing opportunities for adult education students to begin their studies in a regionally in-demand career pathway, earning stackable credentials while working toward completion of a secondary credential or increasing English language proficiency. The partnership, which began with the implementation of the Accelerating Opportunity program, with guidance provided by Jobs for the Future, now focuses more on the development of Integrated Education and Training throughout the state. Local Programs may also submit a request for specific professional development in order to meet these requirements or to address other identified regional needs.

**2. 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.*

During the 2018-2019 program year, Arkansas achieved a 48% on Table 4, exceeding the negotiated indicator by 3%. Arkansas met or exceeded 9 out of 11 level benchmarks with all ESL Levels meeting benchmarks as well as ABE Levels 3-5. Arkansas fell below meeting the target in both ABE Levels 1 and 2.

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| --- | --- | --- | --- | --- |
| *CORE INDICATORS OF PERFORMANCE* | *2017-2018 Performance* | *2018-2019 Targets* | *2018-2019 Performance* | *Difference of Targets to Performance* |
| *ABE Level 1* | *52%* | *51%* | *39%* | *-12%* |
| *ABE Level 2* | *46%* | *46%* | *40%* | *-6%* |
| *ABE Level 3* | *51%* | *45%* | *47%* | *+2%* |
| *ABE Level 4* | *55%* | *46%* | *58%* | *+12%* |
| *ABE Level 5* | *63%* | *50%* | *57%* | *+7%* |
| *ESL Level 1* | *41%* | *34%* | *47%* | *+7%* |
| *ESL Level 2* | *41%* | *41%* | *52%* | *+11%* |
| *ESL Level 3* | *46%* | *48%* | *60%* | *+12%* |
| *ESL Level 4* | *51%* | *50%* | *56%* | *+6%* |
| *ESL Level 5* | *43%* | *41%* | *54%* | *+13%* |
| *ESL Level 6* | *24%* | *22%* | *42%* | *+20%* |
| *AVERAGE* | *50%* | *45%* | *48%* | *+3%* |

To assess effectiveness, ability to meet the targets, and overall performance, local providers submit quarterly reports to the state office, which includes, but is not limited to, Reportable Individual and Participant numbers; Measurable Skill Gains (MSGs) by EFL, gender, race/ethnicity, and age; post-test percentage; recruitment and retention efforts; and, quarterly expenditures. Once a program year has ended, an Effective & Efficient (E&E) report based on the benchmarks for core performance indicators is generated for each local provider. For the 2018-19 E&E report, local providers were required to meet the state’s MSG average of 45% only, as benchmarks are not yet identified for follow-up measures. Local providers that do not meet or exceed the performance benchmark the first year are provided technical assistance to identify and improve areas needed to meet performance benchmarks. Local providers that do not meet or exceed the performance benchmark for a second consecutive year are assigned a state technical assistance team to assist the program in addressing its deficiencies and develop a program improvement plan, which is monitored by the regional program advisor. Local providers that do not meet or exceed the performance benchmark for three consecutive years are submitted to the Arkansas Workforce Development Board to determine whether or not funding will continue. Additionally, technical assistance is provided to all programs, including those that meet or exceed the overall performance benchmarks to address deficiencies in any EFL.

ADWS/AES has determined the need for a committee to identify the professional development needs indicated by statewide deficiencies to promote continued improvement in program performance. In 2018-19, the ADWS/AES provided more than a dozen trainings, including regional and webinars, to 500+ users of the state’s data management system. Additional general and targeted technical assistance was provided to local providers and staff throughout the program year as needed and requested. Topics included best practices for developing data entry processes and procedures, monitoring data at the program and class levels, understanding federal tables, and utilizing state reports detailing participant progress by assessment and subject area.

During the annual Fall Administrators’ meeting, the state’s 2018-19 performance was shared with local providers in comparison to the national average. Additionally, the 2019-20 negotiated targets were shared with local providers along with their responsibility for helping the state to reach or exceed those targets. Program performance has been determined to be a primary factor in funding. In the current funding formula, a local provider’s ability to meet the Table 4 average and the negotiated core benchmarks for each EFL have been incorporated.

**3. 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.*

ADWS/AES delegates its required one-stop roles to its adult education funded local providers. Through a network of eligible one-stop providers, each partner provides one or more requirements of the program, services, and activities that are linked, physically or technologically, to an affiliated site or access point that assures customers are provided information on the availability of career services, as well as other program services and activities, regardless of where they initially enter the public workforce system in the local area. Individuals seeking assistance have access to information and services that lead to positive outcomes.

The basic career services provided in the one-stop system are made available for adults, dislocated workers, and youth. Outreach, intake (including worker profiling), and orientation to information and other services are made available to these groups, including TANF (Temporary Assistance for Needy Families) and SNAP (Supplemental Nutrition Assistance Program) Employment and Training, through the one-stop delivery system. The individualized career services provided include the initial assessment of skill levels including literacy, numeracy and English language proficiency, and supportive service needs. Labor exchange services including job search and placement assistance, career counseling, and appropriate recruitment and other business services on behalf of employers, including information and referrals to specialized business services other than those traditionally offered are provided through the one-stop delivery system. Follow-up services to track employment and post-secondary data for students are in place to ensure essential information is provided for reporting.

Infrastructure costs and other partnering agreements have been developed between sub-grant recipients and Local Workforce Development Boards. Infrastructure costs are paid using federal funds and state funds, if needed, to supplement the costs. The ADWS/AES requires its local providers to negotiate and sign a Memorandum of Understanding (MOU) that addresses the service delivery elements required by WIOA with the workforce board of their respective regions annually. Two or more local areas in a region may develop a single joint MOU if they are in a region that has submitted a regional plan. The MOU includes a description of services to be provided through the one-stop delivery system, agreement on funding the costs of the services and the operating costs of the system (including funding of the shared services and operating costs of the one-stop), methods for referring individuals between the one-stop operators and partners for appropriate services and activities, methods to ensure the needs of workers, youth and individuals with barriers to employment. The duration, procedures for amending, and assurances of the MOU are reviewed to ensure substantial changes have not occurred, renewal, not less than once every 3-year period to ensure appropriate funding, and delivery of services are included. The MOU may contain other provisions, including in-kind partner contributions and alternative funding, agreed to by the parties that are consistent with WIOA Title I, the authorizing statutes and regulations of one-stop partner programs, and the WIOA regulations.

**4. 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 latest competition] for IELCE program funds and the number of grants awarded by your State to support IELCE programs.***

ADWS/AES held a competition in February 2017 for a multi-year grant to fund IEL/CE programs, and awarded six (6) local providers with Section 243 funding.

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

ADWS/AES facilitates monthly/bi-monthly conference calls and an annual face-to-face meeting with the grant award recipients to discuss requirements of Section 243; IET development and recruitment; curriculum and instructional strategies; and, the continual development of a single set of learning objectives for common IETs. In addition, ADWS/AES monitors the data and progress of IEL/CE participants to provide technical assistance as needed for the local programs. Lastly, during specific IEL/CE conference calls and meetings, grant recipients are encouraged to attend and participate in statewide trainings and workshops that include IET, ESL, and Standards (CCR and ELP).

***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; and***

The Arkansas IEL/CE grant recipients have designed IEL/CE programs that are aligned with the students’ needs and goals along with the Local Workforce Development Board. While all local programs provide ABE and ELA instruction, Citizenship, and integrated digital and financial literacy for IEL/CE participants, the specific IETs developed and planned for each are aligned with the local plans and labor market information. This alignment will assist IEL/CE participants in gaining unsubsidized employment in high demand industries within their local area/region. Workforce preparation training is also developed by local providers to include general employability skills and those relevant to the local employers’ needs and the available workforce training.

In addition to the instructional components of the IEL/CE program, local providers have Career Development Facilitator (CDF) or Career Service Providers (CSP) on staff who assist students in developing educational and employment goals. The grant recipients have developed IETs in healthcare (CNA and Emergency Medical Responders), Hospitality, and Welding. Each IET has the potential to continue through additional degrees and/or certifications.

In 2018-19, there were 196 IEL/CE participants of which 66% achieved a Measurable Skill Gain (127 EFL Gains, 2 SSD Attainment). Challenges that grant recipients report include recruitment into IET programs, funding the workforce training component, and qualifying for workforce training (language, license/credential exam, etc. To address these challenges, local providers are developing transitional/preparation courses for ELLs enrolling in an IET; informative workshops on career pathways and available training programs; pre-screening for eligibility; and, increasing funding opportunities (braided funding, fee waivers, employer partnerships).

Grant award recipients have become aware of the need for specific recruiting strategies, IET development, and preparation designed for ELLs and IEL/CE participants. While enrollment in IETs for IEL/CE participants was low for 2018-19, the focus on these challenges will help to improve enrollment in 2019-20.

***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.***

The IEL/CE grant recipients base the Integrated Education and Training programs, including elements of workforce preparation, on the Local Workforce Development Boards’ plans and current labor market information to identify the high demand industries in each provider’s service area. Local providers regularly attend Local Workforce Development Board meetings in order to be aware of local business needs, changes, and challenges in the area/region as well as ensuring Title II is represented.

The grant recipients have reported IET enrollment has been a challenge. While IETs are selected based on local plans, student interest, language ability and cost do not always align. Grant recipients are working towards addressing this issue by diversifying IET options that align with both the local plan and students’ interests.

**5. 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.*

ADWS/AES’s lesson plans and curriculum maps continue to be aligned with K-12 Common Core State Standards (CCSS), which have been adopted by the Arkansas Department of Education for K-12 schools beginning with the 2013-2014 year, through the adoption of the Career and College Readiness (CCR) standards. ADWS/AES chose to adopt the CCR standards due to its rigorous research and scientific evidence that it is effective and applicable to Adult Education. Additionally, students are more prepared for postsecondary education and training and unsubsidized employment. The CCR Standards are translated into curriculum and lessons for teaching the content of the standards to students. Classroom activities, assignments, and a range of formative and summative assessments all help determine whether or not students are absorbing the essential skills and knowledge included in the standards.

ADWS/AES continues to engage in an instructional task force comprised of state staff members, AALRC staff, and local program directors and teachers, to implement the CCR standards. In 2018-2019, the curriculum task force, comprised of teachers and directors, developed and updated the current state curriculum, resources and supplemental standards designed to continuously utilize the CCR standards. The Arkansas CCR Framework is available on the ADWS/AES's website: http://ace.arkansas.gov/adulteducation/pages/default.aspx and on the AALRC website: http://aalrc.org/. The framework is designed as a living document, changing over time as do resources and student needs.

Currently, the committee's focus is to help teachers align the CCR framework into the curriculum and integrate employability, digital, and financial literacy standards within lesson plans. The task force also recognized the need to improve the quality of instruction. Therefore, ADWS/AES is providing ongoing professional development using evidence-based practices in core subject areas.

Leadership funds were used to support the task force meetings and included webinars, conference calls, and face-to-face meetings. Technical assistance was also provided to support the project and included site visits, conference calls, and regional training. The framework has been and continues to be presented to local directors and staff during State Administrators' Meetings, conferences, and during multiple workshops at the AALRC, including Career & College Readiness Mathematics, Language Arts, Integrating Technology in the Classroom, and Regional GED® subject training to help prepare instructors to teach to a more rigorous curriculum.

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

In the most recent RFP, the state moved forward in requiring that 75% of classes are structured as managed enrollment. Though some local programs have implemented managed enrollment with ease, the need for additional professional development in this area continues in order to ensure that the benefits seen in those areas can be experienced statewide.

As ADWS/AES implemented the new TABE 11/12, programs experienced initial difficulty in achieving student EFL gains. One of the areas identified for development was consistent use of standards as directed by CCSS shifts. To address this challenge, professional development was designed to target skills being taught in isolation, moving toward the teaching of concepts to the highest depth of knowledge by integrating ideas and other supplemental standards. All instructional staff are expected to participate in training with a focus on instructional content, and program directors have been encouraged to participate in teacher evaluation training.

As of October 2018, adult education center directors were provided access and training for analytical documents from high school equivalency testing. Data training has enabled directors to have constant access to data useful in determining the effectiveness of classroom instruction. Local program directors now have an additional tool for identifying areas of strength and those needing development. The combination of an increase in standards-guided, subject-focused, professional development for instructional staff, and increased data analysis assisted in increasing student EFL gains.

**6. 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 Arkansas, recidivism is calculated based on three major areas: re-arrest, re-conviction, and re-incarceration within three years of intake to supervision during a three-year period following release from custody. Recidivism rates are calculated using the nationwide correctional standard timeframes of 6-, 12-, and 36-month follow-up periods. When examining recidivism rates, factors such as the released inmate’s inability to obtain employment, difficulty in finding a place to live, lack of support, impulsiveness, association with other criminals and lack of transportation influences recidivism. Personal characteristics such as age, gender, racial/ethnic groups, etc. also appears to impact recidivism.

The Arkansas Department of Corrections (ADC), which operates prison units, released a November 2018 report based on the findings from the 2014 Release Cohorts. ADC’s 3-year rate increased from 56.50% of those released during CY2013 to 57.44% of those inmates released during CY2014. This high volume is consistent with the increased number of parole revocations entering the ADC that started in 2013 and continued through 2015. However, the number of people sent to Arkansas’ prison for violating their terms of probation or parole full more than 41% in 2017. Adult Education provides services through corrections, community corrections, detention centers, and jails. Out of the 1,009 individuals who were separated in 2015 from adult education providers within a correctional institution, 564 or 55.9% were re-incarcerated within a 36-month period, down from the 66% reported for the previous year.