

1. State Leadership Funds (AEFLA Section 223)

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

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

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

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

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

New York State rebid WIOA Title II funding and awarded a total of 172 local programs that began providing services July 1, 2018. Required in the Request for Proposals (RFP), programs had to make a commitment to aligning their adult education program and literacy activities with their local American Job Center (one-stop). Eligible providers implemented the strategies identified in the New York State WIOA Combined State Plan under Operational Planning Elements. Each awardee was required to submit documentation of agreement with their local Workforce Development Board to their goals and planned program outcomes. Signed agreements were a required document within their proposal review. These agreements remain supported.

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

A major focus of the annual work plans of seven Regional Adult Education Network (RAEN) centers funded with Section 223 funding in program year 2019-20 was the alignment of funded local Title II programs and American Job Centers. In program year 2019-20, NYSED staff and RAEN participated throughout the year in various work groups established by New York State Department of Labor. These work groups, including the Interagency Workgroup, the Data Integration Work Group, the Training and Assistance Work Group, and the Youth Work Group, have continued to draw commonalities between WIOA partners and building opportunities for shared projects all aimed at the goals identified in New York's Combined State Plan. The major focus was coordinating career services, training opportunities, and common goals for youth and adults with these partners and for developing close referral and access mechanisms for individuals with barriers to employment including priority Title II populations. Local MOUs were successfully negotiated by NYSED ACCES-AEPP by July 31, 2018 for the 33 local workforce development board areas and remain secure. ACCES-AEPP regional staff and RAEN directors have hosted

combined training opportunities with NYS DOL including JobZone, an electronic job preparation software customized for adults and Learning Disability awareness training.

During program year 2019-20, leadership funds supported systemic integration of WIOA employment data and performance requirements into NYSED's custom built adult education management information system—Adult Student Information System and Technical Support (ASISTS). Included were the following modifications to ASISTS:

- An MOU was negotiated with NYS Department of Labor for a quarterly exchange of employment data from DOL's Unemployment Insurance database
- The MOU provides for aggregate data to be exchanged with ASISTS on a quarterly basis
- Social Security Numbers encrypted for secure exchange are used for the match
- Data to be included in the exchange:
 - Median earnings in the second quarter after exit from the program
 - Employment in the second quarter after exit from the program
 - Employment in the fourth quarter after exit from the program

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

In program year 2019-20 the major focus for the seven geographically defined RAEN centers was the development and delivery of a high quality professional development system. The purpose is to provide trainings to assist adult education programs in meeting rigorous standards articulated in the College and Career Readiness (CCR) Standards and the TASC® test leading to a New York State High School Equivalency (HSE) diploma. These staff development offerings were supplemented by State funded professional development supporting a combined effort between content experts at NYSED and curriculum experts from the City University of New York (CUNY) to provide Teacher Leader Institutes (November 2019). More than sixty teachers were identified stateside who successfully completed the institute and were subsequently deemed Master Teacher charged with bringing the turn-key training to each of the seven RAEN regions. The turn-key trainings are supported contractually by the RAEN centers. These Teacher Leader Institutes provide the integration of the CCR standards training and the development and expansion of two websites: www.TeachingtotheCoreNY.org and www.collectEDNY.org. This training also included the introduction of the NYSED/CUNY CareerKits. These CareerKits, customized for eleven high demand industries, are assembled to support a range of literacy programming as they intersect with career exploration, planning, and classroom preparation. Using a pedagogy of inquiry and discovery, the CareerKit presents a range of activities and resources that support the continued acquisition of basic language and literacy skills in the broad context of work. The kits are designed to be used by literacy professionals who help students learn about and navigate career choices. All career services are integrated via the CareerKits into every component of instruction, ABE, ASE, and ESL. The activities take the form of practices already used in a language or a literacy/HSE class including reading and discussion, writing and revising essays, solving word problems, interpreting graphs and conducting research all centered on the topic of work. Making the study of careers academic in nature supports the development of basic literacy skills and

improved critical thinking. At the same time, students learn how to navigate career databases, interpret help wanted ads, assess job offers, analyze job outlooks and match their own interests to careers in rising industries.

All CareerKits have, as their foundation, labor market statistical data weaved throughout. In program year 2019-2020, the eleven CareerKits continued to support career services instruction throughout the following high demand areas: Construction, Manufacturing, Healthcare, Education & Child Care, Community & Social Services, Retail, Hospitality, Recreation, & the Arts, Technology, Transportation, and Food Production. More information on the NYSED/CUNY CareerKits can be found at www.tinyurl.com/cunyCareerKits

In addition to the CareerKits effort, we also continue to support eight topic areas in math that represent those portions of the TASC test where the majority of adult students were not successful. Comprehensive learning packets for each of these identified topic areas; these electronic packets reside on our easily accessible website www.CollectEDNY.org Within each packet, further attention is drawn to the language skills necessary for an adult student to be successful on the math portion of the TASC test leading to a NYS High School Equivalency diploma. They are used by teachers as tools within their classroom and used as distance education options for students that cannot commit to a classroom setting. ACCES-AEPP is tracking the use of the packets through the electronic management system to follow the progress and success of those students using the packets as a preparation tool. Master Teachers also attended a two day institute in November of FY 2019-2020 to learn how to deliver the material within the packet and become experts with using the packets in high school equivalency preparation classes.

This type of professional development has resulted in a cohort of Master Teachers who received in-depth training in the seven RAEN regions and supported the RAEN directors with local turnkey training of over 1,800 adult education teachers. RAEN directors actively identify and disseminated best practices. In addition to Site Visits, RAEN directors provided technical assistance to all WIOA funded programs in their region. The chart below illustrates the professional development offerings provided to WIOA funded programs in 2019-20.

RAEN Deliverable	Activities	FY2019/2020 July 1, 2019 – June 30, 2020
Network Building	Program Managers meetings	47
	Title II Meetings	4
Technical Assistance to High Needs Area	Site Visits to ITAP and CA (including remote monitoring)	111
Accountability	ASISTS Data Entry & Reports Training	14
	NRS Foundations	7
	NRS Advanced	14
	Monitoring visits with on-site NRS Data Quality (including remote monitoring)	37
Professional Development	Reading & Math Workshops	63
	ESL Workshops	27
	TABE	81
	BEST Plus/BEST Literacy	123
	NYSED/CUNY Trainings	76

Leadership funds supported the licensing agreement and digital rights between Kentucky Educational Television (KET) and New York State's Public Broadcasting Stations (PBS). The Crossroad's Café program provided curriculum frameworks for distance education programs including,

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

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

The NRS Director of Accountability for adult education provided National Reporting System (NRS) training and comprehensive updates on WIOA policy and procedures for literacy programming. Data recognition, data collection, and data reporting protocols were all updated and shared with local program staff through face-to-face training, webinars (that were recorded and disseminated to program staff), and conference calls. Training was provided on the NYS Report Card, NRS for Teachers, NRS Foundations and Advanced. In total, the NRS Director of Accountability for adult education conducted 57 training sessions.

The provision of technical assistance to eligible providers of adult education and literacy activities receiving funds under this title is the primary focus of a vendor contract funded by NYSED. Leadership funds continue to support Technical Assistance and Training for NRS programming and was competitively rebid in FY2019/20. The new contract began September 1, 2020. This technical assistance included the development and dissemination of instructional and programmatic practices aligned with state and federal policy. These practices are based on rigorous or scientifically valid research in reading, writing, speaking, mathematics, English language acquisition programs, distance education, and staff training.

Leadership funds helped support joint effort from NYSED ACCES-AEPP regional associates, who work under the NY State Director for adult education, the seven RAEN directors, and the NRS Director of Accountability for adult education to support programs most in need. All programs were assessed quarterly for enrollment, contractual obligations, and NRS performance. Based on ongoing risk assessment, the Individual Technical Assistance Programs (ITAPs) in each RAEN region were identified. In some cases, a review of performance and funding deliverables, programs were also placed under Corrective Action. Together the State director, NYSED regional staff, RAEN directors, and the NRS Director of Accountability for adult education monitored and evaluated the quality of these programs and recommended plans for the improvement in these key programs as a major focus each quarter. Information on policy, requirements, deliverables, and effective practices were disseminated to programs by the RAEN and the NRS Director of Accountability for adult education.

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

The New York State Adult Education Programs and Policy (AEPP) Team and the RAEN directors continued to provide coordinated technical assistance to programs that performed below acceptable NYS benchmark levels. Benchmarks are set annually in the areas of Measurable Skill Gain and Post Test Rates. The RAEN directors provided technical assistance to assist programs in identifying areas in need of improvement. The RAEN directors dedicated 90 percent of technical assistance to programs in need of improvement in the seven regions of the state. There was a total of 29 programs that were provided this level of support throughout 2019-2020.

Individual Technical Assistance Plans (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. All communication and documentation of program improvement plans and site visits were posted to the accountability website. www.adult-education-accountability.org. Program staff, RAEN Directors, and NYSED staff all have access to the information stored on this site and can track their progress and communication accordingly.

Local program improvement committees, required in the Request for Proposals, worked with the RAEN directors to identify data management and related instructional strategies. In program year 2019-20, the RAEN directors provided on-site assistance to 21 programs statewide including the identification of mentors from high performing agencies.

As a result of the March 2020 COVID pandemic closures, programs were not issued the customary NYSED adult education report cards. The report cards typically quartile rank Measurable Skill Gain and Post Test Rate as compared to all other WIOA funded programs. MSG is also weighted to demonstrate the differences in populations that were served. More credit is attributed to programs that served those students where Measurable Skill Gain is the most challenging based on NYS data. Measurable Skill Gains include the attainment of the high school equivalency diploma and for credentials earned by students. The report cards also normally provide the outcomes of employment and median wage matches both with the data match conducted with NYSDOL and with manual surveys conducted by the local programs.

All communication was documented on the accountability website. Program data and related data reports are stored in secure, password protected, program accounts. The website and all secure documents are maintained through the office of the NRS Director of Accountability for adult education.

Program year 2019-2020 marked the third full year when NYSED required that programs moved from entering data on a quarterly basis to entering data on a monthly basis. Enrollment, attendance, assessments, and follow up data must be entered by the end of the month following the month in which it occurred. This new policy was an effort to ensure that programs could monitor their student attendance and identify trends both up and downward. Supplemental NYS local funding (used as part of the MOE for New York) is calculated on a contact hour logarithm, consequently, it has become increasingly more important for programs to keep a pulse on their monthly accrual

of this funding. This change encouraged programs to employ program improvement strategies. The RAEN centers provided additional training related to strategic data management and opportunities to interpret data trends.

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

Leadership funds support joint effort from NYSED ACCES-AEPP regional associates, who work under the NY State Director for adult education, the seven RAEN centers, and the NRS Director of Accountability for adult education. In support of risk management, Individual Technical Assistance Programs (ITAPs) in each RAEN region were identified. In each of the seven RAEN regions, three programs were identified as ITAP eligible. In addition, the five largest city programs, New York City, Yonkers, Syracuse, Rochester, and Buffalo are considered ITAP each program year. These programs range in size from serving three thousand students to over thirty thousand. As such, their significant size warrants more vigilant monitoring to assure no negative shifts in performance.

Together the State director, NYSED regional staff, RAEN directors, and the NRS Director of Accountability for adult education monitored and evaluated the quality of these programs and recommended plans for improvement each quarter. The continuous improvement of all funded programs in each RAEN region continued to be a major focus.

2. Performance Data Analysis

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

The annual data from WIOA funded programs informed NYSED in all aspects of managing local programs. Each of the 172 local programs maintained their program data and submitted performance data through NYSED's online management information system, ASISTS. Within the seven geographic regions, the NYSED regional staff person, the RAEN director, and the NRS Director of Accountability worked as a team to initiate strategies for program improvement. The technical assistance and troubleshooting were 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 2019-2020, the total number of students served was 60,767 students. This represents a 13% drop from the previous program year. While we have seen a decline in enrollment over the past several years, this year was impacted severely by the COVID-19 pandemic closures across the state. In the past few years, the reduction in the number of students enrolled was counterbalanced by a significant increase in the persistence of students and resulting increases in learner outcomes. While New York State successfully transitioned all programs and students to remote learning in March of 2020, a significant number of students were unable to continue their learning opportunities due to several impeding issues.

In addition to enrollment, the COVID-19 pandemic also directly impacted our local program's ability to post test their students. This resulted in a negative impact on the Measurable Skill Gain for Program Year 2019/2020. The MSG for 2019/2020 is 45.64%, this represents an 18.36 point gap from our NRS negotiated target of 64%.

As of March 20, 2020, a policy memo was issued by the ACCES-AEPP office providing remote teaching/learning opportunities for all funded adult literacy programs. Professional development suited for web delivery was constructed by AEPP staff and provided across the state. The training afforded the opportunity for teachers to work remotely and provided electronic attendance documentation along with electronic signature and attestation. More than 1,520 teachers and case managers attended the web training and were subsequently certified to provide remote learning opportunities to their students.

New York continues on an incline toward more 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 advanced strategies to better support the preparation of this student cohort. Turn-key training aimed at the five content areas tested on the TASC test continues to be delivered in all seven regions of the state. The professional development steeped in College and Career Readiness skills has lessened the intimidation teachers had experienced in the years following the implementation of the new test. In the 2019-2020 program year, New York experienced a four percent increase in the number of students referred to TASC; the expectation is for this trend to continue.

3. Integration with American Job Center Partners

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

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

During program year 2019-2020, ACCES-AEPP, working as part of the NYS WIOA interagency team, assisted all local funded programs in developing comprehensive Memoranda of Understanding (MOU) between themselves and each LWDB. Each MOU included the specific career services for Title II and the WIOA Title II funding for the LWDB.

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

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

- Describe when your State held a competition [the latest competition] for IELCE program funds and the number of grants awarded by your State to support IELCE programs.
 - Describe your State efforts in meeting the requirement to provide IELCE services in combination with integrated education and training activities;
 - Describe how the State is progressing towards program goals of preparing and placing IELCE program participants in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency as described in section 243(c)(1) and discuss any NRS Annual Reporting Instructions for PY 2018-19 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 rebid WIOA Title II funding to support Integrated English Literacy and Civics Education (IELCE) programs. A total of 36 local programs were awarded grant funding to provide services under IEL/CE. These IELCE programs are now funded for a 4 year period and began providing services as of July 1, 2018. The RFP required that programs receiving this award had to demonstrate the training associated with these awards would be paid out of other funding resources. Under NYS policy, these programs were not able to use WIOA Title II funds to support the training initiatives.

Programs had to demonstrate how the literacy instructor and the training instructor would work together to be certain that the literacy component was contextualized appropriately. NYSED went through this process with each of the 36 funded programs. The instructional classes must run concurrently so we also reviewed the actual schedules for each and the RAEN Directors visited every regional program to be sure students were being provided the intended amount of contextualized instruction.

The ACCES-AEPP team, the RAEN Directors, and the NRS Director of Accountability meet with each of the 36 funded programs on quarterly basis either in person or virtually. The team reviews all approved expectations and reviews processes that these programs have put in place. All training initiatives were reviewed and some were visited by the RAEN Directors to ascertain they aligned with both federal and state requirements. All credentials were approved in advance of any enrollment by the ACCES-AEPP State Director and regional staff.

To ensure close coordination between IELCE programs and local workforce development, ACCES-AEPP developed a streamlined application review process with NYSDOL and Local Workforce Development Boards (LWDBs). All IELCE applications for funding were reviewed by appropriate LWDB(s) as part of the RFP process in 2018-19. This review evaluated and strengthened the alignment of activities based on a dedicated Title II plan developed by the LWDB and approved by NYSED and NYSDOL.

5. Adult Education Standards

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

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

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

New York adopted the College Career Readiness Standards for Adult Education released in 2013, which are aligned to the New York State’s K-12 common core standards. All instruction and professional development funded under WIOA title II (as noted in all sections above) as well as the professional development provided by the RAEN Directors supported these standards in program year 2019-2020.

6. Programs for Corrections Education and the Education of Other Institutionalized Individuals (AEFLA Section 225)

What was the relative rate of recidivism for criminal offenders served? Please describe the methods and factors used in calculating the rate for this reporting period.

The NYSED has not, in the past, collected data on recidivism for Corrections Education and Other Institutionalized Individuals funded under WIOA Title II. Agencies that have received WIOA funded for this population have kept data or have provided qualitative information about their specific population. Program year 2018 – 2019 marked year one of these Corrections Education grants.

We expected to have sufficient data to assess the recidivism rates in our Corrections Education programs for the 2019-2020 program year. Due to the COVID, March 2020 closures, program staff were unable to secure final data as most correctional facilities closed their doors to any outside support personnel.

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

All Corrections Education and Other Institutionalized Individuals programming was rebid in program year 2018-2019. A total of 16 local programs were funded to provide these services. These programs began offering services as of July 1, 2018. These program are focusing on preparing their incarcerated students for eventual release into their respective communities. Teachers in these programs are committed to investing in the NYSED/CUNY CareerKits to acclimate their incarcerated or institutionalized students to work related instruction designed to prepare them for careers tracks that are available in their communities and in particular to those employers that have hired ex-inmates. In each award, the programs have committed to utilizing the many resources available to teachers on our adult education Professional Development

websites (www.TeachingtothecoreNY.org and www.CollectEDNY.org) including the CareerKits and the math high school equivalency packets.