SOUTH CAROLINA DEPARTMENT OF EDUCATION

OFFICE OF ADULT EDUCATION
ANNUAL PERFORMANCE REPORT

SOUTH CAROLINA NARRATIVE REPORT 2018-2019

1. State Leadership Funds (AEFLA Section 223)

(a) Describe how the State has used funds made available under section 223 (State Leadership activities) for each 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).**
- **Establishment or operation of high-quality professional development programs as described in section 223(1) (b).**
- **Provision of technical assistance to funded eligible providers as described in section 223(1) (c).**
- **Monitoring and evaluation of the quality and improvement of adult education activities as described in section 223(1) (d).**

Alignment of Adult Education and Literacy Activities

The South Carolina Department of Education's (SCDE) Office of Adult Education (OAE) has used funds made available under section 223 to work diligently and collaboratively to align adult education and literacy activities with core and required one-stop partners in the following ways:

During PY 2018, OAE staff reviewed and provided support to local adult education programs in their efforts to develop fully executed MOUs and infrastructure funding agreements for all twelve local workforce development areas. The OAE assisted programs in the negotiation process and provided guidance on services that can be rendered and received through the one-stop system. Office staff also worked to ensure one-stop infrastructure costs were distributed fairly.

OAE staff identified a total of 12 local Adult Education Directors (1 from each of the twelve (12) local workforce areas) as Workforce Liaisons. Each of these liaisons are members of their Local Workforce Development Board (LWDB). Meetings between this group and OAE staff were held to keep the OAE apprised of LWDB activity and plans, in order to improve the services being provided to individuals in SC, and to determine where workplace literacy activity may be needed to assist employers.

The Office of Adult Education participated in collaborative planning activities as members of the Central Region Sector Strategies and Frontline Staff Training groups. The workgroups are comprised of representation from each of the core partners identified in the State Unified Plan. The Sector Strategies group was formed to help bridge the skills gap between employers and job seekers by connecting workforce development, economic development, and education in a collaborative, seamless, and customer-focused partnership structure. Its purpose is to deliver more effective and efficient employment services across the 12-county region. The Office of Adult Education attended quarterly meetings with the Central Region Sector Strategies group that engaged employers and supported the development of quality adult education services. This information was used to strengthen linkages to strategic workforce development initiatives, create opportunities for local adult education engagement with SC Works, local workforce, and employers, and to communicate workforce and hiring trends and business engagement services to local providers. The Office of Adult Education also developed a reporting tool to help local adult education programs to identify and collect data on appropriate adult education services that support employer needs. This tool was used report data for WIOA performance measure six- Effectiveness in Serving Employers. Adult education providers served 285 employers during the 2018-19 PY. During PY 2018, the Office of Adult Education

participated in the development of content for the Frontline Staff Training project. The project is a collaborative effort to provide uniformed training across all core programs in order to create a strong referral system. A course, SC Works 101, was developed in partnership with Midlands Technical College. The delivery of Frontline Training is anticipated in PY 2019.

The OAE continued its effort to develop and be a part of partnership efforts to establish career pathways that provide access to employment and training services for individuals in adult education and literacy activities. During the year, the OAE provided training to local adult education programs on career pathways. Local programs are monitored on the development of their career pathways, and as a part of the request for proposal/competitive grant award, were required to outline or describe their plan for developing a career pathway.

The OAE sustained a collaborative effort with the South Carolina Vocational Rehabilitation (VR) Department, a core WIOA partner, to provide Career Readiness Certificate (CRC) preparation classes and skill-building classes at 24 VR offices around the state. As a part of the partnership, Adult Education offers instruction in preparation for earning the CRC. VR clients referred to adult education are assessed with TABE to determine the focus of instruction. Clients who have an Applied Mathematics scale score of 442 or above and a Reading scale score of 461 or above participate in a three-week CRC prep class. Clients who do not pre-test ready for the CRC class attend a separate skill-building class until they are able to achieve the minimum TABE scores that are needed for participation in the CRC prep class. During the 2018-19 PY, 733 students attended CRC preparation and skill-building classes at VR offices. Of the total population served, 35% of participants achieved a Silver or higher CRC level, 23% achieved at least one educational functioning level gain, and approximately 1% also earned a secondary credential.

Another successful partnership is with the South Carolina Department of Social Services (SCDSS). SCDSS administers the Supplemental Nutrition Assistance Program (SNAP) Employment and Training (E & T) initiative. The OAE signed an updated MOU with SCDSS in spring 2019. This MOU, which provides additional funds from SCDSS, allows local adult education providers to expand adult education services.

In addition, the Director of the Office of Adult Education serves as a member of the State Workforce Development Board and career pathway development workgroup committee member. His participation on the state board further facilitates alignment of adult education and literacy activities with other one-stop required partners. Both the State Board and workgroup subcommittee members meet on a quarterly basis.

High Quality Professional Development
The Office of Adult Education continues its efforts to establish and provide high quality professional development programs to improve the instruction provided pursuant to local activities required under Section 231(b), including instruction incorporating the essential components of reading instruction, instruction related to the specific needs of adult learners, dissemination of information about models and promising practices related to these programs, and teaching strategies to assist volunteers. The OAE used funds made available under section 223 to provide high quality professional development to funded providers in the following ways:

The OAE redesigned the professional development system in SC identified as the South Carolina Adult Education Technical Assistance Network (TAN). This redesigned process has supported professional development for funded providers in many creative ways. The Technical Assistance Network has four (4) network areas (regions), each consisting of a TAN Coordinator and a LACES Coordinator. Two (2) Training Specialists have been assigned to work with 2 regions each, serving as an extension of the Office of Adult Education and supplement the services of OAE by providing training and technical assistance to enhance the quality and services of adult education programs.

As a result of the TAN system, the OAE has provided greater oversight of professional development and ensured greater consistency in training offerings and information sharing from one region to the next. Local adult education staff are required and encouraged to participate in trainings offered by the state and through the TAN. Local adult education practitioners are also encouraged to utilize existing professional development resources such as the Coalition for Adult Basic Education (COABE), the Literacy Information and Communication System (LINCS) and WorkforceGPS.

The Office of Adult Education has developed webinars as an additional means to inform, train, and support adult education programs. The goals of these Deep Dive web sessions are to;
1. reiterate and clarify adult education policies, procedures and guidelines,

2. provide answers to questions from adult education practitioners,

3. strengthen the implementation of adult education, and

4. present new and innovative information that affect adult education programs.

The creation of the Deep Dive web sessions is another creative and cost-effective way to provide professional development throughout the state.

Annually, statewide training opportunities are offered during the spring and fall for both paid and volunteer adult education practitioners. These training institutes are used as a platform to inform adult education practitioners of priorities and changes and to educate them on new practices and tools. Professional development has focused on WIOA, standards, career pathways, digital literacy, math and reading instruction, and other topics related to the specific needs of adult learners.

Graduate level courses are offered each summer as an additional learning opportunity for all adult education practitioners at low to no cost. Five courses were offered during the 2019 SC Adult Education Summer Academy with approximately 75 individuals attending:

- Fundamentals of Adult Education: Program Development, Design and Implementation
- Digital Literacy in Adult Education
- Teaching English Literacy to Adult Learners
- Content Area Reading & Writing for Adult Educators
- Teaching Adult Secondary Education (ASE) Mathematics (new)

Teaching Adult Secondary Education (ASE) Mathematics was added in 2019. This course provides Adult Education teachers with the knowledge of research and standards-based andragogical instructional practices that facilitate learning in the ASE Mathematics classroom. In the course, participants explore mathematics standards, curriculum development, and digital literacy as critical components of planning for and implementing mathematics instruction.

In addition to large scale professional development activities, small group and regional/local trainings, meetings, and webinars also serve as avenues to share information on national and local models and promising practices. Training will continue for local adult education and literacy providers using the many resources available locally, state-wide, and nationally. OAE has worked to place a stronger emphasis to ensure that training and materials have research-based components incorporated.

Participants are surveyed after workshops, conference presentations, and training webinars to evaluate the activity/event. Survey results are used for continuous improvement purposes and to identify what additional training may be needed. Feedback is also used to inform and improve professional development offerings.

Technical Assistance to Funded Eligible Providers
The OAE used funds made available under section 223 to provide technical assistance to funded providers in the following ways:

Technical assistance was provided to individual providers or groups of providers either face-to-face, through conference calls, or web meetings. Statewide training sessions and regional meetings were conducted as well. With input from OAE, regional training was also conducted by the TAN staff. Notification of all trainings was distributed to local programs through a Training Calendar, created by the OAE. The training calendar was organized to reflect the date, time and location of each training as well as content and intended audience. Interested participants registered for individual trainings through a professional development system utilized by OAE. In addition, OAE convened three required Statewide Director's meetings during the course of PY 2018-19. These meetings were held to keep local AE Directors updated on information that could impact program policies, performance and partnerships.

Overall program performance is measured by the Desktop Monitoring Tool (DMT). Providers that perform at aggregate averages of 65% or less for Adult Basic Education (ABE) and/or English as a Second Language (ESL) enter an ITAP (Intensive Technical Assistance Program) process and will remain in the process until program performance improves to levels above 65% for both ABE and ESL students. This process was modified as a result of new WIOA performance requirements that could lead to sanctions.

The OAE has used funds to develop implementation guides that have been used to assist providers in the development of career pathways that include integrated education and training (IET) and standards models. The goal is to assist with the development of at least one IET model in each of the 12 workforce development areas initially, and then expand to incorporate additional pathways.

The OAE staff developed and distributed the *SC English Language Proficiency (ELP) Standards,* to assist local Adult ESL programs in aligning their Adult ESL curricula to nationally and state recognized standards. This standards document used the Adult ELP Standards, created by the American Institutes of Research (AIR), as a basis and aligned these standards with the South Carolina College and Career Readiness Standards (SCCCRS) as well as the OCTAE standards. The OAE staff provided training to local Adult Education staff on the use and integration of these standards within the Adult ESL classroom.

<u>Monitoring and Evaluation of Adult Education Activities</u>
The OAE used funds made available under section 223 to monitor and evaluate funded providers in the following ways:

To formally monitor providers, the State Director of Adult Education assigns a Compliance Monitoring (CM) team to review all school district programs and community-based organizations (CBO) receiving federal funds and/or state aid to support approved adult learning services.

The Compliance Monitoring (CM) process is a systematic approach designed to assess the educational opportunities and the effectiveness of adult education programs and services in the school districts and CBO's. One-fourth of the programs are reviewed each year by a team of OAE staff. The other three-fourths of the programs are informally reviewed by desktop monitoring tools and informal site visits. To be successful, the CM effort requires continuous follow-up and support activities including professional development and on-site assistance. During PY 18-19, OAE staff reviewed and revised the Compliance Monitoring Tool to better reflect WIOA, Title 2 requirements; this updated tool will be used for compliance monitoring during PY 19-20.

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

The OAE has used funds for permissible activities to enhance the quality of programming in the adult education system. The permissible activities that were supported with federal leadership funds included:
- SC Adult Education Technical Assistance Network (TAN) – Funding was used to support the TAN, the state's professional development network. The TAN, in collaboration with the OAE, developed and provided training to adult education practitioners on various adult education-related practices and models that support program development and instruction. Professional development activities through the TAN focused on, integrated education and training, career pathways, and much more.
- Graduate Level Courses – The OAE used federal leadership funds to develop and execute graduate level college courses, based on WIOA guidelines, for adult education practitioners.
- Standards – The OAE developed a curriculum framework that incorporates the state's K-12 standards and OCTAE standards and aligns with Adult Education assessments and provided training to adult education teachers on implementing standards-based instruction. The OAE developed the SC Adult English Language Proficiency Standards, which also align with the state's K-12 standards and the OCTAE standards.
- Distance Education – The OAE purchased distance education packages for use by local adult education providers. A pilot, using the Schoology LMS, was implemented with 5 ESL programs in order to afford Adult ESL students a viable distance learning option. This pilot will be expanded during the 2019-20 school year to include additional programs.
- Transition Services – The OAE guided implementation of transition services that are provided locally and provides training for the College and Career Navigators.
- IET – The OAE created and conducted three IET Bootcamps in order to provide training and guidance in local program development of IET programs. The OAE also hosted four IET workdays in which programs could assemble staff members and work collaboratively on their individual proposals with OAE staff available to offer guidance. Using the guidance and documents provided at these trainings, local programs developed and submitted IET proposals to the OAE for approval. During PY 2018-19, SC OAE approved four IET proposals from local providers for implementation and funding.

- Adult Education and Family Literacy Engagement Collaborative (AEFLEC) – concluded on June 30, 2018. The AEFLEC collaborative extended the efforts of local adult education programs to remove participation barriers from students and enhance their ability to participate in adult education programs. The OAE developed criteria during 2017-18 PY for Generational Family Services (GFS) AEFLA Subgrants allocated to eligible providers for the 2018-19 school year. Request for Proposal (RFP) for this grant opportunity were distributed during the spring of 2018.

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.

The OAE staff has continued a unique approach to assisting programs that lack evidence of continuous improvement regarding performance measures. To increase overall state performance, the state staff modified the state's "Intensive Technical Assistance Plan" (ITAP). Local adult education programs that were identified as ITAP were given that designation as a result of the following three criteria:

- The aggregate average was 65% or less for the Adult Basic Education (ABE) educational functioning levels (EFLs) within the local adult education program
- The aggregate average was 65% or less for the English as a Second Language (ESL) EFLs within the local adult education program
- The average attendance hours for students within the local adult education program were thirty hours or less per student

As a result of their 2017-18 school year performance, two (2) programs were identified for the ABE ITAP process, and one (1) for the ESL ITAP process. These low performing programs entered a more intense type of technical assistance process that requires the following activities:

- Programs identified as in need of ITAP services were required to attend trainings focused on program management as pertains to data, program design, retention, and instruction. Programs identified as ITAP as a result of their ABE section, were required to attend OAE provided LACES for Practitioners and TABE for Practitioners training.
- In addition, OAE staff conducted the following activities:
    o A data analysis review with the local adult education director and teaching staff to identify problematic areas.
    o Periodic visits to local programs to review classes, evidence of program management, staff meetings, etc.
    o Matched directors and adult education teachers with similar programs and coordinated site visits between them.
    o Made site visits to develop "action plans" for immediate implementation.

OAE has initiated efforts to improve the core follow-up measure "Enter Post-Secondary Education or Training". The state staff plans to work closer with local program Directors to determine ways of improving the performance of this measure. Staff also expanded the number of agencies where data matching occurs. In prior years, post-secondary data matching only occurred at the 16 technical colleges. OAE created an agreement with SC Commission on Higher Education. This agreement allows OAE to data match with all public post-secondary institutions in SC.

The process of data collection and analysis has been reviewed at each LACES personnel quarterly meeting in the context of offering more in-depth information, re-clarification of previous information or introduction of new data information. As a result, local programs are using additional data for program improvement. The OAE staff meets with local program directors who have historically not met local or state performance measures for the purpose of developing a plan of action that will address the program needs.

Desktop monitoring ensures that local programs look at their data each quarter and allows both the state agency and local programs to gain an understanding of how local programs are performing throughout the school year. Monitoring occurs

four times yearly; October 15th, January 15th, April 15th, and after the data freeze that occurs at the end of each school year. Data from tables 4 and 4B, as well as current year High School Equivalency Diploma (HSED), High School Diploma (HSD), and Career Readiness Certificate (CRC) numbers are collected from local programs as a part of this monitoring. Performance will be assessed by comparing prior school year tables 4 and 4B data to current school year local and state standards, and by comparing current year GED, HSD, CRC numbers to prior year numbers.

All programs receiving an Integrated English Literacy and Civics Education (IEL/CE) grant also completed an IEL/CE Interim Report and a year-end IEL/CE Final Annual Report, designed specifically for this grant.

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.

The Office of Adult Education has delegated its one-stop roles to local adult education programs. Over a year ago, during meetings with the existing local program directors, it was communicated that the OAE would be delegating its one-stop responsibilities to local adult education programs located in the same county as comprehensive one-stops. Other local adult education programs within the local workforce development area (LWDA) have the option of carrying out one-stop responsibilities as well. As a part of the adult education competitive grant award request for proposals, which was released in January 2017, applicants had to specifically indicate how they were going to carry out one-stop responsibilities.

OAE staff identified a total of 12 local Adult Education Directors (1 from each of the twelve (12) local workforce areas) as Workforce Liaisons. Each of these liaisons are members of their Local Workforce Development Board (LWDB).

The OAE issued a competitive grant application for four different AEFLA programs: Adult Education, Corrections Education, Generational Family Services, and Integrated English Literacy and Civics Education. For all subgrant award proposals, applicants had to describe the following:
- How the applicant's activities and services will align with the strategies and goals of the local workforce development board's plan and the activities and services of local SC Work Center(s), core partners, and any additional one-stop partners;
- How the applicant's organization supports the services and/or operation of SC Works Center(s) and the SC Works system as described in the WIOA section 121(b)(1)(A), as appropriate and applicable;
- How adult education services that will be delivered and/or received through the one-stop delivery system; and
- How the applicant's organization will coordinate the referral, intake, and orientation of eligible participants into core partner programs and the processes and procedures for concurrent enrollment.

During PY 2018, the OAE staff attended the majority of the 12 local workforce development areas' Memorandums of Understanding (MOU) and Infrastructure Funding Agreements (IFA) meetings in person or by conference call to support local adult education programs. In accordance with applicable federal and state deadlines, all local workforce development boards in South Carolina reached agreements with one-stop workforce system partners and fully executed MOUs and IFAs. In most instances, all local adult education programs within an LWDA are financially contributing partners of the one-stop infrastructure. As needed, Office of Adult Education was available to assist programs in the negotiation process and provided guidance on services that can be rendered and received through the one-stop system.

Local adult education programs are using a portion of their five percent administrative fund to contribute to the infrastructure costs of the one-stops in their local workforce development areas. The local workforce development boards have been willing to negotiate and keep costs at a minimum for adult education programs considering the limited administrative funds available to adult education programs. The Office of Adult Education has made state funding available to support local adult education programs where one-stop infrastructure costs create a financial burden; however, to date, no local adult education programs have requested state funding support.

Career services were provided by local adult education programs. The services provided include basic skills and literacy assessments and training; workforce preparation and career readiness activities; TABE assessment preparation; outreach, intake (including worker profiling), and orientation to information and other services available through the one-stop delivery system; partner referrals; financial aid assistance for training and education programs not provided under WIOA; labor exchange services; provision of labor market information; provision of information relating to the availability of supportive services or assistance and appropriate referrals to those services and assistance; individualized and group career services. In addition, local adult education programs provided individuals with access to training services.

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.**
- **Describe your State efforts in meeting the requirement to provide IELCE services in combination with integrated education and training activities;**
- **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**
- **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 OAE, in collaboration with the SCDE Grants Program and General Counsel, created and distributed an IEL/CE Request for Proposals (RFP) to select 12 subgrantees statewide to award funds allocated to the state by the federal IEL/CE grant. The competition was held in the spring of 2017. Comprehensive trainings were held for potential applicants and selected reviewers. All applicants were required to demonstrate program effectiveness and respond to questions related to the thirteen considerations listed in WIOA, Title 2. It was necessary to hold two rounds of competition to achieve geographic equity in the distribution of funds. The grant application and review process culminated in awarding funds to one program in each of the twelve Workforce Development areas located in South Carolina. This grant cycle will continue for three years.

Grant monies totaling $311,601.99, including previous year's carryover, were awarded to twelve programs for the fiscal year of 2018-19 which includes two literacy associations benefitting directly from the grant. Awards ranged from $20,000 to $32,830.71, with amounts based primarily on grant review scores, the previous year's size of ESL population, performance, and student retention. Meeting the needs of the ESL population resulted in class offerings in the mornings, afternoons, evenings, and on weekends. The provision of transportation and childcare were often the effect of collaborative efforts between Adult Education and churches, as well as other community-based organizations. Overall, SC provided educational services to 4,607 limited English proficient individuals. Programs receiving IEL/CE grants directly served 2,256 students with the IEL/CE funds. Of these 2,256 IEL/CE students, 7 students received a high school credential and 67 earned Career Readiness Certificates.

The State ESL Consultant visited many of the adult education sites offering ESL services, including those awarded with IEL/CE grants, in order to offer Technical Assistance and to monitor the programs informally. Additionally, an IEL/CE Interim Report and Final Annual Report (IEL/CE FAR) were completed and submitted by each grant recipient. Both reports contained information on program performance and documented progress toward full implementation of the IEL/CE program, including IET and other occupational goals. The State ESL Consultant and other state staff conducted multiple trainings for directors and ESL practitioners, both regionally and statewide, specifically directed at sharing information and strategies on the implementation of WIOA regulations as they relate to the Adult ESL population. Specific technical

assistance and training continued regarding individual program planning and implementation of IET with IEL/CE students. Three statewide IET Bootcamps were held to assist programs in the development of their respective IET programs; these Bootcamps provided information and tools necessary to complete the process for submitting an IET proposal to the OAE for approval. Criteria for approval included:

- Alignment with identified local workforce needs as detailed in the Local Workforce Development Plan or local employer need.
- Contextual and concurrent English language instruction directly aligned with occupational training.
- Workforce preparation activities.
- Student attainment of a nationally recognized credential leading to self-sustaining employment.

IEL/CE programs with approved IETs implemented these programs in the areas of manufacturing and construction, both of which align with identified state employment needs. Nine IEL/CE students received occupational credentials as result of their participation in an IET program. South Carolina Adult Education expects this number to increase as the numbers of approved IET programs continues to expand across the state.

Additionally, a database of South Carolina ESL practitioners was updated and used to disseminate information concerning all areas of IEL/CE grant implementation, instructional issues, upcoming trainings, and other communications unique and useful to this group of practitioners.

To serve the ESL population throughout the state, which includes all the programs receiving IEL/CE funds, South Carolina Adult Education programs collaborated with multiple community service organizations, offering ESL classes, GED preparation, and instruction, as well as childcare and transportation assistance. Volunteers provided essential assistance with individualized tutoring and small group instruction, as well as with coordination of childcare services, transportation, and food provision. The total involvement of these community organizations and the adult education programs, as well as the full support of the school districts, ensured the success of these programs. The combined efforts of district adult education programs, adult literacy programs, and community service organizations provided services to 4210 adult ESL students in the many sites located across the state. Of this number, 3772 (81.8%) attended twelve hours or more, which represents 19.7% of the total Adult Education participants during PY 2018-19. Approximately 2,105 (55.8%) of these ESL participants were post-tested. Of those pre- and post-tested, 87.7% of students completed a level, resulting in a state ESL aggregate average of 108.27%. As a state, four of six federally negotiated ESL Educational Functioning Level (EFL) performance standards were met or exceeded during the 2018-19 school year.

Once again, these remarkable statistics support the professional development efforts across the state as well as the wide range of instructional strategies employed. Data collection continues to improve; student assessments focusing on language proficiency are correlated to instruction models and scope-and-sequence. Continuous professional development for ESL teachers has now been incorporated into all trainings, and has assured uniformity across the state in curriculum, instructional practices, and lesson planning and delivery. While the district Adult Education programs use classroom face-to-face instruction and distance learning opportunities, literacy programs and faith-based programs also provide one-on-one tutoring. Virtual English learning opportunities were also leveraged, including Rosetta Stone, DuoLingo, Burlington English and Schoology.

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.**

The Office of Adult Education established a Curriculum & Standards Development (CSD) Team in the 2017 program year. The team consisted of certified English and Mathematics teachers with experience in the field of Adult Education. As a part of the Standards Implementation Plan, the CSD Team developed the South Carolina Adult Education Curriculum Framework for reading, language, writing, and mathematics which was published in 2018.

The Curriculum Framework focuses on the identified skills that a student needs to obtain a measurable skill gain, career readiness certificate, high school equivalency diploma, and to prepare for postsecondary education. It is the result of a crosswalk between the South Carolina College- and Career-Ready Standards (SCCCRS) and the Office of Career, Technical, and Adult Education (OCTAE) College and Career Readiness (CCR) Standards and provides the alignment of the standards with adult education assessments including the Test of Adult Basic Education (TABE), General Educational Development (GED), Test Assessing Secondary Completion (TASC), WIN Ready 2 Work, and the Next Generation ACCUPLACER.

Local, regional, and statewide workshops were provided throughout the 2018-2019 school year by OAE staff and the CSD Team. Topics covered included standards-based instruction, aligning resources and materials to the standards, and preparation for the TABE 11 & 12 assessments.

During the fall of 2016, the American Institutes for Research (AIR), in cooperation with OCTAE, released English Language Proficiency (ELP) standards for Adult English language learners. The SC Adult ESL Task Force worked to align these standards with the OCTAE Standards as well as the SC College & Career Ready Standards. These standards were approved by the SCDE and distributed statewide to all local Adult Education providers in March 2019.

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.

	Year of Release				
	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
Total Number of Releases	**11,409**	**9,623**	**9,484**	**9,354**	**9,147**
Percentage of Releasees who Returned to SCDC:	Recidivism Rate by Year of Release				
Within One Year or Less	6.2%	6.2%	5.6%	5.8%	5.5%
Within Two Years or Less	15.5%	16.2%	15.2%	15.7%	14.2%
Within Three Years or Less	22.4%	23.1%	22.7%	22.3%	21.2%
Comparison of 3-Year Recidivism Rates by Inmate Attributes					
GED Earned in SCDC Education Program	21.4%	21.7%	21.3%	17.3%	15.8%

Terms/Definitions

- Release/Releasee - An inmate is a releasee when he/she is conditionally released via placement on probation/parole/community supervision/supervised re-entry or completed his sentence (maxout). Inmates who died or left SCDC for appeals, or whose sentences were remanded, are not included in recidivism analysis.
- Release Cohort - Releasees can be grouped according to a common factor. In recidivism analysis, release cohorts are distinguished by the fiscal year during which their release occurred (a fiscal year being July 1st through June 30th)
- Recidivist - An SCDC releasee is considered a "recidivist" when he/she re-enters SCDC custody (but excludes those inmates convicted and returned to prison for a past offense only, an offense that occurred prior to their release.)
- Recidivism Rate - This rate is the percentage of releasees who recidivated. A one-year rate is based on the number who returned within 12 months of release; a two-year rate is based on the number returned with 24 months; and a 3-year rate is based on the number returned within 36 months. Recidivism rate comparison among release subgroups is applied to the 3-year rate, which is a standard recommended by the Commission on Criminal Justice Standards and Goals decades ago and subsequently applied by various correctional jurisdictions.