

## **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 described in section 223(1) (b).
- Provision of technical assistance to funded eligible providers as described in section 223(1) (c).

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

(A) The alignment of adult education and literacy activities with other core programs and one-stop partners, known in New York State as Career Centers. Eligible providers implement the strategy identified in the unified State plan under section 102 or the combined State plan under section 103, which include the development of career pathways that provide access to employment and training services for individuals in adult education and literacy activities.

The major focus of the annual work plans of seven Regional Adult Education Network centers funded with Section 223 funding, beginning in 2016-17 was the alignment of local funded local programs and career centers. In 2015-16, NYSED conducted a comprehensive, mandatory survey of NYSED-funded adult education program to assess the alignment with 33 workforce development boards and 92 career centers and systems with Title 2 partners in each RAEN region. During 2016-17 gaps and best practice are being analyzed and support action plans in each region will be developed in 2017.

(B) The establishment or operation of high quality professional development programs to improve the instruction provided pursuant to local activities required under section 231(b), including instruction incorporating the essential components of reading instruction as such components relate to adults, instruction related to the specific needs of adult learners, instruction provided by volunteers or by personnel of a State or outlying area, and dissemination of information about models and promising practices related to such programs.

A major focus of the RAEN is explicit deliverables of a high quality professional development system. This was supplemented by the development of state funded professional development (\$1.2 million) that enhances City University of New York (CUNY) Teacher Leader Institutes for common core and the development and expansion of two professional development websites: [www.TeachingtotheCoreNY.org](http://www.TeachingtotheCoreNY.org) and [www.CollectEDNY.org](http://www.CollectEDNY.org). This specific professional development has resulted in a cohort of Teacher Leaders who have received in-depth training in each RAEN region and support the RAENs with local turnkey training. To date, 120 teacher leaders have been trained in delivering turn-key training on the federal College and Career Standards for 1,500 adult education teachers.

(C) The provision of technical assistance to eligible providers of adult education and literacy activities receiving funds under this title, including the development and dissemination of instructional and programmatic practices based on rigorous or scientifically valid research in reading, writing, speaking, mathematics, English language acquisition programs, distance education, and staff training; the role of eligible providers as a one-stop partner to provide access to employment, education, and training services; and assistance in the use of technology, including for staff training, to eligible providers, especially the use of technology to improve system efficiencies. The RAENs address professional development and technical assistance based on state and regional needs in the areas of learning standards and New York State's College and Career Readiness Standards for new and experienced teachers in Adult Basic Education, Adult Secondary Education, English Language Learning (ELL), civics, evidenced-based instructional strategies, high school equivalency preparation, career pathways, and program improvement activities.

Another major focus of each RAEN is the systemic, comprehensive turnkey training related to rigorous academic instruction in reading, writing, speaking, mathematics, English language acquisition. At the HSE level, Teacher Leader Institutes and turnkey training use the CUNY HSE Curriculum Framework. This Framework can be found at: [www.collectedny.org/hseframework](http://www.collectedny.org/hseframework). Distance learning and staff training are also RAEN deliverables.

(D) The monitoring and evaluation of the quality of, and the improvement in, adult education and literacy activities and the dissemination of information about models and proven or promising practices within the State.

Leadership funds help to support NYSED ACCES-AEPP regional associates who work under the NY State Director for adult education, the seven RAEN centers, and the NYS Accountability Specialist. All programs are assessed quarterly. Based on risk assessment, Individual Technical Assistance Programs (ITAP) in each RAEN region are identified. Based on performance and funding deliverables, programs are also identified to be under Corrective Action. Together the State director, regionals, RAEN directors and the NYS accountability specialist monitor and evaluate the quality and recommend plans for the improvement in these key programs as a major focus each quarter. The continuous improvement of all funded programs in each RAEN region is a major focus. Information on policy, requirements, and effective practices are disseminated to programs by the RAEN and the Accountability Specialist.

The New York State ACCES- Adult Education Programs and Policy (AEPP) Team and the RAEN directors continued to provide coordinated technical assistance to programs that performed below acceptable NRS performance levels. The RAEN directors dedicated 90 percent of technical assistance to programs in need of improvement in the seven regions of the state.

The ITAP combined with on-site agency visits and program staff discussions provided a framework for technical assistance and appropriate professional development. Each program under review developed a program improvement plan following guidance from the New York State NRS manual (see: [www.adult-education-accountability.org](http://www.adult-education-accountability.org))

Local program improvement committees, required in the Request for Proposals, worked with the RAEN directors to identify data management and related instructional strategies. In 2015-16, the

RAEN directors provided on-site assistance to a minimum of 25 programs statewide including the identification of mentors from high performing agencies.

Another leadership project continued to assist local adult education program personnel to identify and define the interrelationships between data and program performance and identify program improvement efforts that can be implemented by the local programs. During 2015-16, other data areas were developed to record agencies' participation in staff development activities, and make improvements to the fiscal recording options following a recommendation from our internal audit department. These efforts have improved and extended NYSED efforts in accountability. Each year performance report cards are constructed, reviewed and disseminated for each Workforce Investment Opportunity Act Title II funded program.

The National Reporting System (NRS) accountability contract was rebid. Under this contract, technical assistance and monitoring are done in consort with NYSED staff and the seven RAEN directors. In addition, this contract provides all the professional development related to accountability and fiscal compliance.

## **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 of WIOA funded programs informs NYSED in all aspects of managing local programs. Each of the 152 local programs maintained their program data and submitted performance data through NYSED online management information system, ASISTS. NYSED regional staff, the seven RAEN directors, along with the NRS Accountability Specialist review individual program data quarterly. Within the seven regions, the NYSED regional staff person, the RAEN director, and the NRS specialist work as a team to initiate strategies for program improvement. The technical assistance and troubleshooting are provided through a combination of conference calls, webinars, and desk monitoring; reducing the need for travel for on-site consultations and data monitoring.

In program year 2015-2016, there was a slight increase of just over 1,000 students bringing the total served to 103,883. The most significant change in student population trends came from the ESL Level 1 students where there was an eight percent increase in students. Anecdotal data collected infers this change is an increase in the refugee population with little to no literacy skills further compounding the resettlement effort. While there has been a small incline in student enrollment, there has been a three percent increase in educational gain. This program year, the combined educational gain for ABE, ASE, and ESL is 64 percent.

New York is showing evidence of an increase in the number of students being referred to the High School Equivalency test, TASC. The intense and focused professional development supported by NYSED has played a major role in offering HSE teachers better knowledge of how to prepare their

students for the TASC test. Teachers continue to receive turn-key training aimed at the five content areas covered on the TASC test. The professional development steeped in College and Career Readiness skills has lessened the intimidation teachers had experienced in the two years following the implementation of the new test. In the 2015-2016 NRS report, there was a one percent increase in number of students referred to TASC. The expectation is for this trend to continue.

The final evaluation of local program data focused on our Literacy Zones (LZ) located in impoverished communities in all regions across the state. A total of 22,146 adults was served under the Literacy Zone initiative and an additional 15,781 students received case management services from the LZ and were referred to priority partner agencies for services and critical needs. These students often have severe barriers to a learning commitment and therefore receive intense support from the case managers, a requirement in each of the Literacy Zones. As a result, the students meeting NRS criteria logged over 127 contact hours per student and demonstrated 68 percent educational gain. This result is four percent above the NYS overall educational gain.

Beyond NRS educational gains, Literacy Zones reported over 27,000 additional outcomes in each of the ten pathways out of poverty. Case managers provided direct referrals to community partner agencies in specific literacy pathways in the areas of health, workforce readiness, financial, legal, family, social services, school relations, functional, community, and citizenship.

NYSED did not meet the federal target for educational gain in NRS Level 1, Beginning Literacy. This marks the second consecutive year this target was missed. Programs and teachers continued to focus on instruction at this level however, it should be noted that more than 47 percent of the students in ABE Level 1 are ESL students that migrated out of ESL programming with BEST Plus test scores that were too high to be considered valid. This occurred prior of the newly released BEST Plus 2.0 assessment which will assist in allowing ESL students to remain in ESL programming for a longer period so they are better able to manage the rigor of the transition to ABE programming.

Through desktop monitoring and the use of Individual Technical Assistance Plans (ITAP), NYSED staff, the NRS Accountability Specialist, and RAEN Directors, NYSED continued to identify and monitor programs in need of improvement. Underperforming programs received technical support based on needs reflected in their data. The effectiveness of this ITAP process is evidenced in the consistent statewide performance. New York has consistently been ranked in the top quartile nationally for educational gain and follow up outcomes.

### **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.

Since WIOA was reauthorized, NYSED has worked in strong collaboration with WIOA core partners and TANF. The Commissioner of Education represents WIOA Title II and IV on the State Workforce Investment Board (SWIB). WIOA Title II actively participates with WIOA core

partners, TANF, Office of the Aging, SUNY and CUNY on an Aligning Workforce Programs Committee of the SWIB. This committee prepared the Combined State Plan for WIOA and has met over 70 times to develop recommendations for assessing career services costs, guidance for developing local MOUs, and providing guidance to 33 Local Workforce Development Boards (LWDBs). These boards will approve Local Workforce Plans that provide direction for addressing Title II priority populations with barriers to employment that WIOA Title II applicants can review the recommendations to align their funding applications. NYSED, NYSDOL, the SWIB, and LWDB staff have developed a review process for LWDB input and review of local WIOA Title II applications as part of the competitive procurement of WIOA Title II funds.

This interagency committee is completing plans for identifying local infrastructure costs for WIOA Title II providers co-located in comprehensive one-stop systems and identifying the applicable Title II career services costs: outreach, intake, system orientation; initial assessment; referral to supportive services; comprehensive assessment; financial literacy services; English language acquisition and integrated education; workforce preparation and follow up. The committee is identifying the State infrastructure cost formula that would be triggered if local MOU negotiations are not successful by July 1, 2017.

ACCES-AEPP has worked with the 33 LWDBs to identify a Title II representative for each board. RAEN centers are working with representatives to develop communication channels with funded WIOA Title II programs in each workforce area.

NYSED is committed to developing strong collaboration between WIOA Title II programs, career centers and workforce system partners. Beginning July 1, 2017, NYSED will provide 1.5 percent of its Title II allocation (\$650,155) annually to support greater collaboration and connection between funded WIOA Title 2 adult education providers and the workforce development system in each local Workforce Development area. This would include comprehensive career service centers and other workforce partners. Funding will be allocated using census data to each local area and distributed to local areas by the NYS DOL upon completion of an interagency MOU. NYSED is setting up a process to work with local areas to identify activities and costs that make the most impact for each area. The costs will be identified and included in the local MOU for WIOA that would be approved by NYSED. The intent is that every funded WIOA Title II provider serves as an on-ramp to all workforce development partner services, including comprehensive career centers.

Examples of these Other System Costs for Adult Education include the following:

- Marketing and awareness materials for adult education students and staff
- Joint system orientation
- Development of a comprehensive referral system
- Joint initial assessment

- Case management training and support
- Creation of a case management network
- Training for front-line staff
- Co-location of adult education services in the comprehensive one-stop center
- Mapping the adult education provider and workforce system
- Registering all adult education students in the job bank
- Enabling all adult education students to understand and use NYSDOL Job Zone
- Integrating CUNY career-kits for career exploration into adult education instruction

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

- 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 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.

NYSED has requested an extension for completing its bidding of WIOA Title II funds to July 1, 2018 in order to align the approval of local workforce plans to address barriers to employment for English Language Learners and participants with low literacy. The 2017-18 Request for Proposals will provide \$7,748,870 in WIOA Title II funds to fund IELCE programs. The proposed activities and budget will be reviewed by NYSED to ensure that they meet all statutory requirements.

Specifically, the RFP will support the development of Integrated Education and Training programs for English Language Learners that concurrently provides civic education. Occupational skills training will be sector based and support next steps in a career pathway. This training could be provided: by an LEA or BOCES that receives Employment Preparation Education state aid for secondary level occupational education; a community college receiving Full Time Equivalent Aid; or a WIOA Title I providers and support an adult education program at a Big Five School districts that partners with a local refugee training center. For example, the IELCE funded Big Five City School District program will provide the general employability, workplace, and financial vocabulary as well as instruction on the rights and responsibilities of citizenship and civic participation in a work context. The civics education curriculum will include includes an overview of the U.S. history and government at the federal, state, and local levels. As appropriate, the

training center provides hands-on training and skill building opportunities related to the work context.

As outlined in OCTAE's January 11, 2016 Program Memorandum 15-7, Integrated English Literacy and Civics Education (IELCE) program under section 243(a) of WIOA must be delivered in combination with integrated education and training activities. The Integrated English Literacy and Civics Education programs under section 243(a) of WIOA need be designed to (1) prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency and (2) integrate with the local workforce development system and its functions to carry out the activities of the program. Programs enable adult students in IELCE programs to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States.

During 2015-16 the following activities have occurred to establish foundations to support IELCE programs through the following:

- Funding for CUNY for the development of 10 Sector Career kits that will be adapted in each of seven RAEN regions. Each Career Kit will include instruction all levels including low level ELL students (e.g., health literacy for the health sector Career Kit) and modules to support IELCE programming. NYSDOL labor analysts and staff will support the development of the Career Kits.
- A two day CUNY Career Pathways Institute in February 2016 trained case managers, Teacher Leaders and Program Coordinators on the Health Sector Career kit and introduced turnkey support and capacity building in each RAEN region.
- Support for CUNY development of industry sector-based contextualized ESOL instruction as a priority Professional Development activity supported in every RAEN region.
- Dissemination of key instructional resources such as LaGuardia Community College's College and Career Pathways new online course for contextualized instruction: <http://elearningpd.worlded.org/contextualized-instruction/>
- Joint SUNY/ACCES-adult education workgroup established to better coordinate and leverage SUNY Full time Equivalent aid and NYSED adult state aid to support bridge programming and career pathway partnerships between NYSED funded adult education programs to build a strong foundation ahead of the proposed 2016-17 comprehensive WIOA RFP.
- Expansion of two adult education Professional Development websites ([www.TeachingtothecoreNY.org](http://www.TeachingtothecoreNY.org) and [www.CollectEDNY.org](http://www.CollectEDNY.org)) to include career pathways, integrated education and training, and IELCE open source curricula. Links will be established to the NYC Workforce Development open source curricula website: [www.nyc.gov/bridge](http://www.nyc.gov/bridge)
- Coordination and collaboration with the New York City Mayors Office of workforce development, NYC Human Resources Administration, and NYC Department of Youth and Community Development as they support integrated education and training and bridge to college and career programs. Professional Development for career pathways and integrated education and training will be shared with New York City partners, including accessibility to train the trainer resources from CUNY.

- Participation in OCTAE's *Moving Pathways Forward* Project and closely collaborating with Massachusetts and other participating states to share resources.
- Expansion of RAEN professional development to support and disseminate effective IELCE programs and practice.

NYSED requires all eligible providers for sections 225, 231, and/or 243 to use the same application process. This ensures that all applications are evaluated using the similar evaluation rubrics; i.e. same standards but similar scoring criteria. NYSED ensures that all eligible providers have direct and equitable access to apply for grants and contracts under all three WIOA sections. The same grant or contract announcement, application, and proposal process is used for all eligible providers through NYSED's grant management system. During the initial period of grant or contract submission process, any eligible agency that contacts the agency with an interest in participating will be receive notification of the application process. These approaches meet the requirements specified in WIOA Title II AEFLA and will ensure direct and equitable access. The agency uses the 13 considerations specified in section 231 (e) of WIOA to fund eligible providers by incorporating each of the considerations into the narrative portion of the application. The agency attaches a point-based scoring rubric weighting each of the considerations. Applicants must provide narrative detail to demonstrate how they will meet each consideration. A Request for Application for WIOA Title 2 competitive funds will be released in 2017-18.

## **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 the New York State's K-12 standards in May 2016.

At the September 2012 ACCES Committee meeting, the New York State Board of Regents charged NYSED ACCES adult education staff to develop and release an RFP for a new High School Equivalency (HSE) test to replace the 2002 GED test. The Regents policy called for a test with increased academic rigor that would gradually phase in national college and career readiness standards over a three year period. This new HSE test would serve as the exit graduation standard for adult education students, and shift all HSE instruction to reflect the exam's more rigorous content expectations. The expectation of Regents policy was to accomplish this goal by July 2016.

NYSED Adult Education standards are aligned with NY State's K-12 standards. The Test Assessing Secondary Completion (TASC) test developed by CTB/McGraw-Hill (now Data Recognition Corporation) was selected as the sole HSE test for New York State and aligned with NYSED K-12 standards and adult Education CCR Standards. As per the requirements of the RFP, the TASC has increased in rigor over three years, with content aligned to the federal AE-CCR standards for ELA and math (AE-CCR) standards. The third set of forms released on September

2016, are based upon, and fully aligned to, AE-CCR standards levels E and D. The academic content standards used in the test form and specifications for the development of the operational forms G, H, and I were approved by NYSED for TASC in May, 2016. At the same time, the decision was made to align all federal and state-funded adult education instruction with AE-CCR standards in May, 2016. AE-CCR standards explicitly guided required professional development instruction provided by NYSED to 5,500 adult education teachers throughout the span of the Combined State plan. This included annual Master Teacher training that is turn-keyed to all adult education teachers in the state. Aligning WIOA and non-federally funded instruction with AE-CCR standards is an explicit requirement in the comprehensive RFP to rebid WIOA funds.

In 2014, two dedicated adult education professional development websites—[www.TeachingtotheCoreNY.org](http://www.TeachingtotheCoreNY.org) and [www.CollectEDNY.org](http://www.CollectEDNY.org) -- were created to provide instructional resources tied to rigorous academic adult education standards. In 2016-17 and each year of the combined State Plan, these will continue to identify instructional resources that are based upon AE-CCR standards for all WIOA instruction that were adopted by the NYSED.

The NYS Board of Regents has charged adult education instruction to be fully aligned with CCR rigorous academic standards by 2017. CUNY has trained over 120 Master Teachers from adult education programs in each of the seven regions in CCR. Each RAEN center uses Master Teachers to turn key training in their region. The objective is to reach 5,500 teachers and volunteers. This has been supplemented by a peer teacher review of exemplary instructional resources.

In addition to academic common core standards development with WIOA Title II funded programs, NYSED has also invested in coordinating adult education programs with postsecondary institutions and the NYS DOL through the inclusion of the College and Career Readiness Standards. Adult Education programs are strongly encouraged to include critical skills and knowledge in the instruction that prepares participants for success in colleges, technical training programs and employment.

## **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 does not collect data on the participants for Corrections Education and other Institutionalized Individuals that received WIOA funding. Agencies that have received WIOA funded for this population have kept data or have provided qualitative information about the specific population.

Many agencies have described systemic barriers to obtaining tracking information on this incarcerated population and express that they cannot express 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.

Other anecdotal information regarding a program receiving funding for criminal offenders in a Correctional Institution has the policy that participants are unable to leave the facility until they obtain employment. The participants receive instruction and educational and career readiness support. Many of these participants attend job skills training programs and obtain employment. There is a follow-up for 90 days on employment and the majority of participants is usually still employed and has not been arrested or returned to an incarcerated setting.