November 2020

Special Supplement Technical Assistance Guide:

Adult Education and Family Literacy Act

Annual Narrative Report

Issued by the Office of Career, Technical, and Adult Education

U.S. Department of Education

In Cooperation with the National Association of State Directors of Adult Education

Background

The COVID-19 pandemic that took hold of the country in March 2020 has had significant impacts on educational programs in the United States, including the Adult Education and Family Literacy Act (AEFLA) program. These impacts continued through the Program Year 2019-20 reporting period. Through a collaborative effort, the National Association of State Directors of Adult Education (NASDAE) and the Office of Career, Technical, and Adult Education (OCTAE) collaborated on this Supplement to the Annual Narrative Report Technical Assistance Guide to assist States in providing narrative information on the impacts of the pandemic in the States. Narrative information provided by States may be useful to providing a meaningful context for statistical information reported, as well as to describe the pandemic's impact and associated challenges.

This guide is organized by each of the narrative questions required in the Annual Narrative Report. The Supplement should be used in conjunction with the Annual Narrative Report Technical Assistance Guide. The suggestions provided in this guide are intended to be incorporated into the Annual Narrative Report within each designated question. A State may choose to use these suggestions or other information to explain COVID-19 impacts in their narrative report; however, incorporating COVID-19 impact into the narrative is voluntary.

Italicized text is the wording of the six Narrative Report items from the *NRS Annual Reporting Instructions for Program Year (PY) 2019* dated August 21, 2020.

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:*

    i. *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(a)(1)(A).*

    State responses may:

- Describe the use of State Leadership funds to address State pandemic-related impacts related to one-stop partnerships as they are described in the Unified or Combined plan.

- Include adjustments made to developing career pathways and the adjustment of activities planned to promote alignment of partner services.

- Describe how leadership funds were used to develop capacity of the workforce system to respond to increased demand of services, such as increasing cross-referrals, and sharing information and resources on virtual services.

- Describe innovative solutions to eligibility determination and conducting assessments among partner programs during the pandemic.

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

    State responses may:

- Describe the use of State Leadership funds to pivot scheduled professional development to virtual delivery

- Describe the use of State leadership funds to provide training on high-quality distance learning

- Address how professional development activities have changed to support instructors and other service providers during the COVID-19 pandemic (i.e., professional development for remote instruction, administering remote assessments, etc.).

    iii. *Provision of technical assistance to funded eligible providers as described in section 223(a)(1)(C).*

    State responses may describe:

- How State staff paid for with State Leadership funds provided technical assistance to eligible providers during the pandemic

- How any technology-related technical assistance aimed at equity and access was provided during the pandemic

- How the State is disseminating promising practices related to strategies to continuity of services during the pandemic.

iv. *Monitoring and evaluation of the quality and improvement of adult education activities as described in section 223(a)(1)(D).*

State responses may describe use of State Leadership funds to:

- Shift data systems, data management, and data analysis during the pandemic

- Support development of online monitoring protocol

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

State responses may:

- Provide or develop resources that support adult learners in their role as parents
- Any other strategies used to support the pivot to distance learning

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.

State responses may provide data on:

- Service that local programs were able to provide during the March-June period
  - Students who continued from in person to remote
  - Drops in enrollment, including drops in specific subpopulations
- Students who were enrolled using eligibility methods other than standardized assessments
- Students who were not post-tested due to COVID-19 shutdown
- IET students who were not able to complete their credentialing due to the COVID-19 shutdown
- Analysis of projected performance for the reporting year based on pre-pandemic data (July 2019 – March 2020) compared to previous year(s) during the same time period to demonstrate how the State was poised to perform if the pandemic hadn't happened.
- Comparisons of enrollment, learner hours, retention, distance learning hours, and other data points to highlight the differences between the pre-pandemic timeframe (July 2019 – February 2020) and the pandemic timeframe (March 2020 – June 30, 2020).
- The pandemic's impact on retention and students' ability to persist and describe any differences in these areas by demographics.

3. 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.

State responses may:

- Provide examples of how Title II worked with partners to address challenges caused by COVID-19
- Describe how programs were able to provide career services remotely due to program closures in response to COVID-19
- Describe State-level collaboration across programs to respond to challenges in service provision and coordination due to COVID-19.

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:*

    State responses may describe:

    - Examples of successful virtual IELCE/IETs
    - Promising adult education/civics education models to help students understand and manage the pandemic
    - Use of IELCE classes to help students who are parents connect with their schools' remote learning plan and understand how to help their children learn remotely.

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:

State responses may:

- Describe partnerships with employers specific to meeting needs during the pandemic

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.

State response may

- Describe workforce partnerships that are aimed at economic recovery or targeting sectors critical to reemployment.

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.*

State responses may address:

- Review of newly developed on-line courses to ensure alignment to standards.
- Delivery of technical assistance and professional development to enable teachers to deliver intentional, standards-based instruction in the online environment.

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.

Although the following suggestions do not have a direct relationship to recidivism rate, OCTAE recommends that COVID-19 related impacts to correctional education be addressed in this section.

State responses may address:

- Success of High School Equivalency (HSE) testing in correctional facilities while community sites were closed
- Impact of COVID-19 on programs' ability to provide corrections education
- Instructional models that were able to continue in institutions despite the shutdown, such as paper-based distance education and peer tutoring
- Community reentry efforts aimed at those inmates who were granted early release
- Successes and challenges related to use of technology in correctional facilities during the pandemic.