**MICHIGAN 2019-2020 NARRATIVE REPORT**

**Workforce Innovation and Opportunity Act (WIOA) Title II**

**Adult Education and Family Literacy Act (AEFLA)**

**1. State Leadership Funds (AEFLA Section 223)**

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

* **Alignment of adult education and literacy activities with other one-stop required partners to implement the strategies in the Unified or Combined State Plan as described in Section 223(1)(a).**

*The State of Michigan has uniquely positioned itself to align all of the core partners under the WIOA with the creation of the Michigan Department of Labor and Economic Opportunity (LEO), Office of Employment and Training (E&T). Governor Whitmer formed LEO to bring the labor, economic development, workforce and housing functions of state government together to expand opportunity and prosperity. E&T is one of 16 sub-agencies within the department and brings together Workforce Development (WD), Michigan Rehabilitation Services (MRS) and the Bureau of Services for Blind Persons (BSBP). E&T provides oversight and administration of all four titles under the WIOA in Michigan. All WIOA core programs are now housed in the same agency, with the same strategic plan, vision and mission, as well as leadership support for strong collaboration.*

*E&T has continued to work diligently to increase collaboration at both the state and local levels among core program partners. In many areas of the state, adult education providers have built and maintain strong partnerships with their local Michigan Works! Agency (MWA) and they work very well together. Unfortunately, this is not consistently true across the entire state yet and there is a lack of true understanding of the array of services being offered by all the core program partners, so E&T continues to provide training and technical assistance when and wherever possible.*

*In December 2018, WD awarded Title I discretionary funding to support the development and expansion of integrated education and training (IET) programs in partnership with Title II adult education providers. This use of funds proved valuable as it expanded partnerships between the MWAs and adult education providers in eight of the 16 local areas in Michigan by the time the funding ended in May 2020. WD committed an additional $400,000 of Title I discretionary funds in December 2020, with the goal of further expanding IET program development in additional regions of the state and increasing the number of adult learners co-enrolled under Title I.*

*On an ongoing basis, Office of Adult Education staff attend regional and/or local meetings that bring adult education providers and MWAs together to discuss ways to improve service provision and/or additional opportunities for collaboration. These meetings are convened by the locals and the role of the Adult Education staff is to provide relevant information, as appropriate, to assist with the discussions. As a result of being present for these discussions, Adult Education staff are able to share promising practices and/or innovative solutions with other areas of the state facing similar challenges.*

*In the spring of 2020, the coronavirus (COVID-19) pandemic caused widespread closures of both adult education and MWA buildings, creating the need for even stronger referral and communication networks between the core programs to continue serving those in need of WIOA services. Adult education moved to virtual learning and MWAs provided services online and eventually in-person by appointment only. These closures impacted referrals between partners and the delivery of integrated education and training (IET) services while programs figured out how to provide training virtually when possible. In some areas, the training component was able to resume over the summer months.*

*The Office of Adult Education within WD partnered with the Michigan Works! Association to offer Local Board Training in preparation for the competitive bid process to select AEFLA providers for the next grant cycle beginning July 1, 2020. A virtual training was offered on February 25, 2020 and was attended by at least one representative from each of the 16 local workforce boards. The webinar outlined the application process, requirements for the local board review, key application questions to review for alignment with the local plan, and review timeline. The training has been an effective way to prepare the local workforce boards for the AEFLA application review.*

*Over the last year, the Office of Adult Education staff had multiple meetings with the Agriculture and Foreign Labor Services staff within WD to discuss strategies to increase the number of migrant seasonal farmworkers (MSFW) enrolled in adult education classes. The Office of Adult Education presented to the Agriculture and Foreign Labor field staff that visit the migrant camps to ensure they were familiar with the adult education services offered in each region of the state and how to connect adult learners to the provider in their area. As a result of the meetings, the Adult Education staff had a better understanding of the MSFW population in Michigan, including native countries, median age, average educational level, and the growing seasons for the primary crops by region. We also had a valuable discussion on the challenges preventing more MSFWs from enrolling in adult education classes, including class schedule. In some areas, the adult education classes are not offered at night or even if they are offered, the MSFW’s hours during peak picking season require 12-hour workdays leaving little time for school during the week. Another issue raised was reliable transportation if the classes are not offered at the work site or camp. The two areas within WD will continue to work together and foster discussions locally to try and address the identified barriers.*

*Another area of collaboration at the state level during program year (PY) 2019 was with the Michigan Department of Education, Office of Special Education. There was an initial inquiry related to how special education services are provided to adult education participants in local jails, which expanded to a broader conversation related to the intersection of the two systems. This has proven to be a complex, multi-layered discussion regarding eligibility, state and federal funding requirements, participant and pupil accounting, and referrals. The discussion is still on-going with the goal of developing joint written guidance.*

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

*In August 2019, WD signed a three-year contract with Educational Data Systems, Inc. (EDSI) to assist with the development and delivery of professional development for adult educators and administrators. WD, in partnership with EDSI, began development of the professional development framework and creation of a three-year professional development calendar. The first step was to survey all adult education programs in Michigan, including separate surveys for administrators and teachers to ensure the perspective and opinions of both are represented. The survey was created to gather information on how services are delivered in each program, including curriculum, mode of delivery, and staff experience and training; as well as preferences on the delivery mode and type of professional development offered. The* [*survey*](https://www.surveymonkey.com/r/miaepd2019) *was sent to all adult education providers in November 2019. A dashboard with the survey results can be viewed at* [*https://www.surveymonkey.com/results/SM-DWPJYBBZ7/*](https://gcc01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.surveymonkey.com%2Fresults%2FSM-DWPJYBBZ7%2F&data=04%7C01%7CLuceE1%40michigan.gov%7C7ddc613e30034ed2f69308d8a5045e01%7Cd5fb7087377742ad966a892ef47225d1%7C0%7C0%7C637440785480060561%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=Ru4szP5oanmx3vOr%2F5KPROPDSgYIMWjdGNOYeltlbu0%3D&reserved=0).

*During* *PY 2019, much of the professional development work with EDSI centered around the identification of goals and needs for content, delivery methods and scheduling of events. Because most professional development since 2015 had been provided by local and regional programs, it was vitally important to receive field input and to also work closely with the Michigan Association of Community and Adult Education (MACAE) to build trust and a mutually supportive environment. This was accomplished through regular, bi-weekly meetings with WD, EDSI, and MACAE. These meetings provided a space to discuss topics, content, and scheduling to ensure offerings from WD and MACAE were complimentary and not duplicative.*

*Another priority for EDSI was to develop and maintain an online learning management system (LMS) for professional development offerings in Michigan. The LMS will provide a comprehensive, user-friendly portal for registration, tracking course completion, and house a virtual library of professional development offerings. It also will give adult education providers in Michigan a platform for virtual offerings and communities of practice, which has been desired but not previously available. The LMS was under development during program year 2019-2020 and was officially launched in December 2020.*

*State Leadership funds were used to provide professional development opportunities for adult education providers statewide, including administrators and teachers, to ensure compliance with grant requirements and improve quality of classroom instruction. These professional development opportunities included:*

***2019 Fall ESL Workshop*** *– On October 11, 2019 the* *Michigan ESL Professional Advisory Committee provided* “*Cultural Perspectives in the Adult ESL Classroom Fall Conference 2019.” Breakout sessions included:*

* *Michigan International Talent Solutions!*
* *CASAS e-Testing Best Practices*
* *Data Overload Part 2: Using Data to Improve Instruction!*
* *ESL 101: Incorporating Data and Goals into a Multilevel Classroom*
* *Burlington English Resources for Students*
* *Transcribing Foreign Degrees for ESL Students*

*The one-day conference was attended by approximately 120 teachers and administrators.*

***2019 MACAE Fall Conference*** *– On October 18, 2019, the Office of Adult Education provided a State Update mega-session that covered policy, programming, and updates for grant management, reporting, data, State Section 107, budgeting, high school equivalency and professional development, including introducing our new professional development contracted partner,* *Educational Data Systems, Inc. (EDSI). EDSI laid out the draft of our three-year professional development plan and calendar.*

***November Institutes*** *– The Office of Adult Education offered Fall Institutes in two locations - Wayne County Community College campus in Taylor, MI (Southeast Michigan) on November 20, 2019 and at the Western Michigan University satellite campus in Grand Rapids (West Michigan) on November 22, 2019. The institutes consisted of a general session in the morning that provided an overview and comparison of State School Aid, Section 107 and WIOA, Title II. The afternoon featured breakout sessions on three high-interest topics - Budget Development/Financial Reporting, IET, and Michigan Adult Education Reporting System (MAERS) Reports/ Performance Improvement. During the MAERS and Financial sessions, attendees were able to understand the most common questions and challenges the state team receives and learn promising practices and strategies from colleagues across the state. The IET session provided an overview of various models, step-by-step design, funding options, and successful partnerships. There were 58 attendees at the institute in Taylor and 42 attendees in Grand Rapids.*

***Bidder’s Conference*** *–* *On March 4, 2020, the Office of Adult Education provided a half-day technical assistance session for agencies interested in the Request for Applications (RFA) for AEFLA funding for the upcoming four-year grant cycle. The RFA was released on January 24, 2020 and the three AEFLA applications - Instructional, Institutional, and Integrated English Literacy and Civics Education (IELCE) - were posted on the WD, Adult Education website, along with the Guidance and Requirements document. The Bidder’s Workshop offered information on the intent and vision for adult education under AEFLA, requirements, application questions, review and scoring process, and timeline, followed by a robust Q & A. There were 128 total attendees from about 100 different agencies. Applicants were directed to send further questions to the Adult Education mailbox and questions and responses were posted weekly on the Adult Education website.*

***2020 Spring ESL Workshop*** *– On March 6, 2020, the Michigan ESL Professional Advisory Committee provided “ESL Links to Education and Career Opportunities.” Breakout sessions included: Integrating Employability Skills: A Framework for all Educators and Vocabulary Instruction for ESL Language Learners in ABE Classes, provided by LINCS coordinators Susan Roberts and Jane Roy. The workshop was attended by approximately 110 teachers and administrators.*

***2020 Spring Institutes*** *– The Spring Institutes, focusing on the College and Career Readiness Standards (CCRS) were scheduled to be offered in four locations across the state. The CCRS were identified as a priority when reviewing the results of the survey administered in November 2019. However, the northern Michigan session was cancelled due to low registration numbers and two of the remaining sessions were cancelled due to the coronavirus (COVID-19) pandemic. An in-depth CCRS training was rescheduled for January 2021 and will be offered virtually.*

***30 Minute Reboot Series*** *–* *The 30-Minute Reboot webinar series was offered on Tuesdays and Thursdays in May 2020. It was designed primarily for teachers but open to administrators as well. The series was intended to offer support and resources, fun and innovative ideas, and ways to “reboot” the body and mind during the stress of transitioning adult education services to virtual instruction due to COVID-19. Sessions included Guided Meditation; Free Online Resources to Support Remote Teaching and Learning; Teaching Through Memes; Integrating COVID-19 Into Your Lessons; Teaching During Covid-19 Trauma: Teachers; Teaching During COVID-19 Trauma: Students; ELA Apps for Remote Learning; and Math Apps for Remote Learning. Recordings and Power Point presentations from this series were then posted on the Adult Education website.*

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

*The Office of Adult Education staff are organized by region and there is a WIOA Regional Coordinator assigned to each of the 10 regions of the state. The regional coordinators provide on-going technical assistance to each region by responding to emails and phone calls regularly. The regional coordinators also attend regional meetings to better understand the current challenges and activities locally, and address any questions raised by the providers at those meetings.*

*The COVID-19 pandemic drastically impacted the delivery of adult education services in Michigan and required immediate response from the state office to assist local programs. On March 12, 2020, Governor Whitmer ordered the closure of all K-12 school buildings to slow the spread of COVID-19. The following week, the Office of Adult Education sent a survey to every adult education provider to determine how many programs were still offering services, methods for providing services virtually, and challenges locally. The primary issues were post-testing, concern about performance, ability to enroll new participants, and flexibility to adjust local budgets to support distance learning. The state office created a Frequently Asked Questions guidance document to respond to the inquiries from local providers which was published on our website. One challenge that we faced initially was the situation was changing so rapidly that by the time the guidance was drafted and approved, it at times was no longer current. Any COVID related guidance or communication required not only agency approval, but also approval from the Joint Information Center the Governor established to ensure consistent communication and guidance across all state departments. Overall, WD staff worked diligently to ensure local challenges were identified and addressed as quickly as possible.*

*The Office of Adult Education staff participated in virtual regional meetings to understand the differing needs of each region of the state and provide guidance where possible. The Adult Education manager also began meeting weekly with the executive director of the MACAE to discuss the challenges locally and ensure consistent guidance and recommendations. The Office of Adult Education staff participated in the monthly MACAE membership virtual meetings and these meetings provided a valuable opportunity to connect with local directors and keep a pulse on the key issues affecting local providers and students.*

*The Office of Adult Education made a few key policy and system updates to support the delivery of adult education services virtually, including updating* *the MAERS to allow classes to be modified mid-year from classroom instruction to distance learning (previously set at the start of the year and could not be changed); updating our Assessment Policy to ease testing requirements and including additional options for placement of HSC participants; and partnering with assessment and high school equivalency test publishers to explore online proctoring options. As policies were updated and/or additional information was released, the Office of Adult Education communicated these changes via listserv communication, posted them on the Office of Adult Education website, and participated in virtual meetings with local directors and staff.*

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

*Michigan uses a multi-faceted, team approach to its monitoring and evaluation activities. Topics covered include, but are not limited to, grant activities, allowable costs, data collection, data reporting, and data quality. Michigan monitors 100% of its grantees via a desk review. Onsite monitoring and evaluation visits complement the desk reviews and also provide an opportunity for state staff to provide targeted technical assistance.*

*On a regular basis, the Fiscal Analyst runs reports that track budgetary activities in the Michigan Electronic Grant System (MEGS) and cash and reimbursement draw-downs from the Cash Management System (CMS) to ensure grantees are complying with federal and state fiscal regulations and policies. Concerns or instances of non-compliance are discussed with program staff and follow-up action is taken to address any concerns or non-compliance with providers.*

*In addition, MAERS reports containing provider enrollment and performance information are also run on a regular basis and reviewed by the MAERS team and Adult Education staff. Any concerns or instances of non-compliance are discussed internally, and follow-up action is taken, as necessary and appropriate, to address concerns or non-compliance with providers.*

*The Office of Adult Education staff also review grantee narratives, modification requests, and final narrative reports to ensure grantee compliance with federal laws, regulations, and guidance, and state policy. Again, any concerns or instances of non-compliance are addressed with providers.*

*During PY 2019, the Office of Adult Education began development of a risk-based assessment matrix to rank and select the local providers for virtual and/or on-site compliance monitoring visits. The staff also worked on updating the review forms and process materials to implement virtual monitoring in PY 2020.*

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

*In the Spring of 2019, WD launched the Learn More, Earn More outreach campaign to raise general awareness of the adult education programs and services available and increase enrollment statewide. The initial phase resulted in the development of Learn More, Earn More posters and three fact sheets – a general adult education, an ESL, and a high school equivalency fact sheet. The posters and fact sheets are also available in Spanish and Arabic, the two primary languages spoken by immigrants and refugees in Michigan. In the Summer of 2019, WD partnered with the Michigan Association of Broadcasters to develop radio ads that were made available to every radio station in the state to air during the “back-to-school” months (August thru November).*

*The Office of Adult Education worked closely with the E&T Communications and Outreach team to promote Learn More, Earn More on social media, including Facebook and Twitter. We also created an additional fact sheet in PY 2019 on Workplace Literacy to promote the benefits of partnering with adult education providers to local employers.*

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.**

*The coronavirus pandemic significantly impacted the measurement of adult education participant’s performance. Since the implementation of the WIOA, adult education providers in Michigan have outperformed the statewide measurable skill gain (MSG) targets. In PY 2017 and PY 2018, more than 50% of adult education participants in Michigan made a measurable skill gain. In PY 2019, that percentage dropped drastically to 35.95% - well below the target of 48%.*

*The decrease in performance was expected as face-to-face instruction ceased in March when the Governor ordered a statewide shutdown to slow the spread of COVID-19. Some programs, including many in rural areas of the state, were well positioned to shift to virtual learning and currently had distance learning options for learners. Other programs, including many in the urban areas and larger programs, had more difficulty making the transition. Access to technology was an issue for students and using technology to teach was a challenge for many teachers. Student retention was an issue not only due to technology but also for adult learners that had school-age children and were adjusting to playing a significant role in their children’s education that were learning from home. Another significant factor in retention was students that were working and employed in essential industries, such as grocery stores, restaurants, and health care. These workers were working longer hours in many cases so had less time to devote to their education. In general, the pandemic was a challenging time for everyone, at all levels.*

*The challenges noted above were reinforced when reviewing the participant data and performance results from PY 2019. Enrollment declined 1,568 (6%) over the year. While enrollment has been declining since PY 2012, the rate of decline was higher than previous years. The decline was more significant for ABE/ASE (7%) compared to ESL (4.6%). All race and ethnicity groups had declines, except a slight increase in the number of Native Hawaiian or Other Pacific Islander.*

*The number of distance learners increased by 95% over the year, which was expected given the transition to virtual learning in March 2020. Attendance hours for distance learners more than doubled, while the percentage of distance learners that made a measurable skill gain was 33.6%, slightly below the statewide average.*

*As noted above, the MSG rate was 35.95% for all participants in PY 2019. There was a decline over the year in the number of MSGs from educational gains, down 38%, and high school equivalency attainments dropped 28%. The number of adult learners that earned their high school diploma actually increased slightly over the year from 690 to 698. Participants were more easily able to continue working on their high school diploma virtually, whereas assessment and high school equivalency tests were only administered in very limited circumstances.*

*Another factor impacting the measurement of educational gains was the change from TABE 9/10 to TABE 11/12. Adult education providers in Michigan began making the change in PY 2018 and reported significant challenges, including increased time needed for students to complete the test and lower scores on TABE 11/12 than TABE 9/10. As a result, many adult education providers switched from TABE to CASAS. In PY 2018, 70% of providers used TABE for ABE/ASE participants, 25% used CASAS, and 5% used GAIN. In PY 2019, only 46% used TABE and 54% used CASAS; however, the number of participants assessed with TABE 11/12 was still larger at 10,046 compared to 7,896 with CASAS. This is notable since the percentage of participants that reported an educational gain on TABE 11/12 was only 23.2% compared to 45.5% on CASAS.*

*There were bright spots that deserve recognition. The dedication of adult education teachers and administrators in the face of incredible adversity was inspiring. Programs found innovative ways to connect with students. Teachers used Zoom and Google Classroom to provide virtual instruction, while others delivered paper packets to their students. Parking lots of school buildings were used to offer drive-in post-testing. One program reported that teachers were meeting students one-on-one at a local park to socially distance and administer assessment tests.*

*As all staff – teachers, administrators, office staff, and state staff – adjusted to working remotely and relying on technology, we were forced to become comfortable with what had previously been uncomfortable. Zoom and Microsoft Teams meetings became the new norm for students and staff, and were found to be effective and even more convenient in certain circumstances. Students that staff previously thought would not be good candidates for distance learning proved to be very successful. If we had not been forced to try these new methods, we never would have realized the potential these strategies can offer and would have instead been limited by the perceived difficulties.*

*As a result, some aspects of the delivery of adult education services during the pandemic will continue even when programs can resume in-person instruction, including an online intake form, distance learning options, and online proctoring of assessments and high school equivalency testing. The Office of Adult Education worked with a group of local administrators and staff to create an online Adult Learning Plan (ALP) that is the required intake form for all adult education participants. WD not only created the online form but worked with MAERS programmers to automatically upload the data from the online form into MAERS. This system upgrade was well received by local programs that were struggling to enroll new participants with only a paper-version of the intake form.*

*Virtual proctoring of assessments is another area that some adult education providers in Michigan started to implement once made available by the testing publishers. However, there are significant limitations to utilizing this mode for assessing participants, such as funding to purchase the tests if the program is not currently doing online testing; access to technology for learners; staff time for training to proctor tests virtually; and increased time as the number of students that can be assessed at one time is limited. This is a substantial challenge for larger programs. Another issue has been the time required to set up the testing and then having students not show up for the appointment and having to reschedule. This will be a valuable option if needed but continues to pose challenges when it is the only option for assessing students.*

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.**

*The WD has chosen to delegate its responsibility for meeting the one-stop requirements under 34 CFR Part 463, Subpart J to eligible providers via the competitive grant process. Information outlining the responsibilities was included in the Requests for Applications (RFAs) issued by WD in early 2017 and also the RFA issued in January 2020. The career services outlined at 34 CFR 463.425 and 34 CFR 463.430 are provided through Michigan’s one-stop system via the required and optional one-stop partners, as appropriate. All adult education participants in the state received the following career services from the delegated AEFLA providers – intake, orientation, and assessment of skill levels. Adult education providers were encouraged to partner with the local MWA to offer supportive services or referrals to the appropriate agency for these services if needed. Some providers have existing partnerships within the community to offer these services directly to participants. Many adult education providers have partnered with the local MWA to provide an overview during the adult education orientation of the MWA and services available, and individuals are co-enrolled in the core programs under the WIOA if and when appropriate.*

*Infrastructure cost contributions to support the one-stop system for program year 2019-2020 were all determined via the local funding option by the federally prescribed deadline. This option used a consistent methodology across the state. The agreed upon contributions are outlined in the executed IFAs and associated documents submitted to the State.*

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:**

* **Describe when your State held a competition [the last competition] for IELCE program funds and the number of grants awarded by your State to support IELCE programs.**

*Michigan most recently held a competition for IELCE program funds in the Spring of 2020. The Request for Applications (RFA) was released on January 24, 2020 and the applications were due on April 28, 2020. A total of 18 IELCE applications were received and 16 were approved for funding. The number of IELCE providers in this grant cycle doubles the number previously funded in PY 2019.* *The new IELCE providers consist of one new AEFLA provider and six that previously received Instructional funds but not IELCE funding until this grant cycle. While the majority of the IELCE providers in Michigan are in Southeast Michigan and West Michigan, there are now IELCE providers in 5 of the 10 regions of the state. There has been tremendous growth in IET and IELCE program development in recent years in Michigan which has been very encouraging.*

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

*The WD requires all IELCE recipients to complete the IET Plan of Operation annually for each IET program offered. The IET Plan of Operation is based on OCTAE’s IET Checklist and is required to ensure that all of the program requirements are being met. The information collected via the plans is extremely helpful to understand how the program is being offered and informs Office of Adult Education staff about the areas where additional guidance is needed.*

*The IELCE providers funded in Michigan meet the requirement to provide IELCE services in combination with integrated education and training (IET) in multiple ways. Two of the recipients are training providers so are able to offer all of the services under one roof. Three providers have established partnerships with local training providers and/or local employers to develop and offer IET to participants. About half of the providers partner with Michigan Works! in the development of the IET program.*

*The COVID-19 pandemic significantly impacted IET programs across the state this year. While many adult education classes shifted to distance learning, the training component was not offered virtually so many training cohorts were canceled. This is reflected in the data as the number of IELCE participants enrolled in IET was down 50% over the year. Certifications that required passing an exam were also impacted by the closure of testing centers.*

* **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.**

*The IELCE providers in Michigan are dedicated to preparing English language learners for in-demand job opportunities. Training programs were offered in a wide variety of occupations or industries in PY 2019, including certified nursing assistant (CNA), industrial sewing, certified production technician, CompTIA A+, pharmacy technician, forklift training, child development associate, culinary, medical billing, certified electronic health records specialist, and a migrant program for agriculture programs.*

*WD has continued to promote collaboration and partnership between adult education providers, Michigan Works! and local employers to ensure participants are exiting adult education classes with the skills and abilities employers are requiring. WD has dedicated Title I discretionary funding to continue to support the development of IET programs, and a fact sheet for employers was added to the Learn More, Earn More outreach materials. There are still challenges that adult education providers are working through, such as the lack of understanding of the time needed to make a gain or attain a credential on the part of the employer, especially if the time available for class is limited to two days a week. Another challenge shared by one provider is they continue to look for IET options that are less physically demanding for older students and/or those with disabilities.*

*Overall, progress continues to be made and IELCE participants report higher performance than the statewide average for all participants. As shown on NRS Table 9, the measurable skills gain rate for IELCE participants was 52.97%, compared to 35.95% overall. However, the employment outcomes were slightly below the statewide average for all participants.*

* **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.**

*Initially, there were challenges in a few areas when partnering with Michigan Works! to serve English language learners, but that has improved as a result of the WIOA Title I discretionary funds that were awarded. However, access to the Michigan Works! in some of the rural counties continues to be a challenge if the adult education provider is not co-located in the one-stop center.*

*The Literacy Center of West Michigan reported that one of their biggest challenges is the duplication of services in West Michigan combined with the lack of coordination among some of the adult education providers. The Michigan Works! has been an effective mediator in their regional discussions.*

*In general, many adult education providers reported that their partnership with Michigan Works! has strengthened in recent years, and this was especially true for most of the IELCE providers. The partnership has been valuable in identifying the training options and in-demand occupations for IET opportunities, as well as assisting with recruitment of students. Plainwell Schools shared that they interact with West Michigan Works! more than ever before and have monthly meetings with the adult education providers, Michigan Rehabilitation Services, community college, and the MWA.*

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.**

*The State of Michigan adopted the Michigan Merit Curriculum (MMC) which is crafted around the philosophical belief that all students will need post-secondary learning opportunities beyond high school. It is not a curriculum in the traditional sense in that it doesn’t describe instructional materials and approaches. Instead it specifies that all students who earn a diploma, at a minimum, have demonstrated proficiency with the content outlined by the state academic standards or guidelines. Since districts are responsible for awarding diplomas so too are they responsible for providing all students the opportunity to learn the content outlined by the standards. As the learning skills for college and the workplace have merged, the MMC, if properly implemented, will prepare students with the skills and knowledge needed to be successful in our global economy and an emerging workforce. The MMC supports the need for personalization, acceleration, and innovation in an atmosphere of high expectations and high support for students earning a diploma in Michigan. Districts must ensure that any student who entered 8th Grade in 2006 and wishes to receive a high school diploma from a public school must meet the requirements of the MMC, including alternative and adult education students.*

*Michigan also adopted the College and Career Readiness Standards (CCRC) for adult education and has continued to roll out the standards via various training and technical assistance opportunities. Regional training in March 2020 for CCRS was cancelled due to COVID restrictions. The professional development survey conducted in November 2019 highlighted that while progress has been made, there is still a huge need for training on the standards. The AEFLA application responses submitted this spring also showed that many programs do not have a clear understanding of the standards, the shift in learning, and how to implement the standards in the classroom. Much of the available publishers’ curricula for adult education is aligned to CCRS, so the work in Michigan is to align what teachers are currently doing with the broader understanding of the standards and how critical they are to participant outcomes. Further CCRS training is included in Michigan’s three-year professional development plan and an in-depth training will be offered in January 2021.*

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.**

*In PY 2019, there were 24 local providers in Michigan that received Institutional funding, including the Michigan Department of Corrections (MDOC), one federal prison - Milan Area Schools, and 22 school districts that provide services in county jails across the state. The data that is collected and available at the institutions varies widely, as does the relationship between the school districts and each of the county jails.*

*Of the 24 recipients, 17 reported not having any data related to recidivism currently available and three of those have said they are working to collect data on recidivism in the future. The majority of programs reported not having data, a data system, or method to determine whether an individual was housed at another facility. Other challenges shared were that the jail houses inmates from other areas of the state that are overcrowded, so it is difficult to track those individuals after their release, and areas of the state that border other states do not have a way to share data across states.*

*The Michigan Department of Corrections (MDOC), which served 85% of the institutional participants in PY 2019, reported that their recidivism rate has remained steady at 28%. This is a historically low rate for the MDOC. It captures the percentage of men and women that return to prison within three years of being released of all inmates released.*

*Adult Education staff did not calculate a statewide average based on the responses provided because of the stark differences in how the rates were calculated. The Office of Adult Education included a question in the latest RFA asking applicants to identify how they will meet the requirement to report on the recidivism rate of participants served and the data that will be used.*