

Describe successful activities, programs, and projects supported with State Leadership funds and describe the extent to which these activities, programs, and projects were successful in implementing the goals of the State Plan.

State leadership funds supported the following activities: professional development and technical assistance through the Regional Adult Education Network (RAEN); continuation of adult education program licenses; web-based data system and technical assistance on the National Reporting System Data Monitoring; and the continuation of the National External Diploma Program.

Regional Adult Education Networks (RAEN) provides professional development for adult education programs in seven geographic areas of New York State. The seven RAEN represent the geographic areas: Long Island, New York City, Hudson Valley, Capital/North Country, Central/ Southern Tier, Finger Lakes, and West. Annually each RAEN prepares an annual work plan that addresses the areas of network building, technical assistance to high need areas, accountability, staff development, infrastructure, and Statewide Summits. The following describes the activities the RAEN offered and completed in 2012-13.

During 2012-13 the New York State Adult Education Programs and Policy Team and the RAEN directors continued to provide coordinated technical assistance to programs that performed below acceptable NRS performance. The RAEN directors provided technical assistance to help programs raise their actual and reported performance. The RAEN directors dedicated 90 percent of technical assistance to programs in need of improvement in the seven regions of the State.

Individual Technical Assistance Plans (ITAP) combined with on-site agency visits and program staff discussions, provided a framework for technical assistance, agency visits and appropriate professional development. Each program under review developed a program improvement

process following guidance from the New York State NRS manual (see: www.nys-education-accountability.org). Local program improvement committees required in the Request for Applications worked with the RAEN directors to identify data management and instructional strategies. The RAEN directors provided on-site assistance to the programs including the identification of mentors from high performing agencies. Additionally, the NRS accountability specialist designed a task master for each ITAP program that provided step by step guidance on weekly, monthly, and quarterly data management.

In addition, the RAEN continued to provide distance-learning services including interactive teleconferences, Giving Ready Adults Study Program (GRASP), GED® Connection and pre-GED ® Connection, Skills to Make Adults Ready to Succeed (SMART), and Crossroads Café.

In April 2013 The RAEN participated in full day training in Designing Instruction for Career Pathways Training supported by the U.S. Departments of Education, Health and Human Services, and Labor. This activity was a train the trainer model that guided participants through the principles of contextualized learning and the development of contextualized learning plans. The seven RAEN directors supported adult program managers and their teachers in achieving these instructional strategies throughout the State.

The seven RAEN continued to provide professional development for regional needs in the areas of learning standards for beginning teachers in Adult Basic Education, ESOL, Adult Secondary Education, citizenship education, and evidenced-based instructional strategies and program improvement activities. Specific professional development topics included the introduction of Common Core Standards in preparation to align adult education instruction, a case management on-line benefit kit for Literacy Zones, coordination activities with Literacy Information and Communications (LINCS), overview on Deferred Action for Childhood Arrivals (DACA), and presentation on high school equivalency assessments.

The RAEN Directors coordinated the annual Literacy Zone Summit for 51 Literacy Zone staff. The emphasis of the Summit was case management, the use of an on-line benefit tool kit,

orienting new Literacy Zone Coordinators to the roles and responsibilities of Literacy Zones and the requirements outlined in the 2013-18 RFP supporting this project.

To further support adult students with learning disabilities, the RAEN directors focused and provided professional development using “Learning to Achieve”. Literacy New York, a not-for-profit, provider of literacy services was trained by the US Department of Education Office of Vocational and Adult Education to deliver training in Learning to Achieve and provided the training to the seven RAEN regions.

During the week of National Adult Education and Family Literacy Week, the RAEN supported public activities such as “Authors’ Night” where literacy students from a not-for-profit literacy program in upstate New York read essays that they had written and published and program staff in Long Island wrote and called their state and federal representatives and encouraged them to support adult education programs. Long Island RAEN also hosted an open house to promote classes including a ribbon cutting ceremony.

Broadband Technology Opportunity Program was continued in 2012-13. This digital literacy program using Learner Web prepares adult literacy students for high school equivalency testing.

A second leadership activity supported by leadership funds continued the licensing agreements between Kentucky Educational Television and New York State’s Public Broadcasting Stations (PBS). These licensing agreements and digital rights include the following distance learning programs: GED® Connection and pre-GED Connections®, and Cross Roads Café. These on going licensing agreements provide the curriculum framework for many of New York’s distance-learning programs. As part of this licensing agreement, Kentucky Educational Television (KET) offered direct streaming video through a website developed for New York State called The Online Media Connection located at www.fastforwardny.org This website hosts many online resources including Videos on Demand , online lessons to accompany the online videos, and educational programming through local Public Broadcasting Service Stations (PBS). This website is a repository of study materials to assist learners in

preparing for the GED® test along with links to resources to assist the learner with test questions similar to those on the GED test, GED test centers, GED prep programs and our NYSED Adult Education Programs and Policy website.

In addition to the PBS licenses, leadership dollars continued to fund a site license from Houghton Mifflin for Skills Tutor, an on-line tutorial program for students who successfully tested above the third grade level, and who need employability skills,. NYSED contracted with Corstar Communications LLC for E-Literacy NY, an electronic platform that is an adult education portal and a learning management system hosting adult education curriculum for NYS-funded adult education programs.

The third leadership project continued to assist local adult education program personnel in identifying and defining the interrelationships between data and program performance and identify program improvement efforts that were implemented by the local programs. Modifications to ASISTS made it possible to input data at any time and create a number of reports for program management and improvement. During 2013, other data areas were developed to record staff development in agencies, identify distance learning instructions, and classify any other areas that the State needs for accountability purposes. Each year performance report cards are constructed, reviewed and disseminated in coordination with NYSED. Technical assistance and monitoring are done in consort with NYSED staff and the seven RAEN directors. Additionally, in 2013, ASISTS began communicating with NYSED to bring up to date information regarding the recipients of the NYS High School Equivalency diploma electronically through individual program accounts in the data system.

The fourth leadership project is the funding of the National External Diploma Program (NEDP), a nontraditional experiential adult learning assessment program which serves as an alternative pathway to high school credentialing. New York State Education Department has contracted with Comprehensive Adult Student Assessment Systems (CASAS) to provide the assessment program that allows adult education students in New York to demonstrate their abilities in a series of simulations that parallel job and life situations. The four components are diagnostics, generalized assessment, post-task assessment, and portfolio review. Successful

completion of the program leads to a New York State local high school equivalency diploma graduation. NEDP has updated the number of competencies to measure 21st century skills and the total program is now aligned to Common Core/College and Career Readiness Standards. Currently there are 25 programs in New York State; however, the goal is to increase programming to 40 agencies by 2014. The inclusion of web-based training and instruction in 2013-14 will support the expansion of NEDP programming. A process will continue to add NEDP to the NYSED Commissioner's Regulations as another assessment to a High School Equivalency diploma.

Describe any significant findings from the eligible agency's evaluation of the effectiveness of the adult education and literacy activities based on the core indicators of performance.

New York State's Adult Student Information System and Technical Support (ASISTS) effectively supported local program data for the past four years. During the 2012-13 program year, 167 local programs maintained their student data and submitted performance data through NYSED's web-based management information system. The ASISTS system provided NYSED staff, the seven RAEN Directors, and the NRS Accountability Specialist with access to local program data in real time. The data results determined strategies for program improvement and programmatic design changes. Technical assistance and troubleshooting are accomplished through an online system with conference calls and webinars. For the past four years, New York State has contracted an NRS Accountability Specialist for adult education. This specialist conducts over 156 virtual data review sessions annually with local programs through conference calls/webinars, programs can view their data with the specialist's guidance and implement data management strategies in real time. At the conclusion of the virtual session, a customized NRS Task Master is designed for each program that is recommended to the Individual Technical Assistance Program. This tool integrates data management strategies that address the data concerns and any noncompliant activity discussed during the session. The Task Master provides daily, weekly, and monthly guidance to these programs so changes can be implemented. The Task Master identifies the work to be completed, by whom, and within a specific time frame.

In 2012-13, NYSED introduced a new data review process. During the month of February, every program in the State participated in a scheduled virtual conference call with the NRS specialist, their respective NYSED Regional staff, and RAEN director. The calls focused on five items: entry of Quarter 1 & 2 data, the correct use of funding codes, and number of students served under each funding source, and pre and post assessments. The calls proved enabled programs to make necessary corrections to their data processes earlier in the program year.

In 2012-13, for the eighth consecutive year, NYSED issued each funded program an Adult Education Report Card. A weighting system, used since 2008, provides additional credit for agencies performing well with students in Educational Functioning Levels (EFLs) in which evidence shows gain is harder to achieve. This methodology discourages programs from providing service only to populations where it may be easier to show educational gain. Programs are subsequently ranked in quartiles to allow for a fair and calculated comparison in and among all 167 local programs. Follow-up outcome performance (ranked individually for each of the four follow up outcomes) and post-test rates are also quartile ranked among all local programs; this stipulation encourages programs to strive for scores above the State mandated benchmarks. In 2012-13, the NYSED benchmark for post-test rate was 70 percent, the average for all programs resulted in 79 percent. Similar trends were seen in Educational Gain and Follow Up Outcomes. The average for Educational Gain was 58 percent, exceeding the state benchmark by seven points and similarly, the Follow Up Outcomes achievement was 90 percent, exceeding the state benchmark.

In addition to the quartile rank, predetermined state benchmarks are set in Post Test Rate, Educational Gain and Follow-Up Outcomes. These benchmarks are formulated using the average from the prior year's data. Total scores are then quartile ranked as "highly proficient", "proficient", "in need of improvement" or "unacceptable". Any program that meets or exceeds the state benchmarks in Educational Gain, Post Test Rate, and Follow-up measures are "proficient". Those identified as "unacceptable" are placed under corrective action.

In 2013, 18 agencies were placed under corrective action. Programs under corrective action must submit a corrective action plan and form a program improvement team to monitor progress and recommend new strategies. Agencies under corrective action must demonstrate satisfactory incremental improvement over three years or less to be considered for continued funding. These programs are also required to register on the State's accountability website (www.adult-education-accountability.org). Each program is provided a secure account on the site where they must post their corrective action plan and correspond with both their NYSED regional staff representative and RAEN director. The site is maintained by the NRS accountability specialist and each program under corrective action is monitored on a weekly basis. Progress is documented and shared with NYSED.

Overall program enrollment declined from 115,699 in 2011-2012 to 115,032 in 2012-2013. The decline is partially attributed to reduced state and federal funding while program costs continue to increase. With a fixed amount of funding and continually rising costs, fewer hours of instruction can be provided each year. While there was a slight decrease in the average contact hours from FY12, the average number of hours per student in FY13 sustained at 117 hours per student. Student retention remained high, resulting in higher educational gain and learner outcomes.

For the fifth consecutive year, New York State has met or exceeded all federal targets for educational gain and follow-up outcome measures. Through desktop monitoring and the use of Individual Technical Assistance Plans (ITAP), NYSED staff, the NRS Accountability Specialist, and RAEN Directors are able to monitor and support programs in need of improvement. Underperforming programs have received support based on needs reflected in their data. The effectiveness of this ITAP process is evidenced in the progressive increase in statewide performance. The accountability website offers programs a transparent venue through which they can invest in their own progress and improvement strategies.

Describe how the eligible agency has supported the integration of activities sponsored under Title II with other adult education, career development, and employment and training activities. Include a description of how the eligible agency is being represented on

the Local Workforce Investment Boards, adult education’s involvement on the State Workforce Investment Board, the provision of core and other services through the one stop system and an estimate of the Title II funds being used to support activities and services through the one-stop delivery system.

The New York State Education Department (NYSED) and the New York State Department of Labor (NYSDOL) work collaboratively to implement the Workforce Investment Act (WIA) for New York State. The New York State Commissioner of Education represents WIA Title II on the State Workforce Investment Board. New York State has 33 local workforce investment boards. Each local workforce investment board has a Title II representative identified by NYSED and recommended to the county elected official for approval. The Title II designee represents NYSED at local negotiations meetings with the local workforce investment boards. NYSED works closely with the local Title II designee to develop and approve the local Memorandum of Understandings for each of the 33 local workforce investment boards.

The Long Island RAEN, the Long Island Educational Opportunity Center and the New York State Department of Labor continue to address the literacy and vocational needs of immigrant workers, and promote the economic growth in Long Island and its workforce. Long Island’s WIB comprehensive program has coordinated the three local Long Island Workforce Investment Boards. This year the public private partnership has supported adult education and English Language –Civics population for Long Island.

This fall New York State’s Commissioner of Labor visited a One Stop Center called One Work Source in upstate New York and toured the Literacy Zone Welcome Center. He saw how partnerships between adult education and local department of labor provided seamless services for the adult education students funded with WIA Title II funds.

Describe successful activities and services supported with EL/Civics funds, Including the number of programs receiving EL/Civics grants and an estimate of the number of adult learners served.

New York State has the nation's greatest linguistic and cultural diversity. In 2010, according to the US Census Bureau's American Community Survey, the foreign-born population of New York State was 5,506,992. In 2008, the New York State Education Department issued a Request for Proposal for Workforce Investment Act Title II for English Language/Civics Education programs in which 24 successful applicants proposed to identify, recruit, and educate immigrants in English language acquisition and civics education. Approximately 62,299 students are enrolled in English literacy classes and of those; 14,077 students are in English Language/Civics Education programs. The majority of the immigrant population resides in the New York City metropolitan area, although foreign-born populations are increasing in other regions of the state. In the five boroughs of New York City, nearly 49 percent of the population speaks a language other than English at home. To reach the non-native English speakers, the diversity of grant recipients included nationality-specific community-based organizations, public schools, BOCES, the City University of New York system, and the three public library systems of Manhattan, Brooklyn and Queens.

An English Language /Civics program in the Mohawk Valley serves Amsterdam a city where more than 20 percent of the city's population is immigrants and the majority of this population is Latino. The program has built partnerships with the Empire Justice Center to provide legal services for students who are at various stages of citizenship status. Classes are held to help the students prepare their vocabulary, and understand their rights regarding their legal status. This program also hosted a workshop "Understanding DACA" in which over 30 community partners attended.

A volunteer program in the Adirondacks provides programming for students from 11 countries. The students participated in One Stop activities with Americorps for the Adirondacks, the local computer and media center, the State University Speech and Communications Center, and Resource Center. Students participate in community events with these partner organizations and receive tutoring in preparing for the citizenship examination.

Another example of English Language/ Civics is sponsored by a community based organization in New York City which partnered with a business to provide Business ESL classes

for highly motivated ESL students for whom English communication is a barrier to employment. Students practice grammar and vocabulary and get hands-on instruction with real work business tasks. One student from Cote D'Ivoire (the Ivory Coast) with a Master's degree and 11 years of experience completed his course work and received a job as Manager of Cash Management Division for Hyundai Capital America. The financial stability he has gained with this education and employment has made it possible for him to bring other family members from Cote D'Ivoire to live with him in the United States.

Another community based program in New York City worked with its predominantly South Asian population to sponsor a Bone Marrow Drive for South Asian Marrow Association (SAMAR). The English Language Civics program organized the drive in less than five days and. This program strengthened a health literacy program that was a focus of the community based organization.

And finally, a New York City Community based organization offered 17 intensive ESOL classes to 250 adults. The students studied United States history, comparative theories of government and practical applications of these abstract concepts. Classes identified issues and voted on those they wished to study. Chosen topics were immigration reform, affordable housing, and access to park space. Workshops were also held on filing taxes, applying for health insurance and creating family budgets. Many of the students volunteered to help with the clean up and aftermath of Superstorm/Hurricane Sandy and felt a sense of connection to their new home in Queens, New York.

These six programs represent the variety of successful activities in English Language/ Civics that are offered in New York State.