Adult Education and Literacy

Federal Narrative Report – Program Year 2020 (State Fiscal Year 2021)

# 1. State Leadership Funds (AEFLA Section 223)

Leadership funds are used to support the State Director’s and Database Coordinator’s salary as both engage in professional development, technical assistance, and continuous monitoring of Adult Education and Literacy (AEL) provider activities under State and Federal AEL grant funds. The AEL team sits within the Student Pathways Division of the Vermont Agency of Education (AOE).

**Alignment** with one-stop partners has been specific and targeted in the reporting period and includes:

* The development and implementation of a data sharing process between the AOE and the Division of Vocational Rehabilitation (VR). An addendum to the overall data sharing agreement between the three WIOA core partners was signed on January 22, 2021 and implementation began in April. Quarterly data matches between AOE and VR ensure the accuracy of reporting co-enrollments between Title II and Title IV as previously AEL was reporting co-enrollments with VR according to student self-report;
* The development and implementation of a tracking system for the Effectiveness in Serving Employers (EISE) measure. For the first time, the AOE was able to provide data to the Vermont Department of Labor (DOL) to be included in the Federal report for EISE due to a tracking system that the AOE and DOL developed for AEL providers to submit for the reporting period. The data for the first year of implementation shows that AEL has an important impact on workforce development through the provision of services to Vermont employers: AEL served 45 employers in Vermont during FY21, with 5 employers receiving services more than once (classified as Repeat Business Customers). Twenty-six or 58% received Employer Information and Support Services, 8 or 18% received Accessing Untapped Labor Pools services and 9 or 20% received Training services (access to training services through IET programs); and,
* Meetings and communication with DOL staff and RESOURCE YouthBuild program staff to coordinate services through co-enrollment that would provide YouthBuild participants with access to a high school diploma; and,

**Professional development:** With a drop in enrollment and lower levels of engagement from students, the providers continued to struggle to meet student needs. To respond, the State focused on increased technical assistance, described below. The State also disseminated information on professional development (PD) provided by other entities, such as the Coalition on Adult Basic Education, EdTech Center of World Education, LINCS, Future Ready, OCTAE, and webinars and opportunities provided by the Vermont Agency of Education and other State agencies. Statewide-sponsored professional development topics included using the JumpStart National Standards (adopted by Vermont) for financial literacy, supporting students with disabilities, and multi-tiered systems of support.

Twelve virtual professional development events were delivered during the year to train on the new distance education policy, engaging students through distance education, career pathways tools, assessment quality, racial equity, and data quality.

Events presented by State-level staff:

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| **Event** | **Date** | **Attendance** |
| Data Specialist Training | 8/27/20 | 4 |
| Distance Education Policy Training | 12/4/20 | 66 |
| Career Clusters and Pathways 101: Tool for Career Exploration | 1/15/21 | 24 |
| Data Specialist Training | 1/29/21 | 8 |
| Data Specialist Training | 3/26/21 | 7 |
| Annual NRS Refresher (held twice) | 5/24/21; 5/27/21 | 49; 40 |
| Data Specialist Training | 6/24/21 | 5 |

PD event related to the administration of assessments:

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| --- | --- | --- |
| **Event** | **Date** | **Attendance** |
| BEST Plus 2.0 Refresher | 5/21/21 | 10 |

Through Vermont’s continued membership in the New England Literacy Resource Center (NELRC), webinars developed and hosted by NELRC staff were made available to local provider staff. The NELRC annual workshop developed in collaboration with the AOE was titled: Remote Instruction Strategies: Engaging Adult Learners in a Virtual Environment. The event was attended by 23 Vermont AEL provider staff.

The NELRC hosted a live webinar series on race and equity. Each session was attended by twelve Vermont AEL provider staff:

* Racial Equity: Implicit Bias on 4/13/21
* Classroom Strategies for Talking about Race on 4/20/21
* Action Steps for Programs and the Field Addressing Racial Equity on 4/27/21

Other NELRC webinars presented live in PY20, recorded, and available on the NELRC website:

* **Engaging Learners in Synchronous Remote Instruction**
* **Readability for All: Improving Literacy & Engagement through Enhanced Readability**
* **Using the “Pandemic” issue of The Change Agent in the Classroom**
* **Introducing the Transforming Distance Education Course!**
* **Voter Education, Registration, and Action…during a Pandemic!**

**Technical assistance:** The AOE provided 36 technical assistance (TA) meetings with leadership and other local AEL provider staff during the reporting period. The pandemic prohibited in-person meetings, but the ability to have more frequent, virtual meetings led to improved communication and access. Previously, traveling to and from meetings required planning for half- or all-day meetings, but with the new normative virtual format, we were able to meet with more people where they were for shorter periods of time. Events included:

* 14 meetings with all four AEL provider leadership staff. TA included topics such as, GED testing center access, dual enrollment in college courses for AEL student access, updates on funding, COVID-19 response resources provided by state government, collaboration with the Migrant Education Program, virtual proctoring strategies, updates on legislative activities, data security for intake, collaborating across service regions to best serve students, and group troubleshooting through sharing of local challenges;
* 4 meetings with individual providers on IET development and implementation;
* 1 facilitated meeting with AEL provider staff to share IET implementation strategies – attended by 12 local AEL provider staff;
* 14 meetings with individual provider leadership staff to review progress toward performance targets, grant agreement requirements, distance education services, IET programs, and PD/TA needs;
* 1 meeting with AEL providers receiving the IELCE funds to discuss a plan to spend carry over funds;
* 1 training on how to use the new Effectiveness in Serving Employers tracker that the AOE developed in consultation with the DOL – attended by 13 local AEL provider staff; and,
* 1 presentation by Community of College staff to discuss the advisory process for helping secondary students succeed in their postsecondary classes as a part of the dual enrollment program in Vermont – attended by 17 local AEL provider staff.

Dissemination of resources and information included links to PBS Learning Media Resources, Barbara Bush Foundation’s Reading Resource Library, Public Wi-Fi Hotspots in Vermont, resources that support paying for internet services, the revised IDEAL Distance Education and Blended Learning Handbook, and the new IET design toolkit. AEL providers also were given access to [SEL-VT](https://education.vermont.gov/content/sel-vt), a virtual platform of free materials for understanding key elements of healthy social emotional learning (SEL). Strengthening students’ SEL skills and well-being are an important focus of Vermont’s statewide recovery plan. The other two areas of focus for Vermont are: student engagement and academic achievement. At the end of the reporting period, as the rate of vaccinations increased and the State of Emergency was lifted by Vermont’s Governor, the Agency of Education had already engaged schools in a process of assessing needs and consultation to prepare for the return to full in-person student learning. As part of this process named “education recovery,” the AOE released materials to schools, Career Technical Education centers, and AEL providers. We did not anticipate that the COVID-19 variants would impact the aggressive recovery planned for in education. AEL providers were also asked to review the [Framework and Overview](https://education.vermont.gov/documents/recovery-framework-03-12-2021) of the COVID-19 Education Recovery Toolkit Contents as they planned for program year 2021. Despite surges of COVID variants, at the time of the writing of this report, AEL providers are experiencing a modest increase in the number of students returning to learning centers to receive both in-person and remote services.

Finally, the AOE engaged with the GED Testing Service to participate in an online proctoring pilot from May 2020-August 2021. This pilot made it possible for Vermont resident test takers who had the required equipment available to take the tests from the safety of their homes. Though this service was greatly needed, the TA to providers was offered to ensure that the physical testing centers remained open for those who could not take advantage of online proctoring due to lack of equipment and/or reliable internet access.

**Monitoring and evaluation:** The AEL team at the AOE continued remote quarterly desk monitoring of student records, progress toward performance targets, and provided TA to develop narrative plans and budgets for the upcoming fiscal year. Monitoring of program performance also included reviews of final expenditures and narrative reports. Quarterly meetings with providers included technical assistance on the topics of engagement of higher-skilled students with NRS 6 educational functioning levels to completion through the GED or the High School Completion Program. The AOE also closely monitored post assessment rates.

An initiative to more closely monitor the quality of IET programs resulted in [guidance describing a process](https://education.vermont.gov/documents/ael-iet-approval-and-documentation-process) for review and approval of proposed IET programs. The process includes the submission OCTAE’s IET checklist for review by AOE staff. If approved, the provider then submits an [IET registration form](https://education.vermont.gov/documents/ael-iet-program-registration-form) for every cohort of the IET.

Finally, each year the AOE will go over the IET cohort events with the provider to ensure compliance before determining that the IET can be included in the Federal report. This process has led the AOE to identify areas of concern in the way IETs are understood by the field, developed, and implemented. As a result, the AOE is receiving targeted technical assistance through OCTAE to develop strategies that will improve the provision of IET programs in Vermont.

The AOE has developed a uniform process for both Career Technical Education and AEL systems to propose Industry Recognized Credentials. Field staff may submit a completed form that provides the information needed for a thorough review by members of both AOE teams to determine whether the credential meets the requirements for Federal reporting (for AEL, using OCTAE PM 17-2). Credentials that do not meet the threshold for Federal reporting may be approved at the State-level and tracked in the AEL student’s record as an achievement.

**Permissible activities:** Participation in the New England Literacy Resource Center (NELRC) included three virtual meetings of the board and monthly meetings of the member state directors. Each of Vermont’s provider executive directors serve on the board, granting them direct access to the resources shared by NELRC, professional development opportunities, and a venue for sharing practices and strategies with providers from the other New England states.

Other permissible activities include the below examples of processes/database improvements to assist the field while often improving the ability of the AOE to report the impact of AEL in Vermont.

* Programming to reflect Vermont’s new distance education policy, which allows both synchronous and asynchronous (proxy) hours to qualify for instructional hours toward post assessment. The programming also ensured that Federal report tables are accurate;
* The improvement of a report that shows when students have received 40 hours of instruction and qualify for post-testing. The AOE continues to emphasize post-testing as a primary means to contribute to the state’s overall measurable skill gains target. For many years, the AOE has noticed that some students are not post-tested after receiving 40 or more hours of instruction. This is in direct contradiction to the providers’ assertion that students are not engaging sufficiently to reach the 40 hours of instruction minimum. This tool helps providers identify students ready for progress assessment readily.
* In order to improve collection of post-exit data, the AOE convened a work group with nine AEL provider staff to explore best practices for initial student data collection with an emphasis on obtaining Social Security numbers. The group met four times virtually, used the NRS Technical Assistance Guide to adapt a post-exit survey, and published a document on best practices for student data collection. The AOE developed reports in the database that show the cohorts of students to be surveyed for employment data (if no SSN is available) and for credential indicator (for those with the “enter postsecondary” goal at exit that was not achieved). The final guidance document includes information on which cohorts to survey according to time of exit, adapted from the NRS TA guide.
* Beginning in April of 2020, the AOE entered a contract with the Vermont Virtual Learning Cooperative (VTVLC) to deliver their online standards-based courses to K-12 and AEL students at no cost to schools and providers. The contract continued in the reporting period and included access to Canvas as a learning platform that over 30 AEL instructors have utilized for distance learning services. VTVLC also conducted free courses to instructors, “Online Teaching Best Practices” – over 50 AEL instructors have taken advantage of this professional development opportunity since the beginning of the pandemic.
* Assistance to provide access to up to two college classes (identified in Vermont as the Dual Enrollment program) for those at NRS 5 or above. The AOE worked with the Community College of Vermont this past year to provide technical assistance to best support students to succeed when taking dual enrollment classes. TA included assuring student readiness for college content, understanding of how grades impact GPA and transcripts, staff awareness of the add/drop period, staff/student communications about the college experience and progress in the course.

Vermont was in a declared State of Emergency for the entirety of the program year. Local surges in COVID-19 cases demanded that the providers pivot quickly to remote services when necessary. The providers reported that some instructors were not able to adjust to the provision of online instruction, which lead to resignations and retirements at a record number. However, over 200 courses available from VTVLC on the Canvas platform were requested by AEL instructors, with over 10,000 assignments to students since March of 2020. Many instructors took advantage of the opportunities made available to them to learn how to deliver instruction in what was a completely new and different way using online platforms.

# 2. Performance Data Analysis

Vermont experienced a 25.45% decline in AEL students qualifying for the Federal report for PY20. Compared to the 15.97% decrease in PY19 and the .89% increase in PY18, it appears that conditions related to the pandemic contributed to the decline: shutdowns of learning centers due to local COVID-19 surges, lack of student access to reliable internet services, lack of adequate computer equipment, fear of being infected at physical locations, lack of childcare that would allow uninterrupted time receiving distance learning services and studying, and high anxiety levels – all were reported as new barriers to student engagement. Despite these challenges, the AOE continued to emphasize the importance of exploring new ways to recruit and compiled a list of marketing and recruitment strategies being used by all four providers that was disseminated to all four providers.

The AOE promoted the use of virtual test proctoring, which was impacted as well by many of the barriers listed above. AEL providers consistently reported having difficulty recruiting and engaging students enough to meet the required 40 hours of instruction between assessments. Nonetheless, the rates of progress assessment (a.k.a. post-testing) were higher than the previous program year (43.39% in PY20 compared to 38.03% in PY19), but three out of four providers missed the 50% progress assessment rate required by the AOE. Lower progress assessment rates contributed to the missed Measurable Skill Gain (MSG) statewide target of 39.5%.

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| **Provider** | **PY20**  **Statewide** | **Provider 1** | **Provider 2** | **Provider 3** | **Provider 4** |
| **Progress Assessment Rate** | 43.39% | 51.74% | 43.59% | 38.24% | 41.68% |
| **MSG Rate** | 28.14% | 29.65% | 37.18% | 25% | 26.97% |

Provider 4 is the largest serving 7 out of 14 counties in Vermont while Provider 3 is the smallest serving only one county. Starting in PY21, grant agreements include a process of monitoring progress using “benchmarks” towards annual targets at mid-year and after the third quarter. Any provider missing at least two or more benchmarks must submit a Continuous Improvement Plan (CIP). If sufficient progress is not made within a reasonable timeframe described in the CIP, a Corrective Action Plan will be implemented. This process will ensure continuous monitoring and technical assistance is available to providers and it will also help the AOE identify the barriers and challenges that are impacting local performance.

The MSG for the IELCE population increased from a low in PY19 of 18.42% to the pre-pandemic level of roughly 30%. However, the decline in the IELCE population served was 36% in PY20 compared to only a 7% decline in PY19. English language learners confronted unique barriers to participation in their education in addition to others such as lower digital literacy skills and language barriers that made it difficult to follow instructions on such tasks as setting up computer equipment in a remote setting. Providers made every attempt to meet with students in-person whenever possible, provide IT support, and make interpreter services available. In the reporting period, the AOE started allowing BEST Plus 2.0 assessments administered by Migrant Education Program (MEP) staff with certification from the Center for Applied Linguistics to be entered into the AEL database as approved baseline assessments. This eliminates a barrier to transitioning to AEL services from the MEP.

Follow-up indicators show that Vermont was able to meet two out of four statewide targets.

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| **Performance Indicators** | **PY20 Target** | **PY20 Statewide** | **Provider 1** | **Provider 2** | **Provider 3** | **Provider 4** |
| **Employment Rate (Q2)** | 44% | 38.81% | 39.02% | 51.9% | 37.88% | 37.12% |
| **Employment Rate (Q4)** | 45% | 37.3% | 36.8% | 36.21% | 34.74% | 37.92% |
| **Median Earnings** | $3800 | $3896.84 | $4012.50 | $3266.09 | $2724.77 | $4032 |
| **Credential Rate** | 27% | 73.4% | 68.97% | 56.52% | 66.67% | 78.69% |

Employment rates can vary by region; however, no pattern emerges in this data. For example, Provider 4 serves more students than the other three providers combined, including the more populated region of Chittenden County. Yet the highest employment rates in the second quarter were in a lower population and higher unemployment region called the Northeast Kingdom. Credential rates surpassed the target in each region.

Those served by IET programs were very few as providers struggled to implement during the pandemic. An error was discovered in the database tables when the AOE conducted file audits on IET participants. Federal Table 11 was including all students enrolled in IET programs even if they did not complete the entire program. This was corrected to accurately reflect program participation in the reports.

# 3. Integration with One-Stop Partners

AEL providers are designated to collaborate with local one-stop partners to provide the best possible services to students, based on their individual needs identified at intake (barriers to employment). This designation is made clear in the grant agreements and in the competitive grant process. Providers are required to track career services provided under Title II to each student in the AEL database. Although in-person services were limited during PY20, AEL providers continued both in-person and remote communications with partners. Examples include, both DOL and VR staff joining one provider’s staff meetings to stay informed of AEL services; the AEL transition coordinator presenting to a group of local VR case managers; and career services provided through online synchronous meetings with students and during student orientations. Assessments of skill levels were provided both in-person and virtually according to [virtual test proctoring procedures](https://education.vermont.gov/documents/ael-virtual-test-proctoring-procedures-for-contiunity-of-learning).

Vermont does not have local workforce development boards that are Federally recognized, but rather has a single State Workforce Development Board (SWDB) that oversees WIOA performance. The AOE has representation on this board and other AOE staff, including the State Director, also attend meetings. A sub-committee of the SWDB reviewed Title II proposals in the spring of 2021 and submitted feedback on how the proposals aligned to the state plan.

The one-stop partner MOU was not officially renewed after July 1, 2019; however, the State has directed local AEL providers to continue to operate as outlined in the expired MOU to ensure continuity of operations under the WIOA Combined State Plan.

An infrastructure cost agreement was not in effect for PY20. It is the responsibility of the one-stop operator (Vermont Department of Labor) to initiate negotiations on infrastructure costs and work with partners to develop a one-stop partner MOU. The AOE sets aside funds to cover infrastructure costs each year, but the DOL has to date failed to invoice the AOE. This resulted in IFA-allocated federal AEFLA funds that were not expended and are therefore carried forward into PY21. The DOL has recently begun convening meetings with one-stop partners to develop a new MOU that will include a negotiated infrastructure cost agreement.

A significant state-level collaboration included AOE participation on the Adult Reentry Strategies Cross-Disciplinary workgroup to improve transition of moderate to high-risk incarcerated offenders who are re-entering the community. The Department of Corrections (DOC) has contracted with a regional team to identify barriers to serving those re-entering, and data needed from the DOC to provide the best services to finding and retaining employment, training, and educational services. The regional team will also help DOC describe effective strategies that can be duplicated in other regions for sharing information, removing barriers, and ensuring access to employment as a recidivism reduction strategy.

Community High School (CHS), the independent high school that serves the incarcerated population, has improved their transcripts to better describe educational activities and training opportunities that its students took part in, which mitigates barriers to transitioning to AEL services and the state-funded High School Completion Program. Collaborative activities between AOE, AEL providers and CHS included developing processes for warm referrals that result in student success in pursuing education and training. As a result, AEL providers will make remote connections with those re-entering prior to release to begin intake procedures and the CHS has agreed to transition their assessment tool from the CASAS ECS to the TABE 11/12, which will significantly improve transition and access for those students re-entering.

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

The competition for grant funds under Section 243 in Vermont was held in the spring of 2021. Two grantees were awarded funds with one provider receiving 92.6% of the funds for a two-year grant period beginning July 1, 2021.

PY20 was the final year in a grant period that lasted four years due to PY19 suspension in the competition because of the pandemic. To achieve the maximum benefit of the limited funds received for IELCE in Vermont ($60,447 in program year 2020 plus $11,352 in carryover from PY19) the funds were made available to the two providers who serve approximately 99% of ESL students in Vermont. Provider 1 received $8,737 to serve 12% of IELCE students; Provider 4 received $63,062 to serve 88% of IELCE students.

Local programs in Vermont continue to experience roadblocks in developing IET programs as the IELCE population served varies in their interests, geographic location, and schedule availability. It is challenging to identify enough ESL students interested in the same career cluster to create a critical mass that would help to ensure a cost effective and successful program. According to census estimates, roughly 10,000 Vermont residents speak English “less than very well”. Providers work with local organizations that serve refugees, the Migrant Education Program, the U.S. Committee for Refugees and Immigrants (USCRI) Vermont, the State Refugee Office, African Americans Living in Vermont, social service organizations, and employers to identify those who could benefit from ESL services and the IELCE program. In PY20, 234 students participated in the IELCE with 237 ESL students served statewide. Serving roughly 2.3% of the population who could benefit from IELCE, Vermont providers are increasing outreach at a time when more refugees are resettling in the state.

Table 9 demonstrates that 21.5% of IELCE students served in Vermont were employed second quarter after exit and 19.35% were employed fourth quarter after exit. Compared to the overall AEL population (38.81% and 37.3% respectively), these rates are low. One possible explanation is that some IELCE students do not have social security numbers that can be included in the data share with the Department of Labor. For those students, we have implemented a new follow-up survey process, which should demonstrate better results for subsequent program years. Regardless, we are surprised and pleased to see that the median earnings for second quarter after exit is $8,486.87 for IELCE students as compared to $3,896.84 for the overall AEL population. Possibly, it is due to a number of IELCE students entering our program who already have higher degrees. New Americans entering Title II-funded services in Vermont have a wide range of English skills and educational backgrounds, yet the vast majority depend on English language instruction to help them achieve academic, citizenship, and career goals.

IELCE providers use Ventures and Interchange curricula for ESL students, which are aligned to Federally approved assessments used in Vermont. To provide civics education and citizenship preparation, students are introduced to various community and local services, including the public library system, banks, post office, local theater, community events, town clerk’s offices to register to vote, and visits to the Vermont State House. As these services have been harder to provide during the pandemic, virtual visits have taken place. Students are assisted in navigating health care, financial and education systems for themselves and their children. Financial literacy instruction is provided to all students, introductions to postsecondary institutions are made through actual or virtual tours and assistance with applications, resumes, mock interviews, and other workforce preparation activities are provided – all contextualized as much as possible according to each student’s personalized learning plan and interests. For individuals preparing to become U.S. citizens, materials provided by United States Citizen and Immigration Services are integrated with ESL instruction to prepare for the exam process.

Though an IET program was available to all IELCE students of Provider 1, only two IELCE students participated in the IET called “Community Kitchen Academy”, a culinary arts program. The IET was geared toward providing employment opportunities in cafeterias, restaurants, home food businesses, catering kitchens, and food trucks. ServSafe Food Manager Certificates were obtained by both participants.

The largest recipient of IELCE funds did not implement an IET in PY20, stating that the hands-on nature of IET programs was not possible to implement due to the pandemic. They did, however, use the time for planning and resource accumulation. They secured a two-year, $300,000 grant from the Vermont Low Income Trust for Energy (VLITE) to design, implement and evaluate an IET program preparing individuals for entry level jobs in solar panel installation, heat pump installation and/or weatherization. Titled “Energy Works”, the IET will launch in Rutland County in PY21 with plans to replicate it in Franklin/Grand Isle Counties.

The low incidence of IET program availability for IELCE students is of significant concern to the AOE. We are not making progress as expected and providers need more focused technical assistance and direct support in planning both IELCE and IET activities. A focus of PY21 is to increase capacity at the state level to implement increased technical assistance and oversight of these programs by restructuring current positions on the AEL team. This new position would help IELCE providers develop new partnerships (i.e., Migrant Justice) and high-quality transition services.

AEL providers participate in regional workforce groups including VR’s Creative Workforce Solutions, which match employers with job seekers who have disabilities. Some regions convene “workforce development boards” that are independently striving to mitigate workforce shortages by increasing access to training and meeting employer needs. These groups are not overseen by a state entity and vary in their degree of engagement and efficacy. Providers communicate with local employers to recruit students and to match employers’ workforce needs with students who possess or can attain the skills to fill those needs.

# 5. Adult Education Standards

AEL content standards continue to be aligned with Vermont’s K-12 [Education Quality Standards](https://education.vermont.gov/documents/state-board-rules-series-2000) (EQS). The EQS adopts the Common Core Standards, which incorporates the College and Career Readiness Standards (CCRS). At the beginning of the reporting period, Vermont completed the transition begun in the prior year from Equipped for the Future (EFF) Standards to Vermont’s [EQS Transferable Skills](https://education.vermont.gov/documents/proficiency-based-education-eqs-transferable-skills). The alignment required updates in the database that no longer allow EFF standards. Every hour of instruction tracked in the database must display the predominant standard addressed in the session – whether it is a transferable skill or a CCRS for Adult Education standard. AEL is now completely aligned with K-12 state standards.

The AOE continues to uphold a minimum of NRS 5 skills in reading, writing, and math for all graduates of the state-funded High School Completion Program (HSCP). Through this program, AEL providers work with local schools to develop personalized learning plans that meet the school’s [Proficiency Based Graduation Requirements](https://education.vermont.gov/student-learning/proficiency-based-learning/proficiency-based-graduation-requirements). This is another way that there is alignment with K-12 standards and Vermont residents are afforded the option of a diploma from a local high school as an unenrolled from school student. AEL students also have the option of pursuing the GED with preparation support from their local AEL provider.

In addition, the distance education policy, updated for PY21, is expanding to allow only platforms and course content that are aligned with CCRS and/or the Common Core. Platforms permitted for PY20 included GED Academy, Burlington English, VTVLC, and high school online courses.

# 6. Programs for Corrections Education/Education of Other Institutionalized Individuals

Per Vermont’s WIOA Combined State Plan, Title II funds are not used to fund corrections education for incarcerated individuals. However, AEL services are provided to adults upon re-entry.