**Missouri narrative report 2018-2019**

1. **State Leadership Funds** (AEFLA Section 223)
2. *Describe how the state has used funds made available under section 223 (State Leadership Activities) for each of the following required activities:*

**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 and local levels 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).

Most of Missouri’s Adult Education programs employ a case manager/ advocate. The case manager’s job is to connect AEL students with available partners, local employers, services, opportunities to achievement employment, and enroll in post-secondary education/training programs. 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.

**Missouri Adult Education and Literacy Professional Development**

Professional development is critical in assisting Missouri teachers to improve instruction. Improving instruction enables us to meet the State plan goal of improving education levels of our students. Missouri requires that every teacher providing instruction to AEL students is certified as an AEL teacher. To maintain certification, Missouri’s teachers must participate in ongoing professional development. DESE- AEL staff provided trainings and created new instructional workshops to help AEL teachers meet their professional development requirements.

In fiscal year 2019, many local AEL programs hosted our professional development workshops. These workshops were posted on our DESE-AEL web site and made available to all AEL teachers throughout the state. DESE hosted 77 workshops/trainings in FY’19. Our local AEL teachers/directors attended our workshops 1,041 times. The following table summarizes the content of all workshops/trainings provided:

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| **TOPIC RELATED TO:** | **Number of Workshops Hosted** |
| Teacher Certification | 6 |
| College and Career Readiness  | 7 |
| English Language Learners | 13 |
| Differentiated Instruction/Instructional Strategies | 21 |
| Reading | 5 |
| Evidence Based Writing | 9 |
| Mathematics | 12 |
| Workforce Readiness | 4 |
| **TOTAL** | 77 |

In addition to the DESE-AEL created trainings, workshops and webinars from Literacy Information and Communication System (LINCS) and Coalition on Adult Basic Education (COABE) were also 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.

To ensure our AEL workshops deliver quality PD and meet the needs of the teachers throughout the state, Missouri has a statewide Adult Education Professional Development (PD) Advisory Committee. The PD Committee consists of AEL program directors from each region of the state. The members of this committee determine the PD needs in their region by seeking input from all teachers and all local adult education directors. During these meetings, the committee helps develop PD plans and resources, identify future PD needs, identifies and implements Best Practices in PD, coordinates PD activities, and reviews PD workshops as they are being developed to ensure that they are meeting the needs of our teachers. The Professional Development Advisory Committee meets as a group with DESE-AEL staff, as needed.

DESE also uses an evaluation system to gauge the effectiveness of our workshops. Before the AEL teachers leave one of our workshops, they are asked to complete a two page evaluation. These evaluations are sent to the state AEL office where the DESE staff reads and records the responses. If these evaluations indicate the workshop is not meeting the expectations of the teachers, the DESE AEL staff revises it as soon as possible.

During FY’19, almost all of our workshops were updated. In addition, our DESE-AEL workshops were reformatted using the Department of Elementary and Secondary Education’s template. Missouri State Leadership funding was used to pay trainers and develop and revise workshops in the areas of reading, math, differentiated instruction/instructional strategies, evidence-based writing, effective questioning, English language learning, and workforce readiness.

DESE AEL staff continues to learn many things about providing quality professional development. One thing we learned is that, if possible, each workshop should have only one trainer. Having only one trainer assigned to each workshop ensures that the same, consistent information is delivered to all regions of the state.

In FY’19, DESE-AEL added a Professional Development Specialist who has been assigned to be the sole trainer for several of our workshops. In addition, this person helped in the development of new workshops. However, since one trainer cannot train all our workshops, DESE contracted other trainers through a bid process. These trainers came from a pool of AEL certified teachers recommended by the PD Advisory Committee and certified K-12 teachers who have expertise in the field related to the workshop being offered.

**Technical Assistance**

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 2019. 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 17-18, 2019 in Osage Beach, Missouri. Session topics included:

* Students with Disabilities
* AEL Data, including student barriers to employment, EFL gain, follow up outcomes, etc.
* LACES Data Management System
* Teacher Certification Updates
* Professional Development Update
* IET
* HiSET Updates
* TABE 11/12 Updates
* TABE 11/12 Materials
* Breakout Sessions for IETs, Program Management, etc.

The Spring AEL Directors’ Conference was held on April 17 -18, 2019 in Osage Beach, Missouri. Session topics included:

* MOLearns (Distance Learning)
* LACES Data Management System Training
* Professional Development Updates
* HiSET Update
* New AEL Director’s Guide Training (Missouri’s AEL Policy Manual)
* TABE 11/12
* TABE 11/12 Instructional Material Review
1. All programs are subject to monthly Desk Reviews. 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, testing, number of students served, and cost per student.
2. After reviewing this year’s Desk Review data, DESE staff made on-site Technical Assistance visits to four programs that were having difficulties with testing and making academic gain. During these visits, the staff visited teachers and students from low performing classrooms and offered suggestions. Then, the staff reported to the local program director and made suggestions for improvement.

**Monitoring and Evaluation of the Quality and Improvement of Adult Education Activities**

In addition to the four on-site technical visits, in FY’19, the DESE team conducted five On-Site Monitoring Visits from the designated cohort (Cohorts 1, 2, and 3). To determine which programs in the designated cohort would receive monitoring visits, a Risk Factor Assessment Sheet was utilized. This assessment sheet used the following criteria: programs that did not receive an on-site visit during the previous cycle, programs that had new directors within the last two years, programs that had a high cost per student, and programs that had low measurable skill gains.

After it has been determined which programs would receive on-site reviews, time was spent analyzing the local program’s data to see which classrooms would be visited based on such factors as performance, attendance, and testing. During the monitoring visit, the team visited class sites, watched classroom instruction, and interviewed as many teachers and students as possible. The team also reviewed the local program’s fiscal, data entry, teacher certification and professional development, test security and procedures, etc.

When the On-site Review Team had gathered all needed information, they met with the local AEL program director and his/her supervisor. During this meeting, the DESE team discussed the areas of strength found within the program. If there were weak areas, the DESE team offered suggestions for improvement.

After the On-site review, the team wrote and issued a report to the local AEL program. This report included a summary of the review. If any weak areas were found, the local program director was required to write an improvement plan and submit it 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 2019, 834 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 50,901 learning hours in the online classroom. During Fiscal Year 2019, 70.4% 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 2019, 15,632 students enrolled in Adult Education, meaning they were pre-tested and persisted 12 hours or more out of a total of 18,239 reportable individuals, as reported through our Missouri Literacy Adult and Community Education System (LACES). This is an eighty-six percent (86%) persistence rate.

**Performance Measure - Measureable Skill Gains**

Also in Fiscal Year 2019, 70% of the participants were administered post-tests, which is consistent with the previous three years.

Additionally, in Fiscal Year 2019, eighty-two percent (82%) of post-tested students completed an educational functioning level or advanced to higher educational functioning levels, which is also consistent with the prior three years. Once again, we attributethis high success rate to local AEL programs’ focus on quality instruction and preparation.

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| **Fiscal Year** | **2016** | **2017** | **2018** | **2019** |
| Number Enrolled | 18,780 | 18,206 | 17,358 | 15,632 |
| Number Students Post-Tested | 13,319 | 12,981 | 12,213 | 10,898 |
| Percent Students Post-Tested | 71% | 71% | 70% | 70% |
| Post-Tested Students Making Academic Gain | 85% | 87% | 87% | 82% |
| Measurable Skill Gains % | 61% | 65% | 63% | 60% |

 **Performance Measure – Employment Second Quarter after exit:** 44.2%

 **Performance Measure – Employment fourth quarter after exit**: 43.6%

 **Performance Measure – Median Earnings**: $4329.59

 **Performance Measure – Credential Attainment**: 43.3%

**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. This year, DESE-AEL conducted four on-site Technical Assistance Visits.

In addition to providing technical assistance, Missouri completed five on-site reviews in Fiscal Year 2019 for programs that were determined “at risk” based on our rubric. On-site visits included monitoring class sites, interviewing students, teachers, and the director. The on-site visit also included 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 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.*

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, one of the Assistant Commissioners at DESE represents both Adult Education and Vocational Rehabilitation on the State WIB Board. 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. Most local programs have 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 track them electronically through LACES, our new data system.

Infrastructure costs are supported through a system in which Missouri AEL shared costs with the one-stop partners.

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:*

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

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 an effort to provide IELCE services in combination with integrated education and training activities, the three programs have a variety of IET options available. One program, in its second year of offering IELCE classes, had a passing rate of 100% on the State Exam for Certified Nursing Assistants.

This program partnered with Job Corp to provide all the tuition costs. Through this initiative, the students could receive certification in Medical Terminology, Blood Borne Pathogens, Phlebotomy, HIPPS-Health Insurance Portability & Accountability Act, First Aid, and Certified Medical Assistant. Job Corp also offered: ServSafe Food Handlers, Handcuffing Certification, Oleoresin Capsicum Spray Certification, Police Expandable Baton Certification, OSHA 10+, Power Actuated Tools, Lead Awareness, and Building Construction Fundamentals. They also partnered with the Department of Labor, Full Employment Council, Allied Health, Truman Medical Center, Shoppes Toyota, and the WIBs for Eastern Jackson County and Kansas City to provide IET opportunities for the IELCE students in fork lift driving, hospitality, construction trades, and commercial sewing. They offered multi levels of sewing certifications and served students in the Sewing Labs. Several of these students were hired by a company that makes flags. Another company employed students to make robes and vestments for women in the clergy.

The other 2 programs are not as far along in offering IETs, but they are moving in the right direction and have plans for the future. At present, they have Microsoft Office Specialist Certification, CNA, manufacturing, and Certified Logistics Technician/CLT training where a national credential could be achieved.

Implementing IELCE classes has been rigorous and challenging for several reasons. First, 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.

Another reason this has been a challenge is because many of these students work 2-3 jobs as they learn English and the skills necessary for higher wage employment. Even so, those who earn CNA certification find that the work is entry level and does not typically pay a sustaining wage. To help with this, the students who earn their CNA were encouraged to stack that credential into more skilled healthcare areas. This is the career pathway to sustainability, even though the results are far from immediate. Finally, two programs listed student participation as a barrier since most ELLs in their region are employed and unable to attend additional class hours. These programs will address this issue with more aggressive recruiting strategies, as well as searching for delivery methods and course offerings to try to support the students who do wish to receive job training.

Despite its challenges, there are some positives. One upside is that ESL students are highly motivated and truly interested in credentialing programs as those credentials often assist in promotions at their current employment as well as give versatility in their ability to get better jobs. One program stated that the students taking ESL Civics classes in conjunction with an IET class showed better academic gains than those who took ESL classes alone. The classes that were specifically IELCE made an average of 81% MSG, or 20 points higher than ESL overall. This is encouraging.

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 three of our IELCE programs work closely with the workforce development system. All three program directors sit on the local workforce boards in their area and attempt to work closely with the local job center. AEL staff attended local Workforce Board meetings and constantly promoted 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 505 students served (12+ hours and pre-tested) in Fiscal Year 2018. Of those, 445, (88.1%) were post-tested. Academic gain was attained for All PoPs: 413 students (81.1%), PoP 1: 409 (81.0%). 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.*

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

Missouri’s Department of Elementary and Secondary Education’s goal is that all Missouri students will graduate ready for success. 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 Missouri Adult Education Standards align closely with the K-12 Standards. .Missouri’s Adult Education Standards (Adult College and Career Readiness Standards) offer guidance in academic areas such as: applied math, reading comprehension, communication (speaking, writing, and listening), critical thinking and problem solving, technology and gathering/evaluating information. Additionally, support is given to work readiness skills such as career development and planning, professional behavior, accountability, interpersonal skills, and self-management.

The intent of the Missouri Adult Education 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.

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

One challenge Missouri faced is showing teachers how to apply the College and Career Readiness Standards to their teaching. To make sure the workshop meets the needs of the teachers, DESE- AEL revised the CCRS workshop several times. Because the CCRS workshop was largely revised, the state AEL office offered PD credit to any teacher who was willing to retake this workshop. From reading the CCRS workshop evaluations, it is clear that the CCRS workshop is meeting the teachers’ needs. Missouri continues to refine and develop all of our workshops/trainings, including the CCRS workshop. Leadership funds were used in the development of PD.

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.*

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 2015 through June 2016. This was done through data match. During this period, 1,758 people matched this criterion. Of those individuals, 816 were released. Please refer to the table below for the recidivism rate for those individuals.

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| **Recidivism of Offenders Enrolled in Adult Education and Literacy Program in 2016** |
| Year ofRelease | Number of Releases | Incarceration New Sentence or Parole Violation |
|  |  | **6 months** | **12 months** | **2 years** | **3 years** |
| FY2016 | 472 | 5.7% | 16.9% | 34.3% | 40.7% |
| FY2017 | 208 | 4.3% | 16.8% | 32.7% | 40.8% |
| FY2018 | 95 | 2.1% | 13.7% | 34.6% | 0% |
| FY2019 | 41  | 0% | 6.7% | 0% | 0% |
|  |  |  |  |  |  |
| Total/Average | 816 | 4.9% | 16.0% | 33.9% | 40.7% |