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

The Pennsylvania Department of Education (PDE) Division of Adult Education (division) used federal section 223 state leadership funds to support a system of projects that provides services that address all of the activities required in section 223 of the Workforce Innovation and Opportunity Act (WIOA). The system provides technical assistance and professional development opportunities and disseminates relevant information about resources and promising practices. The system supports relevant, job-embedded professional development that helps staff at local programs build capacity and assume the responsibility for implementation and evaluation of program improvement and professional development at their agencies.

**Alignment with one-stop partners and related technical assistance**

The Workforce Project focuses its work on assisting local program staff to connect services to the local, regional, and statewide workforce needs. The project also helps local programs to understand their role as partners in the workforce development system and one-stop centers and to develop relationships and partnerships with one-stop center staff, local workforce boards, training providers, employers, and other workforce partners to build a system that addresses both worker and employer needs. During the COVID shutdown, the project interviewed leadership staff at the local boards to gather information about how the adult education programs could assist in meeting the needs of employers and how the adult education programs could assist in and align services with the strategic recovery plans in the local areas. The interviews revealed that the local workforce boards were concerned with some of the same things that our programs were concerned about, such as the increased need for improvement in digital literacy skills and the probability that the pandemic would disproportionally affect low skilled workers, forcing them to compete with higher skilled workers for jobs during recovery.

The Workforce Project lead represented Title II on Pennsylvania’s team for the national Operationalizing Co-enrollment technical assistance activity. As part of the resulting state action plan, she was tasked with planning cross-training. She conceived of a series of on-demand modules aimed at improving one-stop partners’ knowledge and understanding of each other’s program and activities to support increased co-enrollment. In 2019-20, the Workforce and Technology Projects developed an online, on-demand module that will be used to cross-train workforce development system staff. The module was developed with input from state staff from the division and the Pennsylvania Department of Labor & Industry as well as state and local subject matter experts from WIOA core programs. Additionally, the division-required assessment trainings are open to one-stop partner staff members with a dedicated facilitator. This work further supports co-enrollment.

The Workforce Project lead is a member of the Pennsylvania Workforce Development Board’s Career Pathways Committee, advocating for the inclusion of adult education services in career pathways. The state director of adult education participates in several inter-agency workgroups with WIOA and other program partners. The on-going participation in these activities has helped adult education be included state-level planning activities and competitive grant opportunities.

**High-quality professional development programs and provision of technical assistance**

The core of the professional development system (PDS) is the Professional Learning Opportunities Project, which is a team of six consultants. Consultants met with staff at assigned agencies for extended visits two to three times a year in addition to frequent contact via phone, email, and webinar. Consultants helped agencies support continuous program improvement through professional learning and provided support for the implementation of standards-aligned lessons and integration of instructional advances into adult education classrooms. All agencies had professional learning communities focused on standards implementation. Consultants attended professional learning community meetings at each agency to provide feedback and support on the implementation of this model for professional development. In addition, consultants worked with agency leadership teams to articulate evidence of teacher and student change and discuss the outcomes of their Program Improvement-Professional Development plans and to talk about evidence to support the outcomes. During the COVID shutdown, consultants wondered if agencies were overly focused on finding resources for remote instruction rather than asking what effective teaching strategies looked like in remote settings. The consultants observed six remote classrooms to identify the instructional techniques, practices, and resources teachers used in remote instruction. They will use this information to inform their work with programs in 2020-21.

In addition to supporting standards-based instruction (see the standards section), the PDS continued to focus on improving instruction in specific content areas by once again offering three year-long instructional institutes: Student Achievement in Reading (STAR); Adult Numeracy Instruction (ANI); and English Language Proficiency Standards (ELPS). The PDS provided STAR and ANI using national trainers with some added coaching. PDS staff and content experts designed and delivered the ELPS institute. A year-long technical assistance activity for section 243 Integrated English Literacy and Civics Education (IELCE) grantees is described in the IELCE section of this report. All 2019-20 institutes culminated in action plans for the implementation of the new knowledge and skills in 2020-21. The COVID shutdown required changes to the planned schedule and activities for the three institutes. STAR and ELPS participants completed their work remotely. This process was completed efficiently because both of these institutes already incorporated virtual activities. Facilitators and course designers were unable to recreate the ANI activities remotely as this institute relied heavily on face-to-face activities.

The PDS worked with content experts, online course instructors, and other professional development facilitators to update and develop both online and in-person formal professional development activities, focusing on on-demand courses and the use of research-based external and facilitated resources. The system offers a robust selection of professional development options, including the areas specified in section 223(a)(1)(B). All courses had follow-up support built into the instructional design plan and an assigned course coach to provide targeted, specialized assistance to course participants that supported the implementation of new knowledge and skills and change in teaching practice. The COVID shutdown required revisions to many courses. Professional Learning Opportunities staff and contractors, and Technology and Distance Education staff revised all assessment courses and several other courses that were already underway to meet the changed circumstances. Course completion was 83% in 2019-20, which is only slightly lower than 2018-19 (85%). The use of online on‐demand staff induction modules and tutor training modules increased sharply at the start of the COVID shutdown and increased use has continued into 2020-21.

In addition to the activities described above, the Workforce Project serves as the PDS content expert in the development of professional learning opportunities related to WIOA, employer engagement, corrections, and postsecondary transitions. As the content expert for integrated education and training (IET) program development, the project provided technical assistance to IELCE programs in the development and improvement of their IET programs. In 2019-20, project staff facilitated two iterations of a course titled *Reentry Resources and Best Practices for Working with Ex-Offenders,* which they had created in 2018-19, andstarted a statewide community of practice for all participants. During the COVID shutdown, the project quickly converted this to a distance course with the help of the Technology Project.

The Communications Project is the vehicle for disseminating information to the field. The project maintains a [website](https://www.paadultedresources.org/), which features resources provided by the division and the PDS or submitted by local programs. Programs access the on-demand modules via the website. The project also sends out monthly newsletters that provide links to research articles about models and promising practices in adult education and other resources that are relevant to adult educators. In order to meet accessibility requirements, the Communications project began closed captioning all posted webinars in 2019-20. This took on added importance during the COVID shutdown as the PDS offered more webinars than before in order to assist programs as they tried to find ways to continue to provide services. During the COVID shutdown, the project created a page on the website specifically to provide programs with a single location to access vital, up‐to‐date information.

Initially, in 2019-20, the Distance Education Technical Assistance project assisted local programs in providing supplemental computer-based distance education and aligning it with classroom work. Project staff provided technical assistance to programs to develop and implement distance learning action plans, as well as technology plans that were necessary to ensure the long-term viability of those distance learning action plans. Project staff also reviewed existing computer-based distance education products for recommendation to the division for approval for local program use. During the COVID shutdown, the Distance Education Technical Assistance Project became the key to program support, as local programs grappled with challenges of remote instruction. The project held a series of weekly webinars on specific ideas and solutions for providing remote instruction, including remote real-time classrooms, online programs, and traditional packet-based work. The project provided technical assistance on the use of technology-based learning tools. Additionally, the project began offering open “office hours,” which sometimes turned into networking and sharing sessions where programs could share promising practices.

In response to the COVID shutdown, all of the leadership projects worked together to develop remote proctoring guidelines and a remote assessment administration certification course. The Distance Education Technical Assistance Project led the work of piloting the remote procedures before they were approved for statewide use. The other projects developed the certification courses and registration process. The PDS was able to offer assessment training not only to our local programs, but also to our WIOA partners. During the COVID shutdown, the PDS trained 18 partners in remote assessment practices and that continued into 2020-21.

**Monitoring and Evaluation**

Using data for decision-making and for continuous program improvement is an ongoing focus of state leadership activities. The PDS provided technical assistance, training, and support to local programs in the collection, reporting, use, and analysis of program data with the goals of ensuring accurate data and improving program services and student outcomes. To assist both the division and programs with monitoring progress and using data for decision making and program improvement, the MIS Project created and annually updates an Access template, which is linked to the web-based data reporting system. Program staff can produce reports for individual teachers and classes to evaluate the impact of program improvement and professional development activities. The MIS Project produced monthly agency data check reports for program staff and division advisors. In 2019-20, the MIS Project developed a risk report that division advisors used to look for patterns in program data that indicated poor data collection or entry or other areas of concern. For example, the risk report includes information about timely data entry practices and allows state staff to determine which programs are not entering data in a timely fashion.

In August 2019, the MIS Project held a data institute designed to increase local program capacity for data analysis and to promote improvement in data policy and practices at local programs. Forty-three agency teams, which included over 120 administrators and data quality specialists, participated in the institute, which culminated in an action plan for improved data practices. A division advisor conducted a formal review of programs’ revised 2019-20 data policies; the results showed that most programs had improved their data policies and procedures following the completion of institute activities. Those that did not demonstrate improvement are required to continue the work in 2020-21.

Division advisors monitor program data for issues in real time to assist programs to improve the quality and accuracy of the data that they report and to identify both positive and negative trends. They have frequent conversations with program staff to discuss progress towards meeting contracted enrollment and program performance targets and identify areas for improvement. During the COVID shutdown, this technical assistance was more important than ever, as programs dealt with how to determine eligibility without a formal assessment, and other issues related to incomplete data collection. Division staff conducted several onsite monitoring visits before the COVID shutdown. While the visits themselves were in person, state staff had begun incorporating virtual elements, so that some of the monitoring activities could be completed prior to the in-person visit. The COVID shutdown provided an impetus for thinking of ways to conduct monitoring fully remotely; state staff expanded on the work that was already underway to develop tools and procedures for remote monitoring that will be implemented in 2020-21.

1. **Performance Data Analysis**
2. At the 2019-20 annual kick-off meeting, division staff shared preliminary 2018-19 state performance numbers with programs and discussed implications. Advisors reviewed data throughout the year in desk monitoring activities and discussed observations with program administrators as needed. When advisors identified anomalies on monthly data check reports, they communicated with program administrators for explanations and resolutions. As advisors reviewed data reports, they looked for errors, common issues, and trends. Advisors discussed resolutions with program administrators. Many programs had corrective action plans to address enrollment and educational functioning level (EFL) gain weaknesses. Advisors met with program administrators regularly to monitor progress on those activities.

In 2019-20, Pennsylvania enrolled 14,764 in adult education and family literacy activities, compared with 17,155 in 2018-19; a decrease of 2,391 (13.9%). Programs also reported a similar decrease in the number of adults who expressed intent to participate, but did not acquire 12 contact hours: 4,466 in 2019-20 compared with 5,204 in 2018-19; a decrease of 738 (14.2%). In 2019-20, the division required corrective action plans from programs that had not reached 75% of their 2018-19 contracted enrollment as of April 1, 2019. As of March 6, 2020, just prior to the COVID shutdown, programs were on track to meet contracted enrollment, reporting 74.4% of enrollment through two-thirds of the program year. Increasing student persistence was another focus in 2019-20. Overall Table 4 comparisons showed programs reported more average attendance hours for ABE and ESL enrollments: ABE enrollments averaged 83.8 hours in 2019-20, a 9.0% increase from 76.9 hours in 2018-19; ESL enrollments averaged 99.1 hours (a 3.0% increase from 96.2 hours in 2018-19).

1. Pennsylvania’s measurable skills gain (MSG) continued to decrease: 28.59% in 2019-20, a decrease of 15.26 percentage points from 43.85% in 2018-19 and well below Pennsylvania’s target of 48%. The percentage of posttested participants who showed education functioning level (EFL) gain also decreased, from 66.06% in 2018-19 to 56.31% in 2019-20. This decrease occurred despite the corrective action plans for 2019-20 that the division required of programs that had Table 4B performance below 66% as of April 1, 2019. Interestingly, the percentage of students achieving EFL gains in math increased in all ABE levels: 61.95% in 2019-20 compared with 57.26% in 2018-19). On the other hand, in 2019-20, 1,810 posttested participants separated before achieving an EFL gain compared with 1,306 in 2018-19, an increase of almost 40%. The COVID shutdown impacted these numbers because programs could not administer assessments during the first 6-8 weeks of the shutdown. As soon as vendors provided guidance on remote administration of their assessments, the division provided policy and mandated training so programs could use remote assessments. Programs reported efforts to give or loan devices to participants for assessment as well as for instruction. Despite these efforts, Pennsylvania saw a significant drop in the number of assessments administered in the last quarter of the program year: 600 from April-June 2020 compared with 12,000 from April-June 2019. There were 926 participants who were eligible for posttesting per publishers’ guidelines but who did not posttest due to the COVID shutdown. Even prior to the COVID shutdown, MSG outcomes were not on track: the division established a target of 67% of posttested students to show an EFL gain. As of March 6, 2020, only three programs were on target to meet or exceed the 67%, six additional programs were over 50%, and 22 were below 50%. The division continues to work closely with programs to increase EFL gains. Recently the PDS announced that trained assessors will be available to conduct remote assessments to provide more posttesting opportunities. Anecdotally, programs continued to report that, on average, TABE 11/12 required more hours of instruction than TABE 9/10 to observe EFL gains.
2. Advisors plan to work more closely with programs on their analyses, evaluations and plans regarding EFL gains. Ongoing pandemic restrictions will continue to challenge enrollments, instruction, assessments, and EFL gains. The division conducted weekly and then biweekly webinars to address issues such as real time remote instruction and remote assessments. The division will continue regularly scheduled webinars, adding panel discussions of best practices such as remote orientation and intake, technology and devices for adults, and promoting retention. Pennsylvania provided GEER grants totaling $500,000 to adult education, which many programs plan to use to improve and expand technology for instruction and remote assessment.

On exit-based outcome measures, Pennsylvania reported increases over 2018-19 results in employment outcomes during second and fourth quarters. 2019-20 Table 5 showed 52.36% were employed in the second quarter after exit compared with 51.38% in 2018-19, and 52.32% were employed in the fourth quarter after exit compared with 50.71% in 2018-19. Pennsylvania also reported 78.54% in attainment of a secondary school diploma or its equivalent and employment within one year of exit in 2019-20, an increase over 74.88% reported in 2018-19. The division continues to work with programs to improve accurate data collection for tracking and documenting postsecondary credential attainment.

* 1. In 2019-20, 37 programs reported they engaged distance learners compared with 2018-19 when 32 programs had reported distance learners. Additionally, 37 programs reported 4,605 adults continued from in-person instruction to remote instruction during the COVID shutdown. Programs took great effort to continue instruction; for example, they procured donated devices to give adult learners, campaigned to get Wi-Fi hotspots, and delivered paper packets of materials to learners with prepaid postage for learners to return their completed work. Seventeen agencies reported 98 enrollments using eligibility methods other than standardized assessments. Two of seven IET programs provided virtual IET training after April 2020.

1. **Integration with One-stop Partners**

**Required one-stop roles**

PDE delegates the required one-stop roles and responsibilities to local providers. All programs that receive federal Title II funds through an *Adult Basic Education Direct Service* grant or an *Integrated English Literacy and Civics Education Program* grant must be one-stop partners and signatories to the memorandum of understanding (MOU) and contribute to infrastructure and other costs. The rationale for this decision is that the division requires all funded programs to be full service providers whose participants can benefit from the one-stop system. The delegation of roles is established in Division Policy G.100 Adult Education and the Workforce Development System, posted on the [PDE website](https://www.education.pa.gov/Postsecondary-Adult/Adult%20and%20Family%20Literacy%20Education/AdminDocs/Pages/GuidelinesPolicies.aspx). It is also included in the Request for Grant Application documents; the grant application includes a narrative question in which applicants describe how they will meet the roles and responsibilities of a one-stop partner. In local areas with only one adult basic education provider, that provider is the sole Title II partner and must meet all the roles and responsibilities itself. In local areas with more than one adult basic education provider, providers, including subgrantees, must work together to agree on how each agency will be involved and to what extent. Involvement and contributions vary depending on the size of the program and its proximity to a one-stop center. Family literacy programs funded with state funds are allowed, but not required, to be one-stop partners. The division requires programs to report infrastructure cost contributions in the final expenditure reports and report on their activities as one-stop partners through an annual survey.

PDE works with L&I to ensure that each of the 22 local boards has at least one representative from an entity receiving Title II funds. In 2019-20, 15 of the representatives were staff members directly affiliated with the division-funded adult education programs. Program staff also serve on board committees and subcommittees.

**Access and career services**

Programs must ensure that access to adult basic education and career services is available at all comprehensive one-stop centers in the area. Not all providers must participate in all comprehensive one-stop centers, but all comprehensive one-stop centers must have at least one Title II adult education partner providing access to services. In 2019-20, 34 programs reported having Title II funded staff physically located at the one-stop center. Of those, 26 also provided access by training partner programs or by direct linkage. Four reported only training partner program staff. Six programs reported only using technology; one uses an online live chat system that is monitored by their adult education coordinators and is available during the local one-stop center’s business hours. The other five have designated phone lines for one-stop customers, which connect the customers to staff at the adult education provider during one-stop hours.

As full-service programs, all adult education programs provided all five of the career services applicable for Title II. Division policy requires programs to complete an orientation, intake, and initial assessment of skills in literacy and numeracy or English language proficiency with all students prior to assigning them to instructional services. Programs must use one of the approved standardized assessments to determine educational functioning level. During the orientation and intake process, programs are expected to talk to students to identify any potential barriers to successful participation in adult education activities and to provide information on and refer the students to resources to help them address any barriers that are identified. Students may also be referred to other core programs, especially Title I Youth activities, as appropriate. While students are receiving adult education and literacy services, program staff continue to provide information and referrals to support services as needed. Staff work with students to help them identify their abilities and interests and to develop plans to successfully complete adult education services and transition to their next steps. As part of this planning, program staff help students who are interested in postsecondary education or training to research their options and evaluate the pros and cons of each option. When students are ready to transition, program staff help them complete the necessary paperwork and make the appropriate referrals.

Title II funded programs continue to work with their one-stop partners in other ways. Thirty providers reported having some instructional services co-located at a one-stop center. Thirty-three report providing assessment services for one-stop customers. Programs reported working with their one-stop partners to develop processes and resources to increase access to and improve one-stop services. One program regularly hosts the one-stop orientation program at its main site to support access to one-stop services for a part of the county that is over an hour from the one-stop site. Staff from another program worked with Title I partners to plan job seeker workshops. In a different local area, the Title I provider facilitates monthly workshops specifically for adult education students enrolled in Title II classes. In a local area with a large immigrant population, adult education program staff worked with one-stop staff to make training and services accessible for English language learners and individuals with low literacy.

**Infrastructure costs**

All infrastructure costs were negotiated at the local level. Local boards submit the MOUs with operating budgets to the Pennsylvania Department of Labor & Industry for review and approval. Division staff are not involved in either the local negotiations or in the MOU review and approval processes. Funded programs report a total of $170,410.00 in federal funds and $47,017.40 in state funds used for infrastructure cost contributions. Three community colleges with adult education programs used college funds to cover infrastructure costs. Two community colleges provide office space for the one-stop center as an in-kind contribution. Seven agencies reported using private funds to cover some or all of their infrastructure cost contributions.

1. **Integrated English Literacy and Civics Education (IELCE) Program** (AEFLA Section 243)

**Competition, grant cycle, and grants**

2019-20 was the final year of a two-year grant cycle from a competition held in 2018. PDE held its second competition for section 243 funds in 2020 for three-year grants awarded effective July 1, 2020. Section 243 funds were competed separately from basic grant funds. As part of the grant proposal, applicants had to provide evidence of the need in the local area for a section 243 program and its related IET activity, including relevant communications with the local workforce board, local employers, other workforce partners, and social service agencies serving the target population. Nine eligible providers submitted applications; six were awarded grants totaling $1,604,479. Grants ranged from $159,639.00 to $400,000.

**IELCE in combination with IET**

For the two-year grant cycle 2018-2020, the division required all section 243 grantees to provide an IET program specifically for students in the section 243 IELCE program, with the target that 50% of the IECLE program participants would advance into and complete the IET over the two-year period. Of the seven grantees, five established IET programs with the section 243 funds; two used other funds. None of the grantees succeeded in having at least 50% of the IELCE participants complete the IET. In 2019-20, of the 421 participants in IELCE programs, 82 started an IET, and, as reported by the programs, only 54 completed the IET. While the COVID shutdown had an impact on the numbers, none of the grantees were on track to meet the target prior to the shutdown. In conversations with the grantees, it became evident to division staff that the 50% target had unintended consequences, impacting how grantees marketed their programs and recruited students. In an attempt to ensure they enrolled students who would be interested in the IET, grantees emphasized the IET in their recruiting while minimizing the IELCE portion. As a result, students often entered the program with unrealistic expectations of the time it would take to prepare for and then complete the IET. Some became frustrated and stopped out before starting the IET. In other cases, programs enrolled students in the IET before they had acquired the language skills necessary to succeed in it. Grantees also felt that they could not enroll many students who were interested in the IELCE activities but not the IET. As a result, several of the programs struggled to meet their contracted enrollment. This information informed the division’s planning for the 2020-23 grant cycle; rather than imposing specific targets for IET participation and completion, the division had applicants propose targets in the grant application. For successful applicants, final targets were negotiated for 2020-21 as part of the contract approval process. New targets will be negotiated for the subsequent years in the future.

In 2019-20, division staff conducted full monitoring visits for all section 243 grantees. They developed a section 243 specific monitoring tool to ensure appropriate evaluation of the unique elements of IELCE programs. The monitoring agenda included lengthy class observations focused on integration of components. During class observations conducted in 2018-19, staff had noted that adult education activities were taught in the context of the occupational career pathway but the occupational training rarely integrated the adult education content in a focused way that would reinforce development of relevant skills. During the monitoring visits, division staff observed changes that programs had made based on feedback and technical assistance from the division and PDS; instruction showed progress toward consistent and effective integration in almost all programs.

Integration was especially challenging in IET activities with Certified Nursing Assistant (CNA) training, which has a highly regulated curriculum that does not allow for the course adjustments needed for an IET program. Three programs had initially conducted CNA IETs. Due to the challenges, one program chose to change its IET activity from CNA to Home Health Aide, which has fewer regulatory requirements. The program reported that the students were more comfortable with the knowledge level and were able to use the training to get jobs in the healthcare sector and continue toward CNA training after gaining work experience.

The work toward better integration of components in the IET also led to more meaningful collaboration between adult education instructors and occupational trainers. This new planning focus provided fresh perspectives for trainers who had rarely or never taught English language learners (ELL). Division staff observed this change firsthand. During the 2018-19 program visits, division staff observed a trainer who was versed in his subject but had little experience with ELLs; his classes were lectures, and he regularly used professional vocabulary that the students did not know. During a student focus group, students shared that they were having difficulty understanding directions from the trainer and said that they needed more language support. The division staff gave feedback to the program administrator. In 2019-20, the program added an experienced ESL teacher who worked with the trainer to adjust his teaching. The trainer was open to change and, in a second visit, division staff observed that the entire style of the class had changed. It was an active classroom with engaged students who enjoyed frequent opportunities to ask questions in small discussion groups. The change was very effective and resulted in a class of students who were motivated, confident, and determined to continue to pursue their goals.

Programs have learned the value of creating rapport in classes during the IELCE program. One instructor had a group of students who had all worked in health care in their home countries. Creating an active classroom environment with diverse student study groups led to enthusiastic communication in English about their common career pathway. As this group moved through their IELCE classes and into the IET, they worked as a supportive and highly engaged team. They tutored each other to practice skills they learned in training and improve their workplace communication so they could all move forward in the program together. This positive and engaged group completed the IET and continues to recruit new students to the program.

In 2019-20, the division required all IELCE instructors to attend an intensive year-long professional learning opportunity focused on integrated lesson planning. The training was designed to support instructors in the creation of IELCE activities and integrated lesson plans and to guide instructors in implementing effective integrated instruction in the classroom using best practices. The course activities were a combination of face-to-face, webinar, and individual work. At the end of the training, each instructor had written at least two integrated, CCRS-aligned IELCE lesson plans.

Civics education was the foundational structure of every IELCE program. Students learned about history, government, and civic responsibility. Some students were motivated during the election year to get involved with local events. A few programs reported that they had groups of students who independently worked together to register voters. Some students did volunteer work at polling places. Other students combined their civics knowledge with newly acquired occupational skills to help their community; students in the Microsoft Word IET created flyers for their churches, school organizations, and local fundraisers.

The COVID shutdown initially stopped IELCE and IET activities. However, within a month, all programs were providing IELCE classes and student support remotely. Student support staff increased their efforts to assist students in dealing with barriers to ensure they could complete their classes, including trying to provide technology and internet access for their students. With persistence and many hours of collaboration, two programs that had computer-based training curricula were able to adapt their IET activities to virtual instruction and complete their scheduled IET. The other programs were unable to complete their scheduled IET activities because they required in-person lab work to complete the requirements for certification. Those programs are working with their partners to adapt their IET activities for hybrid instruction when possible.

**Preparing and placing program participants in employment**

During monitoring visits, division staff observed exceptional improvement in student support services. Programs increased their ability to effectively help students remove barriers and to persist in achieving their goals. Several programs added employment coaches to regularly work with students to develop and refine education and work goals. One program implemented an attendance policy for IELCE program students that mimicked leave policies common in the private sector. Students had a given number of allowed absences, and it was their responsibility to decide if and when to use them.

Another program established a partnership with a direct care worker training provider that approached them about the need to train multilingual workers. The adult education teacher and the occupational trainer developed the IET and continued to plan jointly throughout the activity. The occupational trainer reported learning a lot about working with adults and English language learners through the process.

**IELCE program integration with the local workforce development system**

All of the section 243 grantees consulted with the local workforce board to identify trainings that aligned with local workforce goals. Three worked closely with the local one-stop center to help students find employment. Participants in IELCE programs had higher MSG outcomes and median wages than did participants in other adult education and family literacy programs.

**5. Adult Education Standards**

Pennsylvania continued to use the *College and Career Readiness Standards for Adult Education* (CCRS), which are fully aligned with the Pennsylvania Core Standards. Local programs are required to use the CCRS to guide lesson planning and instruction; lesson plans must have CCRS-aligned learning objectives. Pennsylvania has also incorporated the English Language Proficiency Standards (ELPS). All resources in support of instruction that are developed by the division reference the CCRS; professional development activities in support of instruction are CCRS-aligned.

Pennsylvania has used the College and Career Readiness-Standards-in-Action (CCR-SIA) process to support implementation of CCRS-based education. Programs work in professional learning communities to increase CCRS implementation at their programs by creating standards-based lessons, using the lessons in the classroom, and then returning to the professional learning communities to revise the lessons. To sustain implementation of the CCRS despite a predominantly part-time workforce with high staff turnover, the CCRS trainings are available online as on-demand professional development modules on the [Pennsylvania Adult Education Resources website](https://www.paadultedresources.org/pi-pd/on-demand-pd/). In 2019-20 the modules received 968 unique views, an increase of 33% from 2018-19. In 2019-20, the PDS developed new staff induction modules that align with the CCRS: *Writing Lesson Objectives*, *CCRS Overview-Math*, and *CCRS Overview-ELA,* as well as two new on-demand modules: *ELA Key Shifts* and *Math Key Shifts*. *Writing Lesson Objectives* is about how to write strong objectives to target specific standards. The other modules cover key CCRS content that helps instructors write CCRS-aligned lessons. In addition to the online modules, the division uses technology to offer training at a distance with additional support from the CCRS coaches.

In 2019-20, programs reviewed evidence of teacher change and student change in the classroom through the PA CCRS Peer Observation Protocol. PDS consultants first modeled the peer observation process at programs and then guided teachers through the process. Prior to the COVID shutdown, many programs had implemented peer observation with one or two teachers and were working toward using it with additional staff. In response to the COVID shutdown, the PDS began developing a process for programs to conduct virtual peer observations.

Another focus of technical assistance in 2019-20 was using the CCRS in ESL instruction. The PDS started an ESL and Math pilot with two programs in which instructors identified CCRS-aligned practices that benefit ESL learners in a math classroom. One program focused on creating and offering a supplemental math class for ESL learners that was led by a math instructor with support from the ESL instructor; the other program focused on a co-teaching approach. Due to the instructional challenges caused by the COVID pandemic, the ESL and Math pilot is on hold; meanwhile, the PDS is creating supports for co-teaching in a remote environment.

A team from Pennsylvania participated in the *SIA 2.0 State-Based Curriculum Review Pilot for Mathematics*. The team assessed the degree to which a commonly used distance curriculum, Khan Academy, is aligned to the CCRS. The team found areas of alignment and some gaps in alignment using the tool provided. The team developed a three-year sustainability plan, which includes filling the curriculum gaps in Khan Academy, reviewing additional curricula, and disseminating the reviewed curricula to local programs.

Pennsylvania state staff participated in the *NRS Evaluation Learning Community*, choosing to investigate the relationship between teacher participation in CCRS professional development and EFL gains. The study asked if the students of teachers who participated in formal CCRS professional development were more likely to make EFL gains than other students and if the relationship between CCRS professional development and EFL gains is different for ABE/ASE and ESL students. The study looked at four years’ worth of data on teachers’ participation in CCRS professional development and four years’ worth of student data. Preliminary findings in spring of 2020 suggest that teacher participation in formal CCRS professional development has a positive relationship with student EFL gains and the amount of EFL gains and that this relationship was greater for ABE/ASE students than for ESL students.

1. **Programs for Corrections Education and the Education of Other Institutionalized Individuals** (AEFLA Section 225)

Pennsylvania uses both federal and state funds to provide adult basic education services in correctional facilities. In 2019-20, 15 grantees and five subgrantees provided adult education and literacy activities in 25 county jails and one state correctional institution to 619 participants. 174 of those participants were reported as having been released from incarceration during the program year. Services at all of the correctional facilities ended abruptly in March due to the COVID pandemic.

PDE was not able to calculate a relative rate of recidivism for criminal offenders in corrections education in 2019-20. Of the 25 county jails in which corrections education services were provided, seven report that they do not define or track recidivism. Among the rest, there are no standardized definitions, data collection, or reporting on recidivism. The most common definition is a return to the same facility for new charges or parole violations within three years of release. General recidivism rates for those county jails that define and track recidivism range from 20 to 60 percent. Three of those jails stated that they are working on more robust systems for determining recidivism rates in the future, including recidivism rates for inmates in correctional programs. The state correctional system tracks recidivism but does not report by facility.

For relative rates of recidivism for corrections education participants, only one jail provided data for both the general population and for participants in education programs. The jail counts the percentage of the jail population that has entered the facility more than once, regardless of the reason and at any point after initial release. The jail reports an overall recidivism rate of 79.4% as of October 13, 2020. Using the same definition, the rate for students served in education programs funded with either county funds or funds through PDE was 50.9%. The rate for individuals who earned a high school equivalency credential was 32.6%.