**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:*

1. *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).*
2. *Establishment or operation of a high-quality professional development program as described in section 223(1)(b).*
3. *Provision of technical assistance to funded eligible providers as described in section 223(1)(c).*
4. *Monitoring and evaluation of the quality and improvement of adult education activities as described in section 223(1)(d).*

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

(A.1) Alignment

During PY 2019-2020, Alabama Adult Education, in tandem with its WIOA partners, intensified efforts to expand training opportunities to job seekers. Alabama’s Governor has established a postsecondary education attainment goal of adding 500,000 skilled workers to Alabama’s workforce by 2025, as well as a goal to increase Alabama’s labor force participation rate of 57.8% to the national average by 2025. To fulfill its role in supporting these goals, and the integration and expansion of training services to be delivered within the Career Center System, Alabama Adult Education has strategically allocated and expended funds under Section 223, securing service locations in all Comprehensive Career Centers and most affiliates throughout the state.

The services provided through Adult Education in the Career Centers continue to grow beyond traditional academic and High School Equivalency preparation. Under WIOA, Adult Education and the Career Centers have elevated their partnership to include an integrated education and training approach that places adults on a pathway to successful employment and increased earning opportunities. The *Adult Career Pathway* program integrates contextualized basic academic skills with technical skills training where adults can earn stackable, industry recognized credentials and certificates along an educational path with multiple entry and exit points.

All adult education providers are encouraged to provide Integrated Education and Training (IET) to accelerate the learning process and provide relevance to students as they complete foundational academics. Adult education funds are leveraged with other WIOA partner funds to support the IET program model. Alabama Adult Education co-manages, with the Alabama Department of Labor, a job-readiness program called Ready to Work (RTW), which is specific to Alabama and highly requested by the Alabama Workforce Boards. RTW is a job preparation training program that incorporates employability skills, blueprint reading, precision measurement, financial literacy, digital literacy, graphic literacy, workplace documents, and contextualized academics such as applied mathematics to prepare adults for employment opportunities in manufacturing and beyond. Prior to the COVID-19 pandemic, plans were in the works to build an online delivery platform for RTW. With the onset of COVID, this plan accelerated and RTW is now available via online delivery which has allowed students to complete the program and increase their marketability to potential employers in times when meeting face-to-face for classes was not preferred or permitted. The online delivery has also increased access to incumbent workers that are underemployed and did not previously make the time to attend a face-to-face training.

Another example of collaboration between state partners to meet the objectives of the state plan is exemplified by the Memorandum of Agreement (MOA) between the Alabama Department of Human Resources (ADHR) and Alabama Community College System, Adult Education Workforce Division. This partnership continues to provide funding for integrated education and employability skills training opportunities to the Temporary Assistance for Needy Families (TANF) population. The training prepares ADHR clients for employment opportunities through the blending of academic instruction, technical training, and workforce preparation skills. ACCS and ADHR also have

an agreement to serve the Supplemental Nutrition Assistance Program (SNAP) clients. The SNAP partnership is like the TANF partnership in that it utilizes the same training approach; however, funding is provided through a braiding of state/federal match. The ACCS screens Adult Education students and makes reverse referrals back to ADHR for students who qualify for TANF or SNAP supportive services such as childcare, transportation, housing, and food assistance. All these initiatives are focused on removing barriers and providing access to the academic and job training needed to attain skills and industry recognized credentials for employment in the various sector areas including construction, manufacturing, healthcare, transportation, information technology, and the service industry.

Leadership funds, state funding, and braided resources from partners are important for successful statewide implementation of workforce skills training efforts. The ACCS continues to grow and enhance offerings and is encouraged by current partnerships and outcomes. Examples of enhanced efforts include the pre-apprenticeship programs that have been added to the Adult Education menu of services to help build Alabama’s workforce. In March 2020, the Alabama Office of Apprenticeship (AOA) became the first agency in over 20 years to be recognized as a State Apprenticeship Agency by the U.S. Department of Labor. This designation allows the AOA to create innovative pathways into registered apprenticeships, and Alabama Adult Education is working very closely with the AOA in developing and placing Adult Education students into certified pre-apprenticeships. These pre-apprenticeships include programs like pre-CDL and pre-CNA, which were developed to meet statewide and regional needs for CDL drivers and nurses, and other options like pre-Industrial Maintenance, pre-Welding, and pre-Construction for students or for incumbent workers who want to earn certifications through NCCER CORE and the Manufacturing Skills Standards Council. Each pre-apprenticeship is designed to create a pathway to stackable certifications and sustainable employment for Adult Education students.

The Governor’s Office of Education and Workforce Transformation (GOEWT) was created in 2018. WIOA funds have been used to support the imminent focus on non-degree quality assurance and transparency to develop a credential currency that enables Alabamians to progress through a career pathway, earning wage increases by completing a sequence of stackable credentials that denote mastery of workplace competencies aligned to occupations that are part of a career pathway. Also, Adult Education and Family Literacy Act (AEFLA), Title II WIOA Leadership funds were braided with other WIOA funds to assist in the GOEWT’s establishment of Alabama’s Terminal on Linking and Analyzing Statistics (ATLAS) on Career Pathways, the state’s longitudinal database system, which will serve as Alabama’s Credential Registry.

(A.2) Professional Development

High quality and ongoing professional development opportunities are essential to prepare instructors for the demands of the future. Practitioners must have the strategies and knowledge to prepare students with basic skills for the high school equivalency and beyond. The onset of the COVID-19 pandemic initially had a negative impact on Alabama’s plan of delivery for our HQPD in 2019-2020. However, the silver lining was that the pandemic forced the creation of enhanced virtual opportunities for professional development and training. Like most other states, at the onset of the pandemic, we were quickly trying to assist local programs in transitioning from face-to-face instruction to virtual instruction and taking part in as many virtual instruction webinars as possible. We added pages of resources to our data management system resource section, and many programs became very efficient and competent with both virtual instruction and virtual proctoring of assessments utilizing a variety of virtual meeting platforms such as Zoom, FaceTime, Google Meet, GoToMeeting, and Skype. Programs also expanded or created classes in learning management platforms such as Canvas and Blackboard that provided access to class content 24 hours a day, seven days per week. Even our state professional development organization, ALAPCAE, with whom we generally partner for an annual conference, provided a virtual conference.

While professional development training in Alabama has traditionally been delivered through a multi-faceted approach, a model which incorporates nationally recognized evidence-based strategies via face to face, distance education, and hybrid delivery formats, this year’s PD has been mainly delivered in a virtual mode. Most practitioners have responded well to the virtual reality, but some were challenged by the excessive use of

technology in so many new and different ways in such a rapid conversion time. As the year has gone by, we are also sensing a “virtual weariness,” in which the effectiveness of “distance only” PD and instruction is beginning to

wane. It is becoming obvious through this experience, that a PD approach which is multi-faceted in delivery is the preferred approach.

Leadership funds were used and will continue to be used to support professional development in the following area(s):

*Academic Bridge Preparation Programs Workforce Innovation and Opportunity Act (WIOA)*

*Co-Enrollment IET Activities (AE and Technical Skills) Alabama Career Centers and Regional Councils*

*Career Pathways & Contextualized Instruction “Workforce Essential Skills” Soft Skills/Employability Skills*

*Data Management System Webinars- monthly Series Corrections/Institutionalized Classes*

*Technology Integration into classroom instruction Integrated English Literacy Civics Education*

*Virtual Distance Education*  *GED® Preparation CCR Standards*

Alabama Adult Education practitioners participated in national virtual conferences/institutes such as COABE, NCPN, and NASDAE’s NTI, as well as other virtual trainings. Among the other virtual trainings were the state ALAPCAE conference and the Alabama Workforce Virtual Conference. There were some face-to-face trainings attended pre-COVID, including the New State Directors Training.

(A.3) Technical Assistance

Alabama Adult Education is dedicated to continuous program improvement and strives to provide technical assistance support in various forms. To increase program improvement in the 2019-20 program year, Alabama AE implemented a more defined regional approach to TA by employing and assigning three AE staff members as Regional Area Directors in the northern, central, and southern parts of the state. The goal was for the regional directors to “roll-up their sleeves” and work intensely with local providers, identifying areas of need and applying best practices to facilitate continuous program improvement.

In addition, the State Staff Team continues to provide technical assistance through face to face (F2F) trainings, webinars, emails, phone calls, and teleconferences. A bi-weekly webinar series for programs called “Spotlight” was a constant over the last year. This PD opportunity highlighted and discussed topics and best practices relevant to the local programs. The state used the forum to disseminate policy, regulations, innovative instructional strategies, and resources from a national, state, and local level. Questions were asked verbally or through the chat feature. The Spotlight series was recorded and archived as a professional development resource for directors and staff through the Alabama Adult Education System of Performance and Accountability (AAESAP) management information system.

(A.4) Monitoring and Evaluation

Monitoring and evaluation of local programs is accomplished via quarterly desk-top monitoring and scheduled on-site review visits. In addition to these formal monitoring and evaluation methods, review of dashboard data and other data analysis frequently prompts targeted technical assistance of specific performance areas, which generally includes a deeper assessment/evaluation of the area being analyzed.

* Desktop monitoring is a routine data collection review of the MIS performance dashboard, and reports from providers. The desktop monitoring process utilized is based on the National Reporting System (NRS)

Educational Functioning Levels (EFL), Measurable Skill Gains (MSG), High School Equivalency attainment, postsecondary education, training, and employment. Alabama includes six additional state indicators to include: 1) an enrollment goal, 2) an overall academic performance measure goal, 3) a National Career Readiness Certificate goal, 4) national professional certifications, 5) Career Pathway Enrollment and 6) a goal for GED® diplomas. The process also takes into consideration attendance patterns, pre/posttest rates, and invoicing patterns. The desk-top monitoring informs state staff how a grantee is performing against expected results. Structured desk-top reviews are conducted with each local program on a quarterly basis. The review is followed by the local program developing a plan for continuous improvement, based on observations made during the review. A follow-up to the improvement plan is made via conference call. Once the improvement plan has been implemented, the state gauges progression of the plan with a follow-up desk-top/virtual monitoring.

* On-site review visits are formal, scheduled visits with local program providers that occur once per RFP cycle for each provider. It consists of examining the progress made in the project against the agreed upon goals set forth in the application for funds. The purpose of monitoring also provides the opportunity to make constructive suggestions or recommendations. It employs systematic collection of data and on-site observations to provide stakeholders the extent of progress and achievement of objectives, proper and lawful use of funds, and compliance with federal and state policies and guidelines.

For PY 2019-20, desk-top monitoring was not hindered by the COVID-19 pandemic, as the process is conducted via distance communication. However, on-site review visits were impacted by the pandemic. For the period of January 2020 – June 2020, Alabama AE originally had 10 onsite reviews scheduled. Five of the ten were able to be completed as normal during the time of January 14, 2020, through March 5, 2020. For the remaining five visits scheduled for March 17, 2020, through May 21, 2020, three reviews were able to be completed via the Virtual Compliance Monitoring Tool that the Adult Education State Monitoring Team developed in response to pandemic conditions. Two programs visits were rescheduled and were conducted in a hybrid manner.

The state continues to revise and adapt new features to the compliance review and technical assistance process. Program effectiveness is gauged through the federal measures as outlined under the federal WIOA and NRS measures. Programs with low performance in the federal and state indicators are given continuous support by the State Staff Team.

B. Permissible Activities

During the 2019-20 program year, leadership funds were used to support the Alabama Adult Education System of Accountability and Performance (AAESAP). The data management system continues to expand functionality to capture, match, and report WIOA data.

**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.*

Alabama has 67 counties in the state with 25 fiscal agents providing services in each county. These 25 providers account for over 400 locations and 1,102 classes. The adult education system has a staff of 698, in addition to 29+ volunteers. Part-time staff (*less than 19 hours a week*) makeup 74% of the total staff. During the 2019 -20 program year there were 25 designated program directors, many with less than one year of experience. Retirements during the year resulted in several changes in local program leadership. These changes, as well as the closures and changes to teaching and recruitment strategies due to COVID-19, resulted in inconsistency in local program performance.

Alabama Adult Education follows a continuous improvement approach with data analysis as the foundational base. The state has been relatively consistent with historical norms for the core indicators of performance and the population demographic served.



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| **Alabama Adult Education**  |
| **Educational Functioning Level (EFL)** | 2019-2020 EFL Enrollment (*12 hours +)* | 2019-2020 EFL Completion Percentage |
| *ABE Beginning Literacy* | 732 | 28.69% |
| *ABE Beginning Basic* | 4,976 | 27.49% |
| *ABE Intermediate Low* | 4,949 | 30.59% |
| *ABE Intermediate High* | 2,514 | 35.18% |
| *ASE Low* | 590 | 29.54% |
| *ASE High* | 170 | 22.94% |
|  |  |  |
| *ESL Beginning Literacy* | 579 | 23.18% |
| *ESL Low Beginning* | 319 | 31.03% |
| *ESL High Beginning* | 340 | 30.59% |
| *ESL Low Intermediate* | 351 | 26.50% |
| *ESL High Intermediate* | 263 | 27.38% |
| *ESL Advanced* | 142 | 28.87% |
| ***Total*** | **15,925** | **29.69%** |

Important state data which is not reflected in the NRS data is the number of work ready certifications earned through adult education. Two of the state recognized certifications in Alabama are the National Career Readiness Certification (NCRC) and the Alabama Certified Worker Credential (ACWC). The number of National Career Readiness Certifications (NCRC) for PY 19-20, based on the ACT Work Keys assessments, was 2,198. Also, the state awarded over 450 ACWC to adult education students that completed the Ready to Work program. In addition,

adult education awarded 1,381 NorthStar Digital Literacy certificates, 63 NCCER Certifications, 758 FDIC, 260 Microsoft, 49 SERV safe, 117 CNA, 67 OSHA, 72 MSSC, and hundreds of other industry recognized certifications.

 The functionality and reporting features of the management information system continues to advance. The Alabama Adult Education System for Accountability and Performance (AAESAP) is designed to capture the requirements under WIOA and to provide instant feedback for data analysis. During the last year, AAESAP functionality was enhanced to increase system features via the dashboard, alerts, and report pages, and an option for public enrollment was added. The public enrollment option allows students to self-enroll online for Adult Education services. This enhancement to the system helps to ensure students can register even during times when sites are closed, which has proven especially useful during the pandemic. The dashboard emphasizes federal and state performance goals for both the program year and state fiscal year. The automated alerts page provides notification of program inquiries, GEDs earned, public enrollments entered in, student testing needs, and attendance issues.

The detailed local and state reports available through AAESAP allow programs to self-assess and make data informed decisions for improving services. The financial reporting module tracks the allocation and expenditure of funds. During the 2018-19 program year an entire resource section was created within AAESAP to allow instant access to national and state specific informational sources and training presentations. The resource section is updated regularly to ensure access to relevant, current content. These updates have been especially helpful to program directors and practitioners during the COVID-19 pandemic.

Additional information for consideration is the state’s labor force participation rate. At 57.4%, Alabama has one of the five lowest labor force participation rates in the nation. The challenge is to reach those that are underemployed, unemployed, and those that are not currently participating in the labor force. Employment is a motive to engage students in adult education, but it can also be a factor in students leaving the program before meeting performance measures. This type of influence must be taken into perspective when evaluating the success of a program.

**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 Alabama Community College System, Adult Education Division is responsible for the requirements under 34 CFR part 463, subpart J, and carries out this responsibility. Adult Education provides adult education services as stated under 34CFR part 463, subpart J, throughout the state in the designated comprehensive career centers and in the affiliate, career centers where possible. Adult Education has fulfilled a vital part of the assessment and training role in the career centers. The relationship between the partners is one that fosters and demands collaborative teamwork. Education and training services between partners are provided through direct referral and reverse referral. The services provided in the one stop system is described in more detail in the State Leadership section under Alignment.

Infrastructure costs are directly charged to each partner based on square footage for those that are co-located. The state adult education office provides the financial support for each local program’s fair and equitable share of the infrastructure costs based on benefit received and as determined through the funding formula created by the Alabama Department of Labor.

**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.*

Alabama Adult Education allocates funding under section 211(a)(2) to support all the activities as described in section 243 for the Integrated English Literacy and Civics Education (IELCE) program. The goal is to prepare adults who are English language learners for unsubsidized employment in the in-demand industries and occupations in Alabama which lead to economic self-sufficiency. These efforts are supported and assisted through the local Career center.

State Held Competition

Alabama Adult Education offered a competitive, multi–year (three year) Request for Funding Proposal (RFP) that included IELCE funds. Competition for funding and the distribution of awarded funds were competed according to the process described in the *Title II distribution of funds Common Elements section of the Alabama State plan* and complied with the requirements of Subpart C section 243 of WIOA. The competition was held in February of 2018, with the next competition being in 2021. There were 11 IELCE programs selected during the 2018 competition and the start date for services for the new entities began July 1, 2018.

IELCE services in combination with IET activities

Each program that receives funding under this section shall be designed to (1) prepare adults who are English language learners (ELL) for, and place such adults in, unsubsidized employment in in–demand industries and occupations that lead to economic self–sufficiency and (2) integrate with the local workforce development system and its functions to carry out the activities of the program.

The Alabama Adult Education state office considered the ELL population in each regional local workforce service area for determining the IELCE allocation. The eligible provider aligned the need and services to the mission and requirements of the WIOA state plan and the labor market information in each area. The IELCE funds targeted those areas of the state with large population of English language learners. The skills to improve one’s abilities to read, write, speak the English language, and become a productive citizen with sustainable employment is integrated with skills that will prepare the ELL learner for employment opportunities.

Integrated English literacy and civics education are educational services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, which enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. These types of services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation. They will also include workforce training. An example of this is including the IELCE students in the Adult Career Pathways, Bridge, and Ready to Work programs.

An evidence–based approach using the framework of Integrated Career Pathways is used for the non–skilled or skill deficient adults in our state who are non–native English language learners. Instructors from the ELL program and the workplace, career technical education programs integrated instructional models to train the student effectively and efficiently. The IELCE program seamlessly prepares English Language Learners for employment opportunities.

Preparing and Placement in Unsubsidized Employment and In-Demand Industries

The state continues to expand training opportunities for the ELL population. Multiple efforts are currently underway to ensure adult education and IELCE students are afforded opportunities in the high demand areas of manufacturing, healthcare, and construction to name a few. An example is the automobile industry, and the protein processing plants in Alabama. In manufacturing one of the major players in this collaboration is Mercedes and their Tier 1 and 2 suppliers. Tyson and Pilgrim’s pride is an example of two collaborative partners in the protein processing plants.

Providers design programs that deliver the activities under WIOA including the integration of literacy and English language instruction with occupational skill training. Providers will also promote linkages between students and potential employers. Providers must prepare English Language Learners for unsubsidized employment in demand industries and occupations that lead to economic self–sufficiency. The activities of the program must reflect the needs of the local, regional workforce area. Civics education, embedded with training, is an integral part of the English language acquisition services for the ELL population. English literacy and civics education classes introduce students to civics–related content and provide them with opportunities to apply that knowledge in their daily lives while building their English language and literacy skills for the workforce. The skills learned in these classes strengthen the ELL adult’s ability to be an active participant and contributor to our communities, workforce, and local economies.

Integration with Local Workforce Development System

An increased emphasis is being placed on college and career readiness standards for IELCE participants to prepare them for additional training and/or employment opportunities. Providing targeted IET professional development to the IELCE instructors is crucial in preparing the English language learner population for the workforce. Two state specialists have been designated to ensure that IELCE programs are fully implementing the IET pathway activity requirement. Activities must include preparation of the ELL participants for employment opportunities

in the in-demand industries with full coordination with the local workforce system (*example of in-demand industry collaboration was provided in previous section*). The coordination of placement services through the career center partners and community college system connects the IELCE jobseeker to employers. The state workforce system through the community college system is launching an *Industry Recognized Apprenticeship Program* (IRAP) to provide comprehensive support, resources, and on-the-job training opportunities for jobseekers which includes the adult education, corrections, and IELCE populations. Our goal is to continuously improve and enhance services to all populations, including the IELCE.

**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.*

Alabama Adult Education has adopted the College and Career Readiness (CCR) standards disseminated through the Office of Career, Technical, and Adult Education (OCTAE). These standards were developed for Adult Education in the area(s) of Reading Language Arts (RLA) and Mathematics to align with the rigor of the national K-12 standards. Directors and instructors are part of continuous professional development that support the implementation of the CCR standards. The CCR standards are the instructional blueprint used in preparing adults for education and training beyond a high school equivalency. The standards themselves provide our instructors with the objectives that students must attain to be successful. Instructors use these objectives to create the instructional path to hold themselves and students accountable for results. Local programs utilize a Plan of Instruction (POI) document for each student. The POI is required and allows the instructor to create a targeted instructional path to lead to successful outcomes.

Training has occurred and will continue to occur in multiple formats including instructional workshop sessions, webinars, and facilitated distance education semester-long courses. National and state level resources are used to assist instructors in understanding and implementing the standards. For example, the National Center for Family Learning conducted a semester-long online training for directors and instructors. Another example is the continuous support from the GED® Testing Service with workshops and webinars on GED® test alignment to the CCRS. Also, programs benefitted from the online standards courses offered through LINCS. The challenge in any process is making sure that implementation occurs. Continuous follow-up and monitoring are used to support and ensure implementation.

**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.*

Alabama’s three-year recidivism rate, for inmates and parolees that were served through adult education programs**, is 3.5%.** This rate was determined by using the number of adult education students served through corrections education from three years ago (*State fiscal year* *October 1, 2017 to September 30, 2018*). Those records were matched with the Alabama Department of Corrections to determine the number of inmates released and the number of those that were reincarcerated. The state fiscal year period was used to better align with Alabama Department of Corrections (ADOC). {*A recidivist is defined as an inmate who returns to the ADOC prison system within three years of release from an ADOC jurisdiction*}

To determine this rate, data was extracted from the Alabama Adult Education System of Accountability and Performance (AAESAP), which identified 3,612 students enrolled in adult education programs for FY 18 (Oct. 1, 2017 – Sept. 30, 2018). The Alabama Department of Corrections was able to determine, by a data match, that 1,444 of those students had been released. Out of the 1,444 released students, 50 have returned to prison— a recidivism rate of 3.5%.

This low rate speaks to the efforts of Alabama’s adult education practitioners who serve the incarcerated population through community corrections and prisons. The dedication of these practitioners has continued through the current COVID -19 pandemic of 2020. ADOC shut down direct access to Alabama’s inmate population on March 15, 2020, due to the pandemic, and has not allowed inmates to return to classes as of December 31, 2020. ADOC has only allowed instructional packets to be provided to students for the students to work through independently in their cells. Interaction allowed between instructors and students has been for very specific and limited time, either through the fence or in the prison yards, but with about 20 feet separating the teacher and inmate student when factoring in the security fence. The impact of the pandemic on corrections education in Alabama is not known at this time, but the limited interaction and support that instructors have been allowed to provide to students during the pandemic will undoubtedly have a negative effect.