**MICHIGAN 2020-2021 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 September 2020, Governor Whitmer launched the Futures for Frontliners program utilizing the Governor’s Emergency Education Relief (GEER) fund established in the Coronavirus Aid, Relief, and Economic Security (CARES) Act. Futures for Frontliners is a last-dollar scholarship program for essential frontline workers that worked during the statewide shutdown in the spring of 2020, to pursue an associate degree or industry-recognized credential. There are two pathways of Futures for Frontliners: Path 1 is for frontline workers that have a high school diploma or equivalent, and Path 2 is for frontliners that need to complete the diploma or equivalent before going on to a community college or skills training program. LEO-WD, Office of Adult Education administers Futures for Frontliners Path 2 and aligned the program eligibility with AEFLA and State School Aid, Section 107 so providers receiving state and/or federal funding could braid resources to serve Futures for Frontliners participants. The Futures for Frontliners program, along with Michigan Reconnect that had bipartisan support in the state legislature and was launched in February 2021, are key initiatives in meeting Michigan’s Sixty by 30 goal – to increase the number of working-age adults with a skill certificate or college degree from 49% today to 60% by 2030.*

*Futures for Frontliners impacted the priorities of the Office of Adult Education in two important ways during PY 2020. First, applicants that were accepted to Futures for Frontliners Path 2 were required to enroll in high school completion or equivalency classes at a state-approved adult education program. LEO-WD used State Leadership funding to update the Learn More, Earn More website and include an Adult Education Services Locator to make it easier for individuals to find a program in their area. Secondly, with the state investment in tuition scholarships, it is critical that participants are prepared for and enrolling in programs that meet their skills and abilities. Career navigators and professional development for career navigators became a priority in PY 2020. Adult education providers were required to partner with their Michigan Works! Agency to ensure participants were guided to in-demand training programs on Michigan Training Connect (MiTC), Michigan’s eligible training provider list.*

*During PY 2020, LEO-WD used State Leadership funds to support alignment of the core partners under WIOA and networking opportunities through shared professional development. LEO-WD worked with the Michigan Works! Association to offer discounted rate vouchers for adult education directors and staff to attend the Michigan Works! Annual Conference. Similarly, LEO-WD partnered with the Michigan Association of Community and Adult Education (MACAE) to offer a discounted rate to attend the MACAE Virtual Fall Conference, which also included a MACAE membership for PY 2021.*

*The Office of Adult Education staff also supported the MACAE Virtual Spring Institute by presenting and/or facilitating the following sessions:*

* ***State of Adult Education*** *panel – Stephanie Beckhorn, Director, LEO, E&T; Don Finn, President of COABE Board of Directors; Dr. Glenn Maleyko, Superintendent of Dearborn Public Schools; Moderated by Patrick Brown, Executive Director of MACAE and Erica Luce, Manager, LEO Office of Adult Education. State, national and local leaders discuss trends in adult education and the future for innovation.*
* ***Partnering with Michigan Works!*** *– Office of Adult Education staff and a panel of local practitioners discuss opportunities, success and challenges adult education programs and Michigan Works! Agencies face when working together to best serve participants.*

*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.*

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

*With the onset of the COVID-19 pandemic in the spring of 2020, the professional development initiatives planned for PY 2020-2021 had to be slightly altered, and in some instances, accelerated. Although in-person professional development opportunities came to a halt, there were critical activities in the areas of virtual professional development and the rapid deployment of a learning management system. While the spring and summer of 2020 proved to be one where needs of the field were responded to with empathy and patience, it became evident by the fall that professional development actions needed to charge ahead despite the lack of face to-face availability. Statewide initiatives such as Futures for Frontliners and the need to continue professional development on the College and Career Readiness Standards (CCRS) resulted in a push in the 4th quarter of 2020 to launch Keywe, virtual CCRS training cohorts, and a series of virtual Career Navigator professional development opportunities.*

***Keywe****, the Office of Adult Education’s learning management system, is powered by Canvas and officially launched to the field January 1, 2021. Using the catalog feature, a hub for professional development was created. Users wishing to register for professional development requested access and then could browse the catalog and self-register for both blended cohort offerings as well as completely self-paced offerings. As of July 15, 2021, there were a total of 108 unique users and 312 enrollments within the LMS. A total of 50 badges were awarded during PY 2020. Out of the 170 enrollments in State Continuing Education Clock Hours (SCECH) eligible courses, 57 completed coursework, and 28 submitted for SCECH (not all those who completed coursework submitted for SCECH).*

*The following professional development opportunities were offered and/or were made available through Keywe during PY 2020:*

***30-Minute Reboot Series*** *- A series of 30-minute webinars launched at the onset of the quarantine. Initially these were live sessions but in PY 2020 these were offered asynchronously to the field. A total of 24 individuals registered for the self-paced series during the program year. The pre-recorded webinars available for consumption included the following topics: Guided Meditation; Free Online Resources to Support Remote Teaching; Integrating COVID-19 into Your Lessons; Teaching Through Memes; Teaching During COVID-19 Trauma: Teachers; Teaching During COVID-19 Trauma: Students; ELA Apps for Remote Learning; and Math Apps for Remote Learning.*

***University of Michigan (U of M): Ensuring Fluid Continuity of Learning with a Blended Approach*** *- U of M offered a self-paced course on blended learning designed for program staff to take together. To support programs in getting the most out of this experience, a series of three cohorts was offered to the field that combined the content from the course with several live session communities of practice. During the live sessions, a facilitator led conversations regarding each module’s core content and how programs could apply what they learned. A total of 15 individuals registered for one of three cohorts offered.*

***Project IDEAL Asynchronous Courses*** *- IDEAL courses included the following topics: Introduction to Open Educational Resources (3 enrollments); Introduction to Blended Learning (3 enrollments, 1 completed coursework, 1 submitted for SCECH, 1 completed survey); Introduction to Mobile Learning (5 enrollments, 1 completed coursework, 1 submitted for SCECH, 1 completed survey); 101: Foundations of Distance Education and Blended Learning (no survey data available); 102: Program Administration (no survey data available); 102: Resource Evaluation (no survey data available); and 102: Instruction Issues (no survey data available).*

***Career Navigator Series -*** *The Career Navigator series includes the following six course topics: Theoretical Foundations (54 enrolled, 20 completed coursework, 7 submitted for SCECH, 16 completed survey); Problem Solving for Student Success (28 enrolled, 11 completed coursework, 3 submitted for SCECH, 6 completed survey); Addressing Student Barriers through Effective Referrals (26 enrolled, 7 completed coursework, 3 submitted for SCECH, 4 completed survey); Effective Communication Toolkit for Career Navigators (11 enrolled, 4 completed coursework, 3 submitted for SCECH, 4 completed survey); Using Occupational Information and Labor Market Data (12 enrolled, 4 completed coursework, 1 submitted for SCECH, 3 completed survey); and Assessments as Essential Tools for Career Navigators (7 enrolled, 0 completed coursework, no survey data available).*

*Thirty-three (33) participants completed the survey for a Career Navigator module. The majority (61%) reported that the module took less than 2 hours to complete, whereas 30% took 2-4 hours and 9% took more than 4 hours. All participants taking Module 6 found that it took longer than 2 hours to complete. In the open response section, 27% commented that they appreciated the self-pace of the course, 15% found the examples and material to be relatable and “real-life”, and 12% enjoyed learning from discussion with others. Ninety-seven percent (97%) of participants found the amount of communication about the course to be just right. The overall average course rating was 4.4 out of 5, with the facilitator receiving a rating of 4.7/5.*

***College and Career Readiness Standards (CCRS) Cohorts:***

* ***CASAS and CCRS****- 0 enrolled, 0 completed coursework, no survey data available.*
* ***January -*** *8 enrolled, 5 completed coursework, 4 submitted for SCECH, 6 completed surveys.*
* ***March*** *- 7 enrolled, 3 completed coursework, 2 submitted for SCECH, 3 completed surveys.*
* ***Self-paced*** *- 6 enrolled, 1 completed coursework, 1 submitted for SCECH, no survey data available.*

*Of the nine (9) participants that completed the survey for a CCRS cohort, six (6) or 67%, completed the module in 2-4 hours, two completed it in less than 2 hours, and 1 completed it in more than 4 hours. Eighty-nine percent (89%) of participants found the amount of communication about the course to be just right. The overall average course rating was 4.2/5, with the facilitator receiving a rating of 4.9/5.*

***CCRS English Language Arts (ELA) Development -*** *This is the ELA only track of the CCRS training. Designed with a laser focus for educators who do not teach math and needed to accelerate their learning. This course is SCECH eligible. (0 enrolled)*

***CCRS Mathematics Development-*** *This is the math only track of the CCRS training. Designed with a laser focus for educators who do not teach ELA and needed to accelerate their learning. This course is SCECH eligible. (0 enrolled)*

***Social & Emotional Learning (SEL) Asynchronous Development*** *- the EDSI team has been building out a 60-minute, SCECH eligible, self-paced module on Social and Emotional Learning in the adult education classroom. It is slated to launch to the field in PY 2021.*

***Communities of Practice -*** *Communities of Practice were created in an effort to offer the field a forum to share information, ask questions, and collaborate with their peers.*

* *Blended and Distance Learning (11 enrollments)*
* *Career Navigator (60 enrollments)*
* *CCRS (20 enrollments)*

***New Teacher Training -*** *New Teacher Training Module 1 development began in the 4th quarter of PY 2020 and was approved for SCECH. It has an expected launch of 2nd quarter of PY 2021. The first module of the program focuses on orienting new AE professionals to the field, both from a national/historical perspective as well as a regional/state perspective. Subsequent modules will be added to the course later in PY 2021.*

*The Office of Adult Education in partnership with EDSI also hosted the following meetings and events to ensure the professional development offerings were meeting local needs:*

***Professional Development Advisory Meetings -*** *These meetings began in April of 2021 and were intended to engage the field in conversations surrounding upcoming PD topics. They ran April, May, and June of PY 2020 and will continue through PY 2021. The meetings have informed the CCRS ELA and Math only tracks as well as the New Teacher Training initiative launching in Fall of 2021.*

***Professional Development Open Houses -*** *These open houses were offered to the field on 3/25/2021 and again on 4/14/2021. Current professional development opportunities were highlighted, navigation of Keywe was demo-ed, and participants had the opportunity to ask questions and provide feedback. There were 13 individuals that attended on March 25th, and 7 attended on April 14th.*

* **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 Office of Adult Education hosted bi-monthly, virtual meetings using Microsoft Teams that were open to all local adult education administrators and staff. These meetings were used to provide updates on programs and new initiatives, policy, Michigan Adult Education Reporting System (MAERS) changes, professional development offerings, and year-to-date performance totals. These meetings were well attended with over 100 attendees on average. The meetings were recorded and housed on Keywe for those not able to participate in the meetings live.*

*The Office of Adult Education also hosted monthly New Directors virtual meetings. While these meetings were developed specifically for new directors, they were open to experienced directors or staff that want a refresher. Each meeting focused on a different requirement, procedure or policy, including but not limited to budgets and allowable costs, an overview of MAERS, assessment policy, participant orientation, participant persistence, and end of year reporting. The sessions were recorded and made available on Keywe. Attendance at the live sessions was between 15-20 at each session.*

*The Office of Adult Education has a MAERS Team made up of 3 staff – the Adult Education Manager, a WIOA Regional Coordinator, and the MAERS Data Specialist. The MAERS Team is available to attend regional provider meetings and offer MAERS training or answer any questions regarding data entry, reports, and data analysis. During PY 2020, the MAERS Team attended 14 regional provider meetings, which represented 5 of the 10 regions. In addition to the regional meetings, the MAERS Team provided one-on-one MAERS training for 8 providers that were either newly funded providers, had new data entry staff, or requested specific training on MAERS reports.*

*The Adult Education manager continues to meet regularly with the executive director of the Michigan Association of Community and Adult Education (MACAE) to discuss the challenges reported by the MACAE membership and ensure consistent guidance and recommendations from the state office and association. In addition, the Office of Adult Education manager and the executive director of MACAE hosted “Coffee Conversations” during the program year. These Coffee Conversations began during the pandemic as a way to meet individually with local programs to gain a better understand of the varying challenges and concerns, and in PY 2020 the focus of these meetings shifted to share bright spots and successes locally. These 30-minute meetings have been beneficial for all parties to keep a pulse on what is happening across the state, share resources, and identify additional guidance needed.*

*One challenge that was heard repeatedly during PY 2020 was delivering adult education programming in jails and correctional settings during the pandemic. Many local providers were not allowed to enter the jails at all and those that were had minimal access. The Office of Adult Education hosted a meeting in February 2021 for all the providers that offered institutional programs to discuss the challenges and share promising practices.*

*The Office of Adult Education communicates regularly with local administrators and staff through a monthly newsletter, as well as using GovDelivery to send important announcements and reminders. GovDelivery allows LEO-WD to track message open and click rates, and this information is analyzed monthly with LEO-E&T Communications to continuously evaluate and improve communication strategies. The Office of Adult Education staff also works with the LEO-E&T Communications team to ensure the website,* [*www.michigan.gov/adulteducation*](http://www.michigan.gov/adulteducation)*, is kept up to date with latest policies, guidance, resources and announcements.*

* **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.*

*On a regular basis, the Fiscal Analyst runs reports that track budgetary activities in the Michigan Electronic Grant System (MEGS) and cash and reimbursement drawdowns 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.*

*Onsite monitoring and evaluation visits are intended to complement the desk reviews and also provide an opportunity for state staff to provide targeted technical assistance. LEO-WD was not able to conduct onsite monitoring in PY 2020 but is developing virtual monitoring process and procedures to implement in PY 2021.*

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. The Office of Adult Education continues to work closely with the E&T Communications and Outreach team to promote Learn More, Earn More on social media, including Facebook and Twitter.*

*As mentioned previously, LEO-WD used State Leadership funds to add an Adult Education Services locator on the Learn More, Earn More website to assist individuals with easily finding adult education program(s) in their area. The locator tool was populated with the program location and offerings identified in each provider’s grant application, and will be updated annually.*

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 adult education programs in Michigan continue to be impacted by the pandemic – COVID outbreaks within programs, disruption of learning due to the shift between face-to-face instruction and distance learning, lack of childcare and children of participants attending school virtually, and learners that are employed required to work more hours are among the issues reported most frequently. The Office of Adult Education made some enhancements to the MAERS data system and the Adult Learning Plan (ALP) intake form to better support enrolling and serving new participants virtually. The ALP, which is required to be completed for all participants, was made available online in PY 2020 and the data can be uploaded directly into MAERS. This enhancement not only allows new participants to be enrolled virtually but also saves staff data entry time and improves data accuracy.*

*Another important change that was made to the ALP in PY 2020 was the barrier section was revised to include questions for participants that define each barrier. Adult education providers have shared that these questions have been very helpful for both staff and participants. This also resulted in a 35% increase in the number of participant barriers reported as 4,395 more barriers were selected compared to PY 2019. The barriers that had the largest over the year increases were Long Term Unemployed (289%), Foster Youth (93%), and Ex-Offender (38%). The leading barriers reported by participants in PY 2020 were Low Income (41%), Individuals with Disabilities (14%) and Single Parent (11%).*

*Enrollments (1+ hour of instruction) declined by more than 6,600 over the year, and the number of participants with 12 or more hours of instruction dropped by 31% compared to PY 2019. While enrollment has been declining since PY 2012, the rate of decline was significantly higher due to the continued effect from the pandemic. Enrollment in ESL decreased by 3,326 over the year - a 40% drop, and ABE/ASE enrollment was down 3,884, or 25%. In terms of participant demographics, the most significant decline was seen in the 55-59 and 60+ age groups at 44% and 49%, respectively. The number of male learners fell by over 42%, while the number of female learners dropped by about 19%. All race and ethnicity groups reported declines over the year, with the most significant being Asians – which decreased by over 1,000 or 44%.*

*The decline in corrections education and institutional programs significantly impacted the statewide enrollment and performance. Michigan Department of Corrections (MDOC) served 2,913 participants in PY 2020, down more than 50% from the 6,086 participants served in PY 2019. The post-test rate for MDOC has also declined significantly due to the pandemic - 36% compared to 74% before the pandemic. The difficulty administering post-tests for correctional education programs resulted in uncharacteristically low measurable skill gain (MSG) rates, as MDOC had a 16% MSG rate in PY 2020, compared to 52% MSG rate in PY 2018.*

*As such, the statewide MSG rate continues to be below pre-pandemic levels. Adult education providers in Michigan had outperformed the statewide MSG targets in PY 2017 and PY 2018, with more than 50% of participants reporting a measurable skill gain, but that percentage dropped drastically to 35.95% in PY 2019. In PY 2020, the MSG rate increased slightly to 37.1%. ABE learners at the lowest educational functioning levels reported the fewest gains, as they are more likely to lack the digital literacy skills necessary to succeed in a virtual setting. There were 854 high school diplomas attained in PY 2020, which was an increase not only over the year but also from the pre-pandemic total of 690 in PY 2018. That increase was offset by continued decreases in high school equivalency attainments (down 44% over the year) and EFL gains (down 28%).*

*Adult education participants in Michigan did have success obtaining employment after exit from the program. Michigan met or exceeded the target for Credential Attainment, Employment 4th Quarter After Exit, and Median Earnings. The statewide average for Employment 4th Quarter After Exit fell just shy of the target with 37% achieving that outcome measure.*

*The number of distance learners increased by 366% over the year, on top of the 95% increase experienced in PY 2019. In PY 2020, nearly half of all participants served were considered distance learners based on the NRS definition, compared to 3.5% in PY 2018. The MSG rate for distance learners was 41% and exceeded the statewide average for all learners. The Office of Adult Education does not currently have the ability to run reports or analyze data on distance learners with less than half of their attendance hours being proxy hours, but this is a change we have requested.*

*Virtual proctoring of assessments is an area where there has been continued growth but there are still challenges reported by providers that are making the transition. Specifically, access to technology for learners, staff time and training in order to proctor tests virtually, and increased time for testing as the number of students that can be assessed at one time is limited. This is a substantial challenge for larger programs. This has been a valuable option 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 the Spring of 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 PY 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. It is important to note that there continue to be challenges related to the infrastructure costs, specifically rising costs in some regions - generally rural areas with limited number of partners - that make it cost prohibitive to be co-located in the MWA.*

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. A total of 16 IELCE applications were approved for funding. The number of IELCE providers in this grant cycle doubles the number previously funded in the previous grant cycle.* *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.*

* **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.*

*While there were still challenges reported specific to enrollment in the training programs due to the pandemic, providers reported having more success in PY 2020 with pivoting the training instruction to virtual platforms and/or using instructor developed videos. This was reflected in the data as the number of IELCE participants that were in an IET program increased over the year from 95 in PY 2019 to 134 in PY 2020.*

* **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 2020, including certified nursing assistant (CNA), industrial sewing, certified production technician, CompTIA A+, pharmacy technician, forklift training, child development associate, culinary, medical billing, medical interpreting, certified electronic health records specialist, and a migrant program for agriculture programs. One IELCE provider had participants that completed the Contact Tracing Data Specialist program and were referred to the county health department to assist non-English speakers communicate with local health department officials when diagnosed with COVID-19.*

*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. LEO-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.*

*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 54.98%, compared to 37.10% 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.**

*There has been continued progress with ensuring that IELCE program activities are integrated with the local workforce system. LEO-WD has dedicated Title I discretionary funding to support the development of IET programs and further the collaboration between the MWAs and adult education providers.*

*In PY 2020, a couple challenges reported by the IELCE providers were participants referred to the MWA were only able to meet remotely which caused additional technology barriers in some instances and staff changes at one of the MWAs created confusion for referrals.*

*In general, many IELCE providers reported a strong partnership with Michigan Works! and regular communication and meetings between the agencies. 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.*

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.**

*Based on a survey of adult education providers in the fall of 2019 and the AEFLA application responses submitted in the spring of 2020 showed that a number of programs do not have a clear understanding of the standards and how to implement the standards in the classroom. Much of the available publishers’ curricula for adult education is aligned to College and Career Readiness Standards (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. LEO-WD, in partnership with EDSI, has invested a significant amount of time and resources to develop training to meet this need. Initially, the CCRS workshops were scheduled for March 2020 but were canceled due to the pandemic. The sessions were then modified to be offered in a virtual format during PY 2020. Unfortunately, the sessions were lightly attended. We will continue to evaluate not only what is offered but also how it is offered to providers in PY 2021.*

*LEO-WD has digital literacy standards in place, but those standards are outdated. Updating these standards or adopting other digital literacy standards is a priority for PY 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 2020, there were 30 adult education providers in Michigan that were approved for Institutional funding, including the Michigan Department of Corrections (MDOC); one federal prison - Milan Area Schools; and 27 school districts and 1 Michigan Works! Agency that provide services in county jails across the state. Due to the COVID-19 pandemic, more than half of the providers were not able to enter the facilities to offer programming. Of those that were allowed in the jails, most were limited to packets and paper materials, which required organization and dedication to ensure a meaningful distance learning experience.*

*The data that is collected and available at the institutions on recidivism varies widely, as does the relationship between the school districts and each of the county jails. Of the 14 recipients that operated in PY 2020, 12 reported not having any data related to recidivism currently available. 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 80% of the institutional participants in PY 2020, reported that their recidivism rate has remained steady at 27%. This is a historically low rate for the MDOC and captures the percentage of men and women that return to prison within three years of being released of all inmates released.*