CONNECTICUT STATE DEPARTMENT OF EDUCATION

Adult Education

Policy Forum

June 4, 2021

Agenda

- 2021-2022 Meeting Reminders
- CT Association for Adult and Continuing Education (CAACE)
- Adult Training and Development Network (ATDN)
- State Grants and Applications
- LACES
- Change Agent
- Teaching Skills that Matter
- ARP ESSER
- CT Competency System (CCS)
- GED Update
- NEDP Update

- CT Adult Virtual High School (CTAVHS)
- CDP Update
- College and Career Readiness Standards
- Teacher Evaluation
- Career Pathways
- OEC Partnership
- Technology PD
- Racial Equity
- Federal Grant
- Summer Institute

2021-22 Meeting Reminders

All Meetings will be remote/virtual unless otherwise indicated:

Policy Forums for 2021-2022

- Friday, September 17, 2021
- Friday, January 7, 2022
- Friday, June 3, 2022

Mandatory Program Facilitators' Meeting for 2021-22
- Thursday, September 23, 2021 from 1:00 – 3:00 p.m.

Monthly Facilitators' Meetings for the Fall of FY 2021-22
- Monthly meetings held virtually via zoom

Retirements

We bid fond farewell with appreciation for their service to Adult Education and best wishes for the future to:

- **Glen Peterson**, CSDE Education Division Director
- **Lori Hart**, Milford Adult Education
- **Kelly Lenz**, Cheshire Adult Education

CAACE Annual Board Meeting Agenda

- **Minutes**
- **Treasurer's Report-Lori Wyerbek**
- **Vote on New Members-A Google Survey will be sent to all program leaders**
- **Advocacy Report**
- **FY22 CAACE Conference**
- **Program Participation:**
- **CAACE is looking for anyone interested in joining one of our committees, this will be part of the Google Survey sent at the conclusion of this meeting:**
  - **Professional Development**
  - **Communications and Marketing**
  - **Conference Committee**

CAACE 2021

Public Policy/Advocacy Updates

Legislation

SB 881 - Streamlines state workforce development responsibility by placing it directly under the Governor with a Chief Workforce Officer overseeing workforce development strategy, including WIOA programs. Parts of this bill having to do with adult ed issues of the dropout age, CDP credit requirements and FAFSA form completions were all stripped from the bill by the Education Committee. On its way for Assembly votes soon.

HB 6439 - State Budget bill increases the Adult Education budget line to $21,214,072 for FY 22 and to $21,333,248 for FY 23. The amount of increase over this year's budget is $828,194. This bill is on the House calendar for a vote.

HB 6558 - Improves Care4Kids childcare funding access for parents who are pursuing education for their career pathways, and the bill also helps childcare workers with loan forgiveness and tax credits. This bill has passed in the House and will move to the Senate soon.

Learning for life

CAACE

The Connecticut Association for Adult & Continuing Education

THANK YOU TO OUR AMAZING EXHIBITORS!

PLATINUM LEVEL

Burlington English
www.burlingtonenglish.com

SILVER LEVEL

Aztec Software
www.aztecsoftware.com

Cambridge University Press
www.cambridge.org

Edgenuity
www.edgenunity.com

National Retail Federation Foundation
www.nrffoundation.org

BRONZE LEVEL

Course Storm
www.coursestorm.com

Essential Education
www.essentialed.com

New Readers Press/ProLiteracy
www.newreaderspress.com

DEDICATED PARTNERS

- **GED Testing Service**
www.gedtestingservice.com

The Next Street
www.thenextstreet.com

CAACE
Learning for life
The Connecticut Association for Adult & Continuing Education

Learning for life
CAACE
The Connecticut Association for Adult & Continuing Education

Thank you for a great year.
We wish you all a wonderful

SUMMER

ATDN Professional Development Updates

- ATDN offered 70 virtual Professional Development sessions during 2020-2021. There were over 3,300 enrollments in workshop participation which included conferences, events and individual trainings.

- The **28th Annual Conference on Serving Adults With Disabilities** conference was a large success with over 400 registered participants. Dr. Beegle delivered a dynamic keynote session. Stay tuned for the 29th Annual Conference on Serving Adults with Disabilities date. The presentations for the 28th Annual Conference on Serving Adults with Disabilities can be found at www.edadvance.org/disability listed under Resources.

- Our Workshop focus for the 2021-2022 year will start virtually for adult educators in CCRS, Teacher Evaluation, Disability, ESL, CCS, GED, and NEDP along with an emphasis on Digital Technology.

- CCRS 100 ELA & Math Series videos are available on the www.edadvance.org/atdn website. CCRS 200's trainings will be offered in the Fall virtually.

- ELP Standards II will be developed this year to support ESL instruction. The video ELP Standards I training is available on the www.edadvance.org/atdn website.

- Our **Summer Institute** is scheduled for August 11th and will be a one-day virtual event. Save the date! More information to follow…. We also plan to offer a GED Day, an ESL day and a Digital Learning day during this school year.

State Grant Update

- Final 2020-21 Adult Education State Grant budgets have been approved;

- eGMS does not issue new grant letters

- May payment for FY21 has been issued

- MAKE SURE YOU HAVE SPENT YOUR FUNDS! Please check with your business office to make sure you are not leaving money on the table!

State Grant Update

- September 1, 2021 – ED-141 Statement of Expenditures due (business office submits);

- FY22 - State Grant due dates:
  Tuesday, March 15, 2022: ED-245/ED-245A
  Friday, April 15, 2022: ED-244/ED-244A

LACES Data Analysis

NRS Requirements for Inclusion on NRS Tables

- Students must meet basic NRS requirements for inclusion on the NRS tables.

At the most basic level they must:

- Have 12 or more uninterrupted (without a 90 day gap) hours within a period of participation (PoP). This includes students who have 12 hours in a PoP continuing from the previous FY even if the student has less than 12 hours in the current FY.
- Have a valid assessment resulting in a valid Entry Educational Functioning Level in the current fiscal year or moved forward from the prior fiscal year (exceptions for NEDP and Carnegie Units)
- Be 17 years of age or older with a CT withdrawal
- Have valid demographic information for fields such as Gender, Race/Ethnicity, and Employment Status.
- Have a valid Highest Education Level Completed at Entry/Location entry to populate Table 6.
- Staff data must also be accurate and comprehensive.

LACES

Diagnostic Searches

- The **Student and Staff Diagnostic Searches** are an extremely useful search for identifying issues in student and/or staff data that can potentially prevent them from accurately populating your NRS tables.

- This search is run using summarized, fiscal year data, not raw data, which means you want to run this search after LACES has run FY summaries, which is automatically done weekly on Saturdays or after you have manually run FY summaries for your agency.

LACES

Move Forward Assessments

- Once you have verified your data is accurate, it is time to start taking the steps for rollover. This should include pushing forward assessments for carry-over students, if deemed appropriate.

- You can move forward assessments from last fiscal year to act as pretests for the new fiscal year and select which assessment will determine the Entry EFL for NRS reporting.
  - The EFL for initial placement should not be changed later to ensure accurate data reporting.
  - Measurable Skill Gain via EFL gain may be measured with a posttest in <u>any</u> subject area in which a participant was pre-tested.
  - If a student has two assessments in the same subject area within the move forward window, only the one generating the **highest assessed leve**l should be moved forward.

- In short, you will select which subject area a student is tracked in and this will determine the Entering EFL that the student will be reported in on the EFL-based NRS tables. But, you are no longer required to track the student in the lowest EFL, and EFL gains can be based on any subject area, not just the one the student is being tracked in.

- **When moving forward assessments to the new fiscal year, move forward the most recent eligible assessment in with the highest assessed level _each subject area_ rather than only moving forward the assessment you intend to use for initial placement to track the student for the fiscal year.**

LACES Provisional Placement

Leveling without an NRS approved Assessment (coming soon)

- Due to the impact of COVID-19, OCTAE is allowing states to revise their assessment policy to allow for leveling a student by assignment of an NRS Educational Functioning Level without administering an NRS-approved assessment. Please note the following:

- A student cannot make an educational functioning level gain based on an agency-determined level; it is only allowable to be used for establishing a placement EFL

- If possible, agencies should assess with an NRS-approved assessment which should then be used to determine a valid placement EFL

- Students can only make a Measurable Skills Gain (MSG) by attaining a secondary school diploma or recognized equivalent or enrolling in Postsecondary Education or Training with only a program-determined EFL

LACES

Please note that the last day to enter data for Fiscal Year 2020-2021 will be July 30, 2021. <u>Do not wait until July 30 </u>to submit data because there will be time to rectify it.

Any data entered after will not be reflected for state and/or federal reporting.

Your Data Administrators must email me at <u>sabrina.mancini@ct.gov</u> to sign off that all data is complete.

After July 30, LACES will begin the rollover process (which takes approximately 2 weeks). Until that happens, the data will not reflect current EFL placements, gains etc.

*Program Profiles are almost done. Please note that performance is <u>based on</u> NRS tables and the data will not necessarily match.

LACES

Document upload:

- <u>Name Change</u> - For a name change, the student must show **certified** documentation that shows the change of name (i.e. marriage license, civil union certificate, divorce decree, probate court documents, etc.)

Enter in LACES -> Student Data -> Key Info -> Former Legal Name

- <u>Gender Change</u> – documentation from the CT Department of Public Health

Upload Student Data Tab -> Documents

Attendance Guidance

- Do not enter attendance hours greater than the hours of instruction listed for the class. You will need to rectify this error by reducing the amount of proxy hours entered or increase the amount of hours offered for the course.

- Students who are meeting the <u>required 12 direct contact hours</u> through telephone, video, teleconference, or online communication, where participant and program staff can interact and through which <u>participant identity is verifiable</u> (cameras must be on) should be entered in the daily or monthly attendance.
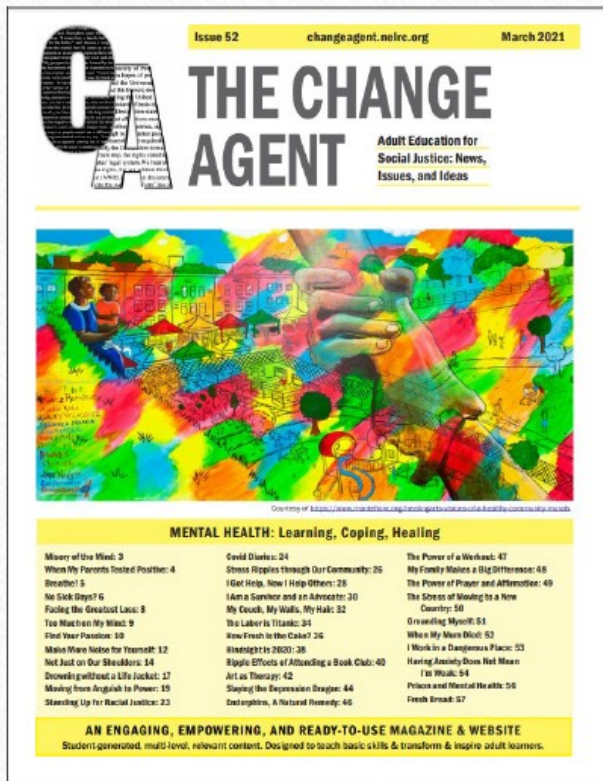
Attendance Guidance

If you are recording virtual hours or distance learning hours, then they should be entered as proxy hours using one of the following models:

- **Clock Time Model**, which assigns contact hours based on the elapsed time that a participant is connected to, or engaged in, an online or stand-alone software program that tracks time;

- **Teacher Verification Model**, which assigns a fixed number of hours of credit for each assignment based on teacher determination of the extent to which a participant engaged in, or completed, the assignment; or

- **Learner Mastery Model**, which assigns a fixed number of hours of credit based on the participant passing a test on the content of each lesson. Participants work with the curriculum and materials and, when they feel they have mastered the material, take a test. A high percentage of correct answers (typically 70%–80%) earns the credit hours attached to the material.

The Change Agent: Untapped Resources

Issue 52 · changeagent.nelrc.org · March 2021

THE CHANGE AGENT
Adult Education for Social Justice: News, Issues, and Ideas

MENTAL HEALTH: Learning, Coping, Healing

AN ENGAGING, EMPOWERING, AND READY-TO-USE MAGAZINE & WEBSITE
Student-generated, multi-level, relevant content. Designed to teach basic skills & transform & inspire adult learners.

- [Library of short videos "How to Teach with the Change Agent"](#)
- [College and Career Readiness Standards for each issue](#)
- [Beginner-level themed packets](#)
- [Classroom strategies](#)
- [Webinar recordings/resources](#)
- [Archived past issues](#)

Username: connecticut
Password: changeagent

Teaching the Skills that Matter

- The Teaching the Skills That Matter in Adult Education project (TSTM) trains teachers to integrate the skills that matter to adult students using approaches that work across critical topics. Using the project's tools and training, adult education teachers can teach the transferable skills students need in these critical contexts.

The **9** skills that matter are:
- Adaptability & willingness to learn
- Communication
- Critical thinking
- Interpersonal skills
- Navigating systems
- Problem solving
- Processing & analyzing information
- Respecting differences & diversity
- Self-awareness

The **5** topic areas are:
Civics education
Digital literacy
Financial literacy
Health literacy
Workforce preparation

The **3** approaches that work are:
Integrated & contextualized learning
Problem-based learning
Project-based learning

Teaching the Skills that Matter

[Register Now](#) for the **2021 Teaching the Skills That Matter in Adult Education (TSTM) Virtual Conference held June 15 and June 16**.

- The Office of Career Technical and Adult Education (OCTAE) under contract with the American Institutes for Research (AIR), will be hosting the 2021 Teaching the Skills That Matter in Adult Education (TSTM) Virtual Conference on June 15-16, 2021.

- [Teaching Skills that Matter Toolkit](#)

ARP ESSER funds

- Connecticut received $1.1 billion in funding pursuant to the American Rescue Plan of 2021, Elementary and Secondary School Emergency Relief Fuds (ARP ESSER), with 90% allocated to LEAs.

- Unlike the previous two federal relief funds, ARP ESSER requires LEAs to create plans that focus on renewal, reducing opportunity gaps, accelerating learning, and advancing equity for all students.

- This unprecedented level of funding offers LEAs, in partnership with community and education stakeholders, the opportunity to reimagine how we serve our students.

- LEAs may use funds for any activity authorized under the major federal grant categories including the Adult Education and Family Literacy Act (AEFLA)

Connecticut Competency System (CCS) Updates

Connecticut Competency System (CCS) Training

- In accordance with new CASAS assessment and implementation guidelines, Connecticut will be requiring regular, biannual recertification of all staff who are involved with testing, both paper/pencil and eTesting.

- The CASAS Implementation Training is now delivered via self-paced online modules, which can be accessed through the CASAS website: http://training.casas.org/

- CASAS Implementation Training Modules 1, 2, and 3 are REQUIRED and must be completed via the CASAS website by mid-December 2021. Module 4 is optional, but strongly recommended.

- If your site uses eTesting, you will also be required to complete the Remote Testing Certification Module.

- Certificates of Completion need to be sent to Astrid Robitaille robitaille@edadvance.org

CCS Updates

CASAS Remote Testing Update:

- Individual agencies already set up to deliver CASAS eTests can begin remote testing after they sign an Agency Remote Testing Agreement. The **Agency Remote Testing Agreement** can be found on the CASAS website. This signed agreement attests that the agency will adhere to all test security measures and remote testing protocols while testing remotely.

- Agencies not yet set up with CASAS eTests can follow the steps laid out in the **Going Live! Checklist** to get started.

- Proctors must already be certified as eTests proctors. They must sign a **Proctor Remote Testing Agreement** to attest that the proctor will adhere to all test security measures and remote testing protocols. Local agencies are responsible for ensuring that their remote testing proctors are trained and are following remote testing protocols.

CCS Updates continued….

CASAS Remote Testing Flyer

Assessment Scenarios:

Remote Testing Only

• 1:1 (one proctor, one test taker)

• Multiple test takers

Onsite Testing in 1 "Room"

• 1 computer lab with social distancing

• Onsite in cars in parking lot with Wi-Fi hotspot

Hybrid – Onsite and Remote Testing

• Proctor is onsite with test takers who are all off site/at home.

• Proctor is onsite with some test takers in same room and others in different rooms/remote.

• Proctor is onsite with some test takers onsite and others offsite/remote.

CASAS News and Updates Webinars

Upcoming webinars

- CASAS National News and Updates Webinar, August 18, 2021

- This is an informational overview and update on new CASAS assessments, guidelines and training resources.

- Registration Required: [Registration link](#)

- CASAS eTest units cost $1.30 for 2020-2021 and $1.40 for 2021-2022
- The agreement between CASAS and the CSDE provides the discounted rate as well as license and support to access the TOPSpro Enterprise data management application through June 30, 2021.
- CASAS maintains an HTTPS connection and secure browser environment.
- Administering tests via eTests Online requires a Chromebook or a Windows PC with Internet access. (iPads must have iOS 11 or higher.
- Windows computers must meet software requirements (Windows 10 for CASAS eTest delivery)
- Please review all system requirements here.

CASAS National Summer Institute 2021

Thursday and Friday June 17 to 18 — Trainings
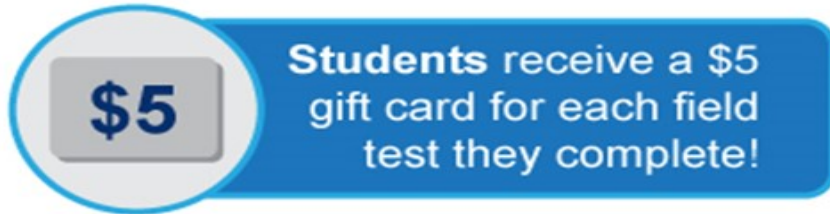
Tuesday and Wednesday June 22 to 23 — Workshops and Panels

- The virtual 2021 CASAS National Summer Institute is held across two weeks on June 17 - 18 and June 22 - 23. The first week will offer technology and CASAS Implementation Training workshops on Thursday and Friday, June 17 and 18. The Institute will continue the following week on Tuesday and Wednesday, June 22 and 23, with workshops and panels.

- Online Registration Is Open!

CASAS®

NEW Field Testing Opportunities!
Listening and Reading for ESL
Math for ABE and ASE
Invitation to Participate in Field Testing

$5 **Students** receive a $5 gift card for each field test they complete!

Agencies receive complimentary WTUs (Web Testing Units)!

TOPSpro eTests CASAS

Give your adult learners the opportunity to try out the new CASAS assessment series through field testing. The new Listening and Reading series are aligned to the [English Language Proficiency Standards (ELPS) for Adult Education](#) and the NRS Descriptors for English Language Learners. The new Math series is aligned to the College and Career Readiness Standards for Adult Education. Here's a chance to participate in a national study and help validate these new assessment series!

Field Test Information

- **Field test dates**: Now and ongoing through June 30, 2022
- **Target population:** All Adult learners
- **Content areas (Modalities):** Listening & Reading for ESL; Math for ABE/ASE
- **Field test delivery modes:** CASAS eTests & paper/pencil
- **Methodology:** Students may take up to two field tests in each modality.

Learn More About Field Testing
If interested or for more information, please email Field Test Coordinator Karen Burger at kburger@casas.org or call 1-800-255-1036 ext. 177.

CSDE

CONNECTICUT STATE DEPARTMENT OF EDUCATION

GED Online Test (OP)

- Online Proctored GED Test Program GED Testing Service is offering Online Proctored testing to eligible test-takers 18 and older.

- Test-takers must first score "Green" (Score of 145 or above) on the GED Ready® practice test within the last 60 days before being allowed to schedule an online test.

- The same GED test series that is administered via CBT at test centers is used in Online Proctored delivery, with different test forms being administered.

- It is important to note that, regardless of the delivery method, GEDTS provides the same test preparation, support, and scoring materials to test-takers.

- When a student has met prerequisites and becomes eligible to sit for the Online Proctored GED exam, they will see additional information on their student page that will provide a video overview, system check tool, a whiteboard option, and helpful troubleshooting tips. See https://ged.com/take-the-ged-test-online Note: This option is in pilot mode with modifications to the program expected post-pilot.

GED Update, continued…

GED Ready (Official Practice Test)

Preparing Your Students/ Assisting with GED® Test Scheduling:

- Educators can help ensure students who need O.P. testing to be prepared by having a GED Ready "Green"
- Educators can also guide students to perform a full system check.
- Rules Reminder Video:
  - Proctor Video Script:

    Hi! Before you begin your GED test, I want to remind you of a few rules.

    You can't use paper and pencil during the online exam so make sure you don't have any on your desk;

    No one can be in the room with you or enter the room during your test;

    Once you launch your test it's very important that you stay in view of your camera - you cannot leave your computer once your test has started.

    I also recommend you put your cellphone on silent now so you aren't interrupted during your test, and after you have completed check-in, you should place your phone out of reach away from your desk.

    On behalf of all of us at GED Testing Service, good luck on your test!

GED Update

Online Proctored (OP) Post Pilot Move - Fall:

- Finalizing policies

- Technical improvements

- Adding accommodations *(All accommodations available at test centers are available for online testing except reader/recorder. GEDTS are actively working on a solution)*

- Improving Spanish test taker experience

- Case resolution improvements

* Communications on all of these items will be forthcoming.

GED Test Centers

- No one directly involved in GED instruction, adult basic education, or adult literacy can serve as test administrator in a GED test center; and

- No secondary education program staff, adult secondary program staff, alternative high school education program staff or developmental education staff, can serve as a test administrator in a GED test center.

GEDTS Diversity, Equity, and Inclusion Action Plan

- Internal discussions, focus groups and meetings

- Diverse leadership and representation through recruitment, hiring and development

- Blog highlighting Black, Latino and Indigenous voices in education: https://ged.com/in-session/

- External partnerships and alliances

- Culturally-competent marketing and social impact

# GED DEI-related initiatives and work

- Launched new "About Us" page on GED.com that shares our DEI statement, our organization's mission and highlights the GED Board of Directors, Leadership Team and selected GEDTS staff members.
- New submissions to the "Diverse Voices" blog series highlighting the personal and professional experiences of Black and Brown educators.
- Actively working with two community-based organizations in Kansas City, Kansas and Baltimore, Maryland to develop partnerships that would support GED preparation and workforce development opportunities for students.
- Working with Pearson to develop fund to support community programs in need of assistance with technology.
- Selection of two new Board members that were installed in February 2021.

GED® Transformation/Advisory Team

- ❖ **Multi-faceted experts**
- ❖ **Diverse group ethnically/culturally**
- ❖ **Various backgrounds and experiences**
- ❖ **Demonstrated successful community efforts**
- ❖ **Demonstrated sustainable initiatives**
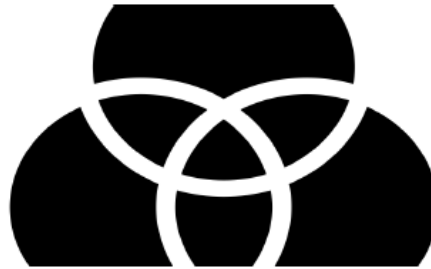
Expand collaboration efforts with the understanding that greater diversity will yield significantly greater insight and learning.

⬇

Reduce academic, social, and financial barriers to high school completion.

⬇

Support historically underserved learners to realize their goals.

Goal

1. To shape the learner pathway!

2. To interweave a Diversity Action Plan

NEDP Update

- The **NEDP Scholarship** deadline is fast approaching on Wednesday, June 30, 2021. Please submit completed applications to nedp@casas.org by midnight. The NEDP Scholarship provides tuition assistance to attend an accredited public or nonprofit postsecondary institution that offers a vocational certificate, associate's degree, or four-year degree (such as a community college, nonprofit vocational school, or university). Those who have completed all NEDP requirements from July 1, 2020, to June 30, 2021 are eligible. Additional details, the application, and letter of recommendation form are available at www.CASAS.org/NEDP/scholarship

- Please share this opportunity with eligible graduates!

NEDP Update

- Please remember to complete OUTCOME DATA for your clients who have graduated.
- Yearly Statistical Reports are due by Sunday, August 15, 2021. Instructions and protocols will be emailed to Lead Assessors by mid-July.
- There will be an NEDP strand at the CASAS Summer Institute, held virtually this year on June 22-23. Registration at https://www.casas.org/training-and-support/SI
- Congratulations to Amy Shea and her team of volunteers for presenting the first-ever virtual NEDPC Conference, attended and applauded by more than 130 NEDP practitioners from across the country. Additional congratulations to Connecticut's two NEDPC Professional Award winners, Joyce Mazzadra (East Hartford) and Cindy Magaldi (Vernon.)

Updates

- **Final AVHS Term courses wrapped up in May.** The all-Flexible Enrollment model will be kicking off this September.
- **Summer 2021 courses have been added to the Academic Calendar.** Summer Term will continue to be offered, starting July 2021.
- **GED course content purchased.** Demo courses are now available to view, courses for each LEA will be available for Fall 2021 enrollment.
- **CARS IDs – continuing to run with the placeholder IDs to add new students, until our database is synched with LACES.**

CONNECTICUT STATE DEPARTMENT OF EDUCATION

CDP Update

- Students may continue in virtual CDP classes in 2021-22 (until such time as OCTAE denies this)
- All students must have a minimum of 12 Direct Contact hours
- Student cameras must be ON during class time
- A minimum 48 total hours are required for 1 credit
- Direct Contact hours may take the form of phone calls, Google Hangouts, Zoom or other forms of VERIFIABLE interaction
- "Make-up" work cannot take the place of the 12 hours of attendance

College and Career Readiness Standards (CCRS)

- The CCRS 100 series, both math and ELA are available as online courses. The 100 series is required for all teachers in adult education;

- The 200 series (resource alignment, lesson development, and teacher modeling) training will continue for lead teachers;

- Training in English Language Proficiency (ELP) Standards is required of ELL teachers.

Teacher Evaluation

- CSDE and EdAdvance held a Roundtable on Teacher Evaluation on May 19th.

- We discussed issues related to teacher evaluation, particularly as related to virtual class observations.

- It is our expectations that each teacher is evaluated formally at least once per year and that directors are doing regular "walk-throughs".

- We will be convening a group to review the documents for support staff/counselor review – if interested please contact Marcy Reed.

Career Pathways

The Career Pathways Taskforce will continue to add resources to the Career Pathways Toolkit:

https://sites.google.com/danbury.k12.ct.us/career-pathways-toolkit/home

Please check regularly for new information!

CSDE strongly urges all providers to work with students to create accounts in CT Hires.

This site is the one place for finding a job, exploring careers and getting notifications about trainings and employer recruitment events!

OEC Partnership

- In 2018-19 and continuing (but disrupted) in 2019-20, CSDE partnered with the Office of Early Childhood (OEC) to pilot "child watching" programs funded by OEC in Bristol, Danbury, New London and Vernon.

- These programs have successfully demonstrated what we all know – that access to consistent babysitting helps students succeed!

- We are in conversations with OEC on this project, and also about the Care4Kids funding, which is intended to provide vouchers to individuals for child care costs. Stay tuned as this develops!

Technology PD Contract

- CSDE is pleased to announce that we have finalized a contract to provide professional development and assistance to Adult Education Providers specifically related to technology for the adult education community of directors, facilitators and teachers.

- EdAdvance will work with CREC and EASTCONN to deliver and coordinate services statewide which will include virtual sessions and a collection of resources – stay tuned for more details!

Racial Equity

CSDE wishes to thank the Racial Equity Taskforce for their thoughtfulness and dedication to the monthly conversations with directors on Racial Equity.

We will support all adult education directors as they begin the work in Racial Equity with their teachers in the fall.

Our final convening will be **Friday, June 11, 2021** at 12:30. We realize that June is a busy month, but please make every effort to attend.

Interracial Partnerships – we are forming partnerships within the Taskforce to talk one-on-one about race. We are excited to begin this process and we will keep you posted!

Racial Equity Taskforce Goals

- To guide all adult education staff members in reflection about what they have been taught to believe about the world and their own race.

- To begin the process of self-examination by all adult education leaders, teachers, and support staff in order to recognize the work that needs to be done on the journey to racial equity and social justice.

- To provide activities and discussions that lead to concrete actions which reduce bias and inequities in adult education organizations

- To assume the responsibility of our leadership roles in order to advocate for inclusive and equitable environments.

- To model a willingness to take risks, reflect, accept feedback, make change, be wrong, own our ignorance, commit to hard inner work, challenge each other, be comfortable with being uncomfortable.

Racial Equity

Summer Book Read – we will be announcing a book selection for all directors to read over the summer at the June meeting.

There will be a schedule of chapters to be read in two week increments, with bi-weekly book discussions. If you miss a meeting, you will know what to read to catch up with us for the next time!

We plan to continue our Racial Equity work and conversations throughout 2021-22 through scheduled monthly meetings with AE Directors.

Adult Education Program Directory

We will be emailing the link to directors to submit information for 2021-22 to be published in the Adult Education Provider Directory in August.

- Please make sure to provide all requested information.

- IF any CHANGES to personnel (especially Program Facilitators, Data Administrators, GED Registrars) occurs, PLEASE notify us so that we can make the revisions!

Federal (PEP) Grant **Update**

- The RFPs for the 2021-22 have been received by CSDE.

- Please be patient as we review all applications, and budgets – this will take time and announcement on awards should not be expected until late summer.

- When approved, you will receive an email from CSDE.

- 2020-21 End of Year Reports due on **Wednesday, August 4, 2021**

FREE!
Summer Institute
August 11, 2021

CSDE, with EdAdvance will sponsor a FREE Virtual Summer Institute for teachers with topics such as CCRS, GED, Distance Learning and more!
More details to follow!

SAVE the DATES!

Next Policy Forum: **Friday, September 17, 2021**

Program Facilitators' Meeting will be held the following week on Thursday, **September 23th,** not on the afternoon of the Policy Forum. This is a **mandatory meeting** for all Program Facilitators.

THANK YOU FOR ALL YOU DO FOR OUR ADULT LEARNERS AND FAMILIES!

Have a great…..