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

(a) Describe how the State has used funds made available under section 223 (State Leadership activities) for each the following required activities:

* Alignment of adult education and literacy activities with other one-stop required partners to implement the strategies in the Unified or Combined State Plan as described in section 223(1)(a).
* Establishment or operation of a high-quality professional development programs as described in section 223(1) (b).
* Provision of technical assistance to funded eligible providers as described in section 223(1) (c).
* Monitoring and evaluation of the quality and improvement of adult education activities as described in section 223(1)(d)

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

WIOA establishes four priorities for State Leadership activities under section 223 of WIOA. They were addressed in the following ways:

**The alignment of adult education and literacy activities with other one-stop required partners to implement the strategies in the Unified or Combined State Plan.**

New York’s 172 local programs funded under WIOA Title II continued their commitment to align their adult education program and literacy activities with their local American Job Center (one-stop). Impacted by the COVID 19 pandemic, eligible providers implemented remote strategies to continue services aligned with NY’s WIOA Combined State Plan under Operational Planning Elements. Each awardee was required to remain in contact with their local American Job Center and provide direction and support to students so they could engage with American Job Centers remotely. Local programs preserved their commitments outlined in signed agreements submitted back in 2018 as a part of their proposal review and award. These agreements remain supported.

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

A major focus of the annual work plans of seven Regional Adult Education Network (RAEN) centers funded with Section 223 funding in program year 2020-21 was to keep local program staff engaged and supported as they continued to provide remote, in-person, and hybrid options to their students. In program year 2020-21, NYSED staff and RAEN participated throughout the year in various work groups established by New York State Department of Labor. These work groups, including the Interagency Workgroup, the Data Integration Work Group, the Training and Assistance Work Group, and the Youth Work Group, have continued to meet remotely throughout Program Year 2020. The major focus was mutual support of students seeking career services and training opportunities, most of which were provided remotely to provide safe access. During Program Year 2020, in addition to the barriers to employment presented by our adult students, the impact of the pandemic on employment was addressed in joint remote meetings such that students could continue to receive support. The barriers to employment were exacerbated by the pandemic impact and required more individual support. Local programs were provided remote training to provide more opportunities for case managers to support their students.

During program year 2020-21, leadership funds supported systemic integration of WIOA employment data and performance requirements into NYSED’s custom built adult education management information system—Adult Student Information System and Technical Support (ASISTS). Included were the following modifications to ASISTS:

* ASISTS continued a quarterly electronic exchange of employment data from DOL’s Unemployment Insurance database
* The MOU, drawn and signed in 2018, continues to provide for aggregate data to be exchanged with ASISTS on a quarterly basis
* Social Security Numbers are encrypted for secure exchange are used for the match
	+ Social Security Numbers are not required for students to participate in educational Title II services
	+ Those students, for whom the local program does not report a Social Security Number, must be followed up on manual through an electronic survey
* Data that continues to be included in the exchange:
	+ Median earnings in the second quarter after exit from the program
	+ Employment in the second quarter after exit from the program
	+ Employment in the fourth quarter after exit from the program

**Establishment or operation of a high-quality professional development program as described in section 223(1)(b)**

 In program year 2020-21 the major focus for the seven geographically defined RAEN centers was to remotely support all local programs by monitoring activity and providing individual guidance. In person training was kept to a minimum and remote, virtual training sessions were encouraged and supported by NYSED. The RAEN, under the guidance of NYSED’s Adult Education Program and Policy (AEPP) Unit, provided statewide training to all local program staff. More than 5,000 teachers and administrative staff attended remote training sessions. The New York State Board of Regents permitted special waivers to students seeking their High School Equivalency (HSE) diploma as the TASC test was not provided in person for the majority of Program Year 2020. The seven RAEN offices coordinated this effort and provided guidance and support to all regional programs as they submitted their students’ applications for remote waivers to the High School Equivalency Diploma. One required element for the waiver was active participation in an adult education literacy program. Local programs were tracked by AEPP and RAEN offices to assure teacher and student electronic attestation. More than 7,000 adult students were supported statewide in achieving the waiver and NYS’s High School Equivalency diploma.

NYSED and RAEN centers fully supported the electronic access to academic modules and independent study materials created under a combined effort between content experts at NYSED and curriculum experts from the City University of New York (CUNY). All electronic materials remain with full public access on two dedicated websites: [www.TeachingtotheCoreNY.org](http://www.TeachingtotheCoreNY.org) and [www.collectEDNY.org](http://www.collectEDNY.org).

In addition to academic materials, RAENs also provided constant access to the NYSED/CUNY CareerKits. These CareerKits are accessed completely electronically and are shared with students electronically as well. They reflect pertinent career seeking activities that include training requirements to eleven high demand industries. Each CareerKit can be used by teachers in their classrooms or be shared with students with teacher remote facilitation. Using a pedagogy of inquiry and discovery, the CareerKit presents a range of activities and resources that support the continued acquisition of basic language and literacy skills in the broad context of work. The kits are designed to be used by literacy professionals who help students learn about and navigate career choices. All career services are integrated via the CareerKits into every component of instruction, ABE, ASE, and ESL. The activities take the form of practices already used in a language or a literacy/HSE class including reading and discussion, writing and revising essays, solving word problems, interpreting graphs and conducting research all centered on the topic of work. Making the study of careers academic in nature supports the development of basic literacy skills and improved critical thinking. At the same time, students learn how to navigate electronic career databases, find and interpret online help wanted ads, assess job offers, analyze job outlooks and match their own interests to careers in rising industries. During Program Year 2020, a major increase in students who were unemployed due to pandemic closures, prompted teachers and case managers to seek and support opportunities for remote employment for their students.

It should be noted that all CareerKits have, as their foundation, labor market statistical data weaved throughout. In program year 2020-2021, the eleven CareerKits continued to support career services instruction throughout the following high demand areas: Construction, Manufacturing, Healthcare, Education & Child Care, Community &Social Services, Retail, Hospitality, Recreation, & the Arts, Technology, Transportation, and Food Production. More information on the NYSED/CUNY CareerKits can be found at [www.tinyurl.com/cunyCareerKits](http://www.tinyurl.com/cunycareerkits)

In addition to the increased effort and focus on CareerKits during the pandemic, we continued to support eight topic areas in math that represent those portions of the HSE test where the majority of adult students were not successful based on data collected over a five-year period. Electronic, self-paced, comprehensive learning packets for each of these identified topic areas were shared with students; these electronic packets reside on our easily accessible website [www.CollectEDNY.org](http://www.CollectEDNY.org). Teachers supported the use of these packets either remotely through synchronous time or in their classrooms for those that had returned to in-person programming. They are used by teachers as instructional tools within their classroom and used as distance education options for students that cannot commit to a classroom setting. AEPP is tracking the use of the packets through the electronic management system to follow the progress and success of those students using the packets as a preparation tool.

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| **Regional Adult Education Network Deliverables** | **Activities** | **FY2020/2021****July 1, 2020 – June 30, 2021** |
| **Network Building** | Program Managers meetings (held remotely) | 42 |
| **Professional Development** | Managing Remote Instruction | 11 |
| Documenting Remote & Hybrid Instruction | 23 |

**Provision of technical assistance to funded eligible providers as described in section 223 (1) (c) and monitoring and evaluation of the quality and improvement of adult education activities as described in section 223(1)(d).**

Leadership funds supported statewide and regional remote training, technical assistance and troubleshooting by the NYS Director of Accountability for adult education and RAEN center directors to improve data quality and monitor program sustenance in every WIOA Title II program.

The NRS Director of Accountability for adult education provided remote, comprehensive updates on WIOA policy and procedures for literacy programming during the pandemic time period. Data recognition, data collection, and data reporting protocols were all updated and shared with local program staff via webinars (that were recorded and disseminated to program staff), and conference calls. In total, the NRS Director of Accountability for adult education conducted 51 training sessions.

The provision of technical assistance to eligible providers of adult education and literacy activities receiving funds under this title is the primary focus of a vendor contract funded by NYSED. Leadership funds continue to support Technical Assistance and Training for NRS programming. This technical assistance included the development and dissemination of instructional and programmatic practices aligned with state and federal policy. These practices are based on rigorous or scientifically valid research in reading, writing, speaking, mathematics, English language acquisition programs, distance education, and staff training.

Leadership funds helped support joint effort from NYSED ACCES-AEPP regional associates, who work under the NY State Director for adult education, the seven RAEN directors, and the NRS Director of Accountability for adult education to support programs most in need. After conducting a comprehensive review of all funded programs, it was evident that due to the COVID 19 pandemic, all funded programs were in constant need of risk management and technical support. NYSED temporarily halted the identification of Individual Technical Assistance Programs (ITAPs) in each RAEN region for this reason. Together, the State director, NYSED regional staff, RAEN directors, and the NRS Director of Accountability monitored and evaluated the quality of these programs as many moved their services to remote delivery. Information on policy, remote options, and effective practices were disseminated to programs by the NYSED AEPP regional associates, the RAEN and the NRS Director of Accountability for adult education.

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| **Regional Adult Education Network Deliverables** | **Activities** | **FY2020/2021****July 1, 2020 – June 30, 2021** |
| **Technical Assistance to local programs** | Remote Site Visits to ITAP and CA (including some in-person monitoring) | 36 |
| Remote Desk Monitoring (local programs) | 107 |

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

The New York State Adult Education Programs and Policy (AEPP) Team and the RAEN directors continued to provide coordinated technical assistance to programs that struggled to remain operational during the pandemic. Given the severe impact on student recruitment, persistence, and sustainability, annual benchmarks were temporarily paused in the areas of Measurable Skill Gain and Post Test Rates. The RAEN directors provided technical assistance to assist programs in identifying those areas most in need of improvement.

Rather than identifying Individual Technical Assistance Programs (ITAPs), the AEPP office refocused all technical assistance toward remote technical support and continual communication with program administrators and staff to sustain student services. Changes were made in attendance policies, assessment requirements, and data reporting deadlines to further support programs across the state. Virtual site visits were conducted with programs to further support the individual program needs as they continued to serve students in the safest capacity possible in each community. All communication with programs was documented and posted to the accountability website. [www.adult-education-accountability.org](http://www.adult-education-accountability.org). Program staff, RAEN Directors, and NYSED AEPP staff all have access to the information stored on this site and can track their progress and communication accordingly.

All communication was documented on the accountability website. Program data and related data reports are stored in secure, password protected, program accounts. The website and all secure documents are maintained through the office of the NRS Director of Accountability for adult education. The AEPP staff have full access to all accounts maintained on the Accountability website. Each AEPP regional staff have password protected access to each program within each of the seven assigned RAEN regions. All technical support, communication (emails, phone calls, text messages) were posted to assure constant and supportive assistance was provided to every program throughout the state.

Monitoring programs in Program year 2020 included opportunities for desk monitoring primarily. The NRS team reviewed all data and created a program evaluation based on current and previous data elements including Measurable Skill Gain, Post Test Rate, and Follow Up Outcome data. Subsequently, web meetings were scheduled with those programs presenting with the most significant deficiencies in these same areas of performance. These web meetings included the AEPP regional team, the regional RAEN Director, and the NRS Director. Based on a review of standard data checking documents, determination of data errors, data omissions, and coding errors was assessed and shared with the local program staff. Itemized lists of corrective action steps was shared at the conclusion of each web meeting; programs were then scheduled for a second review and meeting to confirm all data correction expectations. When necessary, remote tutorial sessions were schedule with local data teams to guide data corrections.

In the last quarter of Program Year 2020 every funded program was required to submit a Reopening Plan aimed at the start of Program Year 2021. The plans were designed to capture the current availability of in-person services at each program level including a listing of all previously used instructional sites. When traditional learning sites were closed or shuttered due to the pandemic, programs were encouraged to seek alternate space for instructional delivery. All AEPP Reopening Plans were also posted to the individual accounts on the Accountability website. These were living documents that could be easily amended as programs pandemic community status changed over time.

The AEPP office reviewed and supported budget amendments to further support funded programs that needed to shift priorities toward safer teaching practices and environments. Funds were also approved to be redirected toward technology equipment and services that could further support students learning remotely.

As a result of COVID pandemic closures and pause, funded programs were not issued the customary NYSED adult education report cards. The report cards typically quartile rank Measurable Skill Gain (MSG) and Post Test Rate as compared to all other WIOA funded programs. MSG is also weighted to demonstrate the differences in populations that were served. More credit is attributed to programs that served those students where Measurable Skill Gain is the most challenging based on NYS data. Measurable Skill Gains includes the attainment of the high school equivalency diploma and for industry credentials earned by students. The report cards also normally provide the outcomes of employment and median wage matches both with the data match conducted with NYSDOL and with manual surveys conducted by the local programs.

Program year 2020 marked the fourth year when NYSED required that programs enter data on a monthly basis. We continued this practice throughout the pandemic. Enrollment, attendance, assessments, and follow up data were entered by the end of the month following the month in which the service was delivered. AEPP has found this policy ensures programs monitor their student attendance and identify trends both up and downward and could react accordingly. This became especially helpful during the pandemic when program tried various methods for engaging students regardless of their technological limitations. Supplemental NYS local funding (used as part of the MOE for New York) is calculated on a contact hour logarithm, consequently, it has become increasingly more important for programs to keep a pulse on their monthly accrual of this funding. This change encouraged programs to employ program improvement strategies. The RAEN centers and NRS Accountability office provided additional training related to strategic data management and opportunities to interpret data trends.

**Describe how the State has used funds for additional permissible activities described in section 223(a)(2).**

Leadership funds support joint effort from NYSED ACCES-AEPP regional associates, who work under the NY State Director for adult education, the seven RAEN centers, and the NRS Director of Accountability for adult education. In any typical program year, in support of risk management, Individual Technical Assistance Programs (ITAPs) in each RAEN region are identified. In addition, the five largest city programs, New York City, Yonkers, Syracuse, Rochester, and Buffalo are considered ITAP each program year. These programs range in size from serving three thousand students to over thirty thousand. As such, their significant size warrants more vigilant monitoring to assure no negative shifts in performance. Due to the COVID 19 response, New York suspended the identification of ITAP programs in Program Year 2020. In place of ITAP, all programs were provided remote intense technical assistance. A team effort afforded individual support to every program statewide to guide and help sustain COVID 19 strategies to mitigate the possible safety impacts to students and staff.

Together the State director, NYSED regional staff, RAEN directors, and the NRS Director of Accountability for adult education remotely mentored and monitored every program and recommended plans for keeping students engaged and continue learning. Sustaining our programs and keeping them whole became the primary focus for our team.

**2. Performance Data Analysis**

Describe how the adult education program performed in the overall assessment of core programs based on the core indicators of performance. Discuss how the assessment was used to improve quality and effectiveness of the funded eligible providers and any plans to further increase performance in future reporting years.

The annual data from WIOA funded programs informed NYSED in all aspects of managing local programs during this historic pandemic response. Unfortunately, in spite of our comprehensive effort, we did have four small programs halt all operations for the duration of Program Year 2020. One of those programs has chosen to remain closed with no plans to reopen at any time in the future. The other three programs planned for a full return to programming in Program Year 2021. Each of the 172 local programs maintained their program data and submitted performance data through NYSED’s online management information system, ASISTS. Within the seven geographic regions, the NYSED regional staff person, the RAEN director, and the NRS Director of Accountability worked as a team to initiate strategies for the preservation of performance data. That said, performance benchmarks were suspended as programs struggled to provide services remotely to students while keeping both staff and students safe. The technical assistance and intense data management support was also provided remotely via web meetings, desk monitoring, recorded tutorials, and phone calls.

In program year 2020-2021, the total number of students served was 38,991 students. This cohort represents approximately 64% of the previous year’s student population. While we experienced this 36% drop in student enrollment, we acknowledge the severe impact of the COVID-19 pandemic across the state. In the past few years, the reduction in the number of students enrolled was counterbalanced by a significant increase in the persistence of students and resulting increases in learner outcomes. While New York State successfully transitioned all programs and students to remote learning in March of 2020, a significant number of students were unable to continue their learning opportunities due to several impeding issues. Regardless, programs offered students remote, in-person, and hybrid options for student engagement. New York’s average contact hours per student has ranged in the past several years between 101 and 117 per student, in spite of the enormous COVID 19 impact, our students remained engaged for an average of 54 contact hours per student. This data does not include asynchronous time students spent independently learning while guided by appropriate materials provided by our teaching staff.

In addition to enrollment, the COVID-19 pandemic also directly impacted our Measurable Skill Gain for Program Year 2020/2021. The MSG shows evidence of programs working very hard to pre-test all of their students however, as evidenced by an average contact hour accrual of 54 hours, post testing waned; less than 19% of the students were post-tested. However, of those post-tested, 62.4% demonstrated Measurable Skill Gain; this demonstrates the incredible impact our programs managed with students during a national pandemic.

New York’s Board of Regents amended policy for access to New York’s high school equivalency diploma. Through a waiver process, students, enrolled in our HSE preparation programs and learning remotely, were able to demonstrate competency in each of the five content areas due to a waiver linked to student enrollment and teacher attestation of progress. Intense and focused professional development supported remotely by the AEPP office, was instrumental in providing HSE teachers advanced strategies to better support the preparation of this student cohort in pandemic conditions. A total of 967 students who met threshold NRS criterial earned their HSE diploma during the pandemic. This represents 49% of the previous years’ success. That being said, there were more than 1000 additional diplomas issues for students that did not meet threshold NRS criterial but met additional waiver criteria. Much of this work was accomplished through remote case management provided by our local programs under AEPP guidance.

**3. Integration with American Job Center Partners**

Describe how the State eligible agency, as the entity responsible for meeting American Job Center requirements under 34 CFR part 463, subpart J, carries out or delegates its required roles to eligible providers. Describe the applicable career services that are provided in the American Job Centers. Describe how infrastructure costs were supported through State and local options during program year 2019-20.

The New York State Commissioner of Education represents WIOA Title II on the State Workforce Development Board. New York State has 33 Local Workforce Development Boards (LWDBs). Each local workforce development board has a Title II representative identified by NYSED and recommended to the county elected official for approval. The Title II designee represented local WIOA funded programs in the workforce area at local meetings with the Local Workforce Development Boards.

During program year 2020-2021, ACCES-AEPP, working as part of the NYS WIOA interagency team, assisted all local funded programs in developing comprehensive Memoranda of Understanding (MOU) between themselves and each LWDB. Each MOU included the specific career services for Title II and the WIOA Title II funding for the LWDB. These MOUs were developed remotely.

Examples of the services agreed upon in the executed MOUs include the use of JobZone for all adult literacy students. This system is designed and supported entirely by the WIOA Title I provider, the New York State Department of Labor. JobZone is a job search and career development web-based tool that is customized to each student’s local community. In addition, through the American Job Center, adult literacy students are guided through CareerZone which enables the learner to access detailed career and education information for more than 800 occupations. AEPP funded programs do not contribute to infrastructure costs because our programs are not co-located. During Program Year 2020, as a direct result of the impact of the pandemic, the local American Job Centers were closed which availed little to no opportunity for any physical collaboration of services. Regardless, there was and continues to be the complete involvement with the aforementioned web-based tools. Our funded programs deployed their case managers to connect and engage literacy students with these services remotely. Through these software components, the case manager can monitor and guide the student’s career exploration and job search.

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

Describe how the state is using funds under Section 243 to support the following activities under the

IELCE program:

* Describe when your State held a competition [the latest competition] for IELCE program funds and the number of grants awarded by your State to support IELCE programs.
* Describe your State efforts in meeting the requirement to provide IELCE services in combination with integrated education and training activities;
* Describe how the State is progressing towards program goals of preparing and placing IELCE program participants in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency as described in section 243(c)(1) and discuss any NRS Annual Reporting Instructions for PY 2020-21 performance results, challenges, and lessons learned from implementing those program goals;

and

* Describe how the State is progressing towards program goals of ensuring that IELCE program activities are integrated with the local workforce development system and its functions as described in section 243(c)(2) and discuss any performance results, challenges, and lessons learned from implementing those program goals.

During Program Year 2017-2018, NYSED rebid WIOA Title II funding to support Integrated English Literacy and Civics Education (IELCE) programs. A total of 36 local programs were awarded grant funding to provide services under IEL/CE. In Program Year 2020-2021, these IELCE programs entered their 4th and final year and operated under COVID guidance. The RFP required that programs receiving this award had to demonstrate the training associated with these awards would be paid out of other funding resources. Under NYS policy, these programs were not able to use WIOA Title II funds to support the training initiatives. This requirement resulted in IELCE programs working very closely with local employers. Both the employer and the training/credentialing program met with approval from the local Workforce Development Board prior to the proposal being reviewed by AEPP staff. This requirement established a direct connection to the local need for both the training and the proposed employment.

IEL/CE programs worked closely with their training partners to continue providing the training component as much as possible during the pandemic. In some cases, the training providers halted all training due to the pandemic conditions in their communities. Regardless, the local literacy programs continued to provide remote, in-person, and hybrid variations of contextualized ESL instruction in anticipation of a return to training at some point in the program year. Local IEL/CE program staff continued to meet quarterly via remote options with employers. During the pandemic, very few employers were able to increase their staffing however, the constant communication between our funded literacy programs assured the persistence of action steps leading to employment as credentials are earned. Literacy teachers continued to meet remotely with employers to ascertain curriculum and instructional modalities that mirrored the needs of the employer. Case managers continued to meet with learners to monitor their progression and readiness for employment which included job preparation skills, resume preparation, and workplace skill expectations. This intense case management supported the transition anticipated as these employers began to reopen and bring on new staff which included IEL/CE students that have successfully completed their training component. This consistent and constant communication between local programs and local employers ensured employment opportunities as each community began to open and recover from the pandemic impact. To further support our case managers, AEPP staff and RAEN staff monitored the remote sessions with students to provide even more guidance and support for employment when the pandemic moved in a more positive direction.

The ACCES-AEPP team, the RAEN Directors, and the NRS Director of Accountability met remotely with each of the 36 funded programs quarterly. Strategies for sustaining student engagement in the absence of training was a focus of these meetings. Case management was heightened during this program year to provide ample and sustainable support to students enrolled in the IEL/CE programming. The team reviewed all approved expectations and suggested alternatives and options for connecting students to training providers when possible. Throughout the program year, remote monitoring of classes for both contextualized literacy and training were conducted. Teachers were supported, encouraged, and worked alongside AEPP staff to manage the shift from in-person to remote instruction. This ESL population required full support as many were unable to manage the technology necessary to remain engaged in the program. The AEPP team also managed budget amendments to further support the ongoing needs of teachers and students during the pandemic.

To ensure close coordination between IELCE programs and local workforce development, ACCES-AEPP facilitated remote communication to keep all partners apprised of the support being provided to both students and program aimed at sustaining the program and possible credential attainment amid the pandemic closures. Local programs made remote meetings possible between students and American Job Center staff to access job exploration for post program planning.

**5. Adult Education Standards**

If your State has adopted new challenging K-12 standards under Title I of the Elementary and

Secondary Education Act of 1965, as amended, describe how your Adult Education content standards are aligned with those K-12 standards.

 Optional – Describe implementation efforts, challenges, and any lessons learned.

New York adopted the College Career Readiness Standards for Adult Education released in 2013, which are aligned to the New York State’s K-12 common core standards. All instruction and professional development funded under WIOA title II (as noted in all sections above) as well as the professional development provided by the RAEN Directors supported these standards in program year 2020-2021. Full remote access to all training materials, teacher designed modules, and professional development was supported throughout the program year. Programs were encouraged to provide ample time for teachers to electronically access these materials and RAEN center directors worked remotely to guide teachers as they moved these modules to remote classrooms. Materials, modules, and training videos/materials are all available statewide on two websites: [www.CollectEdNY.org](http://www.CollectEdNY.org) and [www.TeachingtotheCoreNY.org](http://www.TeachingtotheCoreNY.org) .

**6. Programs for Corrections Education and the Education of Other Institutionalized**

**Individuals** (AEFLA Section 225)

What was the relative rate of recidivism for criminal offenders served? Please describe the

methods and factors used in calculating the rate for this reporting period.

The NYSED has not, in the past, collected data on recidivism for Corrections Education and Other Institutionalized Individuals funded under WIOA Title II**.** Agencies that have received WIOA funded for this population have kept data or have provided qualitative information about their specific population.

Corrections Education programming was gravely impacted by the COVID 19 pandemic. Programs operating in correctional facilities were halted from entrance into the facility. In most cases, instruction was moved to a remote status however, internet connections were not permitted to students. As a result, teachers compiled packets of self-directed materials to share with students on a bi-weekly basis. Depending on the facility, some teachers were given an opportunity to meet individually with students in guest visiting areas. This option afforded our teachers the opportunity to review material with students and provide individual support. Other facilities would not permit any entry for any reason so teachers would communicate direction to their students based on work collected and delivered from corrections staff. This further complicated the ability for teachers to assist students through their learning process. Teachers found that students remained interested in continuing their education and pathway toward a high school equivalency diploma in spite of pandemic closures and protocol. In a few cases, inmates were released to home confinement where it was possible for them to communicate online with teachers.

Many agencies have described systemic barriers to obtaining tracking information on this incarcerated population and express that they cannot report meaningful statistics with confidence. Another consideration is the challenge of a follow-up contact and data gathering as the participants wish to distance themselves from their former connections to the courts and the corrections system. In some cases, the adult education programs are prohibited from contacting inmates upon their release. In spite of these types of restrictions, New York will work to support these funded programs in the goal of reporting significant data on recidivism. These challenges are ongoing and have been the focus of our technical assistance support to our Corrections Education programs.

Our corrections programs also provided intense case management and transition services to those inmates released during Program Year 2020-2021. Teachers worked hard to transition these inmates back into traditional community programs. As noted, most of these programs were operating remote services which further complicated the ability for those students to access appropriate instruction to continue to their goal of achieving a high school equivalency diploma. Teachers in these programs committed to investing in the NYSED/CUNY CareerKits which are housed electronically and therefore easily accessible to students. The CareerKits provide some self-paced lessons that students can work through on their own and then confer with teachers for further guidance and support. The CareerKits are also found on either of the two websites: [www.CollectEDNY.org](http://www.CollectEDNY.org) and [www.TeachingtotheCoreNY.org](http://www.TeachingtotheCoreNY.org) .