



CONNECTICUT STATE
DEPARTMENT OF EDUCATION

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Adult Education Policy Forum

September 18, 2020

Agenda

- Welcome/Introductions
- Professional Development
- Connecticut Association for Adult and Continuing Education (CAACE)
- CT Adult Virtual High School (CTAVHS)
- Important Meeting Reminders
- 2020-2021 Important Due Dates
- Federal Grant Update
- Governor's Workforce Council
- IELCE
- College and Career Readiness Standards (CCRS) Update



Agenda continued

- GED Update
- National External Diploma Program (NEDP)
- Credit Diploma Program
- LACES Update
- CCS Updates
- State Grant Update
- Career Pathways
- Teacher Evaluation
- Other Announcements
- Program Compliance and Quality Review (PCQR) for FY 2020-2021



WELCOME NEW DIRECTORS!

BLOOMFIELD:

RODNEY POWELL

**LITERACY VOLUNTEERS OF CENTRAL
CONNECTICUT:**

RON SHEFFER



Professional Development Update

The CSDE continues to contract with EdAdvance for the responsibility and delivery of our FY 2020-2021 Professional Development initiatives and trainings. All workshops and sessions will be delivered virtually until further notice.

NEW! CT has joined the IDEAL Consortium of states to offer additional opportunities for virtual, online professional development. Stay tuned!!



ATDN PD Update



ATDN Highlights and Updates:

- Our Summer Institute was held virtually on August 12th with over 900 enrollments in 9 content areas. Presenters included CASAS, LINCS, NEDP, Burlington English, CT Transit, Change Agent, CT Virtual High School and more. Check EdAdvance website for links to sessions.
- Our ATDN Workshop delivery model for this year will be to continue remote offerings using Zoom.
- The **Change Agent** will not be printed this year but is available online. The username is **Connecticut** and the password is **Changeagent**



ATDN PD Update



- **CCRS 100 ELA & Math Series** videos and an **ELP Introductory** videos have been developed for new instructors and those needing a refresher. A registration process for access to these videos is required. We are also planning a **Teacher Evaluation, Part I and II** video in the near future.
- We plan to offer a **GED Day** on **December 8**, and an **ESL Day** on **March 4, 2021**. Please let us know if you have workshop ideas for these events.
- The **28th Annual Conference on Serving Adults With Disabilities** has been rescheduled for **May 7, 2021** at **Water's Edge**.



Learning for life

CAACE

The Connecticut Association for Adult & Continuing Education

Welcome Back

CAACE 2020 Conference

Thank you to all those who helped make this conference possible; Our CAACE Conference Committee, our proctors, presenters, and our exhibitors. Thank you!!!



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Congratulations

Congratulations to Middletown Adult Education teacher, Cathleen Cody of Middletown Adult Education, on being interviewed by COABE Chief Executive Officer Sharon Bonney about her article in this quarter's COABE Journal on workforce development. The interview can be seen at:

<https://www.youtube.com/watch?v=nLW8m9Mosao&feature=youtu.be>.

Cathleen was also named as COABE's Scholarship Award winner for 2019 as she pursued her doctorate in education!

CAACE 2021 Conference

Save the Dates:

March 11-12, 2021

Mystic Marriott Hotel & Spa in Groton

We hope to see everyone!

**Join Us for our 40th Anniversary
Celebration**

CAACE 2021 Professional Learning
Opportunities Save the Dates

October 23, 2020 ??? Advanced Digital
Literacy, Marketing in a Pandemic

November 13, 2020 Leaders Summit-
designed for program Directors or Program
Facilitators

February 12, 2021 Continuing Education
Programing

ADULT EDUCATION & FAMILY LITERACY WEEK

September 20-26, 2020

Proud State Partner:

Learning for life

CAACE

The Connecticut Association for Adult & Continuing Education



COABE

COALITION ON ADULT BASIC EDUCATION

educate & elevate

ADULT EDUCATION

An Investment in America's Future

The award winning Educate & Elevate public awareness campaign is a joint initiative of COABE and NASDAE



Update

Updates:

- **Fall 2020 Term 1 and Flex Enrollment courses started this week. 32 Term/Flex courses currently offered.**
- **COSC ID Team worked with AVHS faculty over the summer to redevelop the majority of the Flex courses. Course content now meets ADA standards for accessibility.**
- **CARS IDs – a workaround is in place for new students. This allowed us to add approx. 20 first-time users to the AVHS system.**

Introduction:

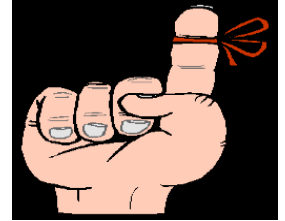
- **Lauren Lazlo – newest member of our Charter Oak Instructional Design/AVHS team.**
 - background in teaching and ID, assisted in the Flex course redevelopment over the summer



Important Meeting Reminders

Policy Forums for 2020-2021 (VIRTUAL)

- Friday, January 8, 2021, 9:00 am –10:30 am
- Friday, June 4, 2021, 9:00 am – 10:30 am



NRS Webinar (select only one session)

- September 24, 2020, 1:00 pm - 2:30 pm OR
- September 25, 2020, 9:00 am -10:30 am

LACES New Users Training (all three sessions)

- September 29, September 30, October 2 (select am or pm)

NEDP Directors' Meeting

- Thursday, October 7 at 1:00pm (VIRTUAL)

GED Registrar Training

- November 9, 2020, 9:30am - 12:00pm

Disability Contact Person Training (VIRTUAL)

- Wednesday, November 18, 2020 at 9:00am - 12:00pm
- (one session only this year)



2020-21 Due Dates and Reminders

Adult Education 2020-2021 Important Due Dates and Meetings

Year	2020				2021								
Month	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug	Sept
Adult Ed State Grants	1 FY20 ED-141						15 ED-245/245A Revisions Due	15 ED-244/244A FY22 Grants Due					1 FY21 ED-141 Due
Federal PEP Grants						10 Midyear Revision and reports due	TBD New RFP released					15 End of year reports due	
Data Entry Timelines			19 FY20 NRS data verified	2 Begin entering FY 21 info									
Meetings	18 Policy forum				8 Policy Forum					4 Policy Forum			



Federal Grant Update

- The PEP End of Year Reports were received in August.
- The new PEP FY 2020 federal adult education grant awards will be available through the CSDE's eGM System once the award process is complete.
- New RFP will be coming in the spring. **Demonstrated Effectiveness** is key for the determination of applicants' eligibility.





CONNECTICUT STATE DEPARTMENT OF EDUCATION

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Search Grants

Fiscal Year: 2021 ▼

Agency: CSDE ▼

Funding Application: Federal Adult Education - PEP Comprehensive (Continuation 1) ▼

Grants: After School Grant (Continuation)

Special Options: After School Grant (New) ▼

Consolidated - Title III Immigrant

Family Resource Center

There are 21 matching records

App Number	Organization Number	Grant Title
0	014-000	Federal Adult Education - PEP Comprehensive (Continuation 1)
0	017-000	Federal Adult Education - PEP IELCE (Continuation 1)
0	241-000	Federal Adult Education - PEP IELCE (Continuation 2)
0	473-100	First Robotics Competition
0	034-000	Interdistrict Cooperative - S1
0	044-000	Interdistrict Cooperative - S2

County	Agency	CSDE Grant Contact	Status	Status Date	Revision
New Haven	CSDE	Unspecified	Application Completed	9/15/2020 3:57:44 PM	0
Hartford	CSDE	Unspecified	Application Started	9/10/2020 1:05:24 PM	0
Hartford	CSDE	Unspecified	Application Completed	9/15/2020 9:58:01 AM	0
Hartford	CSDE	Unspecified	Not Started	9/4/2020 7:59:00 AM	0
Fairfield	CSDE	Unspecified	Not Started	9/4/2020 7:59:00 AM	0
New Haven	CSDE	Unspecified	Not Started	9/4/2020 7:59:00 AM	0
Windham	CSDE	Unspecified	Application Started	9/9/2020 1:13:25 PM	0

Demonstrated Effectiveness

An applicant must provide performance data on its record of improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy.

This must be demonstrated in the following content domains:

- Reading • Writing • Mathematics
- English Language Acquisition, and
- other subject areas relevant to the services contained in the State's application for funds.



Demonstrated Effectiveness (cont.)

An applicant must also provide information regarding its outcomes for participants related to:

- employment,
- attainment of secondary school diploma or its recognized equivalent,
- transition to postsecondary education and training.



Governor's Workforce Council

- CSDE and some Adult Education Providers have been in discussion with leaders of the Governor's Workforce Council (formerly CETC).
- There is interest in making adult education visible and accessible to more adult learners.
- Legislation may be proposed soon.

As we learn more, we will share any news..



Integrated English Language & Civics Education (IELCE)

- Requirements for this priority area include:
 - English Language Acquisition
 - Civics Education
 - Workforce Readiness
 - Training Accessibility



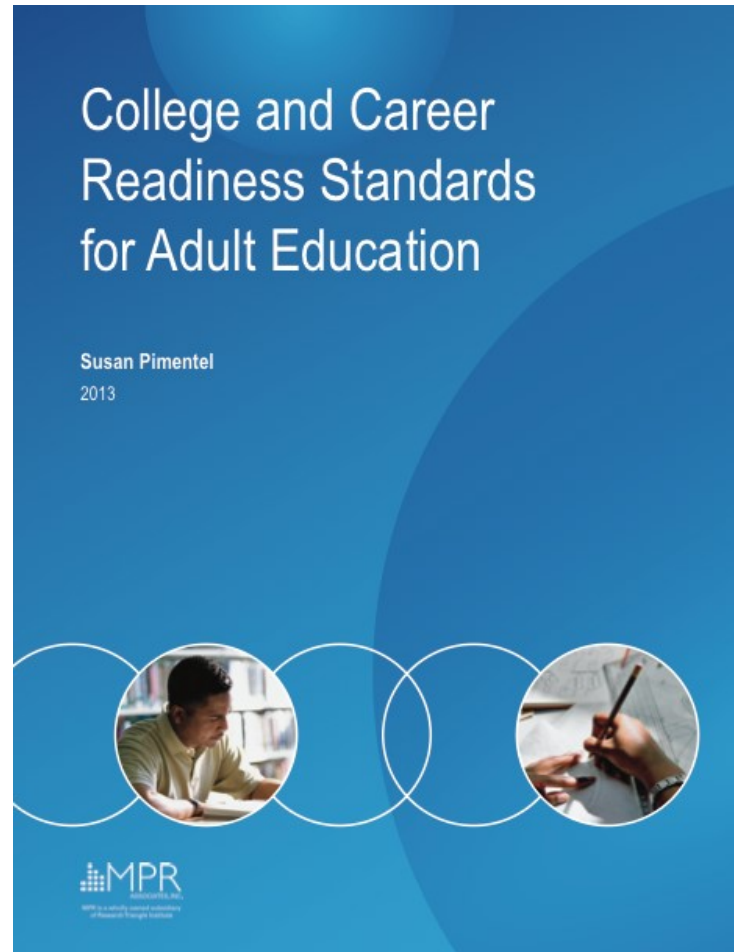
Integrated English Language & Civics Education (IELCE)

- Technical Assistance visits were conducted over the last two years. The remaining site visits will be completed virtually this year.

A virtual meeting of the IELCE grantees will be held later in the fall. Invitations will be sent out soon.



CCR Standards Update



CCRS Update

- CSDE continues to mandate all teachers be trained in and use the CCR Standards. Training through ATDN is offered for College and Career Readiness Standards.
- The 100 series (for all teachers) are scheduled for Math and ELA. Registration at EdAdvance.
- Reminder - Live virtual 100 Series' sessions are limited this year but videos are completed so that teachers can have access to the training.



CCRS

Reminders

Who should be the one or two teachers to attend the 200 series?

- Teacher who has completed all 100 series in a content area, including assignments
 - Teacher who will follow through with the training by sharing with staff at the program
 - The 200 series includes:
 - 201-Resource Alignment
 - 202-Lesson Development
 - 203-Reviewing of student work and assignments (TBD)
 - 204-Lesson Study (TBD)
- The 200 series Math and ELA sessions are ongoing.



GED Updates

GED Online Testing Update

- In Connecticut, we plan on continuing to offer GED online testing for students who have completed and passed 2 of 4 tests. Students must be 18 and older and have a GED Ready “Green” Likely-to-Pass score on the subject tests within the past 60 days. Online testing will be available in both English and Spanish beginning October 1. Extra time is the only accommodation that is currently able to be fulfilled virtually.
- Please notify me if you have students that qualify and would like to participate. Test-takers will be required to have a laptop or computer with a camera/microphone and a stable internet connection. (There is an online full system check that test-takers are encouraged to do.) The pilot also requires a closed, private/quiet room.



GED Updates

Updates to GED Approval Process

- During this transitional time between databases, CSDE will be doing all student releases for GED Tests. Please work with the students to ensure they have created an account at GED.com and have taken all four GED Ready official practice tests and scored in the green, “Likely to Pass” range on all four practice tests.
- As you are aware, all test-takers need to prove identity and CT residency. Also, if test-takers are 17 or 18, they should also have the support documentation, such as withdrawal, etc. before they contact us.
- Once everything is in place, you can have the test-taker email us directly at GED@ct.gov



GED Updates

News and Updates:

- **August Tuesdays for Teachers recording available:** Our latest webinar shared resources and strategies for virtual instruction as many GED students return to classes and new students start their journey. The full recording and materials are [available here](#).
- **Nominate your student for GED Graduate of the Month:** Each month we're selecting a GED graduate with an inspiring story about their GED journey. Winners receive an iPad and are featured on our social media channels. [Submit your nomination today!](#)



GED Updates

Call for contributors for the new 'Diverse Voices of GED' blog:

- The new blog will highlight the accomplishments, personal reflections and educational experiences of educators, current students and GED graduates that identify as Black, Latino, Indigenous or as a person of color. If you are interested in sharing your story and learning more about this project, please email publicaffairs@gedtestingservice.com



GED Updates

Whiteboard and Scratch Pad Tools

An onscreen whiteboard option is available to test takers in addition to the scratch pad tool. Due to test security reasons, students cannot use physical scratch paper or dry erase boards during test sessions and instead must use these tools for notetaking and math work. With the whiteboard students can:

- Copy/paste exam questions into the whiteboard text box so they can see them while they work
- Draw different shapes and lines as needed
- Pan across the whiteboard, zooming in and out to use different areas to do the work on the same whiteboard screen
- Erase or clear to start something new: the work will be accessible in every section during the entire exam
- Resize or move the whiteboard around the screen

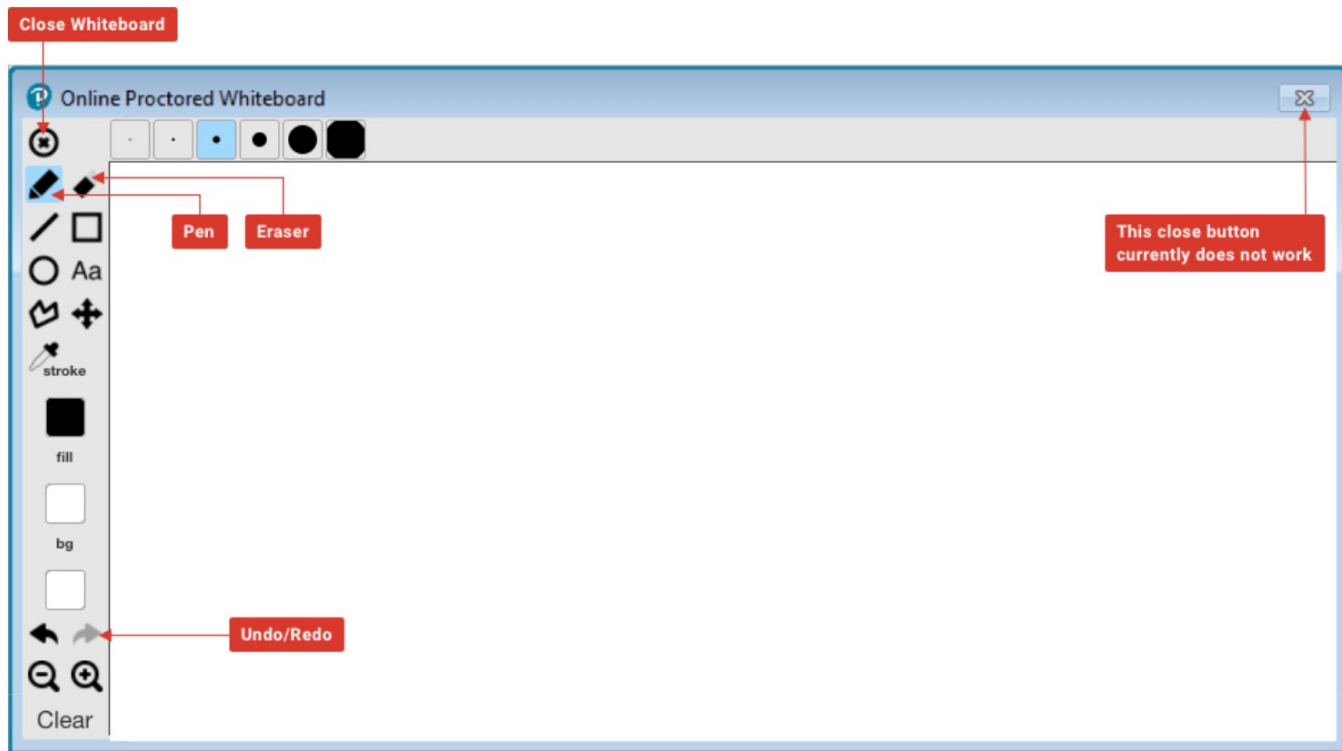


GED Updates

Whiteboard and Scratch Pad Tools (continued)

- A student tutorial for the whiteboard and additional information about the tool, including the option to practice is available here:

<https://home.pearsonvue.com/onvue/whiteboard>



GED Updates

Whiteboard and Scratch Pad Tools (continued)

- The scratch pad tool will remain an option on the test for notetaking and calculations, but it does not have the pen functionality of the whiteboard. A student can open and close the pop-up scratch pad while taking the test.

Open Scratch Pad

GED@ Test - RLA - Candidate Name Time Remaining 00:26:32

Question 1 of 1

Highlight (J) Scratch Pad Flag for Review

page 1 page 2 page 3 page 4 page 5

Lessons on the Savanna
by Roland Smith

1. "I'm not so worried about time anymore," I said.

2. He smiled. "Good."

3. He led me to a tree where you can look for gourds.

4. "You must climb where you can look for gourds. You will need to be patient."

5. I took the gourds and went home.

6. "I will be too busy to drink."

7. I didn't know what to do. I was so tired and uncomfortable.

8. "Can you see the grass of the savanna?" Supeet yelled up to me.

9. "Yes," I shouted back.

10. "Good! What else do you see?"

Close Scratch Pad

Scratch Pad

Cut Copy Paste Undo Redo

Resize Scratch Pad



GED Updates

GED Manager

GED Manager user accounts are inactivated after 180 days of not logging in.

- Anyone who attempts to log in will be notified that their account is inactive.
- You cannot click forgot your password.
- If you still have the need for GED Manager, you will need to be re-approved for access.
- Please note that each provider can have two users with access to GED Manager information, which provides access to Enhanced Score Reports, test activity as well as GED Ready and official test scores. Programs can filter and sort the GED data by a variety of subcategories.



GED Updates

GED Testing Service offered a number of professional development and information sessions during the 2020 COABE Virtual Conference.

The conference sessions and links to presentations are [available here](#) and listed below:

- Best Practices for GED Corrections Test Administrators
- Accommodations Update
- Writing Effective Extended Responses on the GED® RLA Test – It’s All About the Claim!
- Marketing, PR and Outreach for Adult Ed Programs
- Helping Students Transition from ABE to GED Instruction – Starting Where Students are and Moving Them Forward
- GED Tools and Essentials for New Educators, Program Directors and Test Proctors
- Using Algebra Tiles in the ABE and GED Classrooms
- Yes, There are Spanish Resources for the GED Classroom
- Protecting Your Program and Students; Understanding How to Influence and Educate State Legislators and Policymakers
- All About the Online Proctored GED Test
- Pick Up that Smart Phone and Learn!
- Improving GED Pass Rates; New Products, Tools and Resources to Help Students Succeed



NEDP Update

- The NEDP Directors meeting will be held virtually on Wednesday, October 7, 2020 at 1:00 pm. This is a required meeting for Program Directors with their Lead Assessor. RSVP to Susan Pierson by October 2nd .
- Provider agreements which were emailed out on September 14th need to be signed, scanned and emailed to Sue before the Directors' meeting on October 7th. Thanks to those who have already returned their agreements.
- The 3 day training for new advisor/assessors is tentatively scheduled to be held **(if needed)** on three Fridays-- November 6, November 13 and November 20, 2020. This training will be delivered virtually.



NEDP Update

Additional trainings will be offered and are listed in the ATDN calendar.
All trainees must be registered at EdAdvance

OCTAE's project of Advancing Innovation in Adult Education released the first round of recognitions which features Mercy Learning Center's NEDP program.

There are 5 high school completion programs honored from across the country. Mercy is the only NEDP location and the only CBO to be featured. A webinar featuring the 5 national projects will be held on September 22nd. Email was sent on Wednesday with registration information.

Congratulations to Jane Ferreira and her team!

A special thank you to Bridgeport Public Library and West Hartford AE for the contributions to this special project.



Credit Diploma Program

- The CDP Manual is available - anyone who does not have a copy of the current manual can reach out to Marcy.Reed@ct.gov
- For online/virtual courses being offered, there is a minimum of 12 direct contact hours required
- The remaining minimum of 36 hours may be completed using the Clock Time, Teacher Verification or Learner Mastery models
- Directors should be active in reviewing and approving models for granting credit



Literacy, Adult and Community Education System (LACES)

- The LACES training will be split into three (3) consecutive days of web-based training: September 29, 30, and October 2 (either in the morning or the afternoon) and is limited to 2 participants per agency.
- By October 23, 2020 - Review and certify all FY20 data, including assessments, hours, enrollments, employment.
- FY20 Program Profile will be posted on the CSDE website by the end of next week.
- New Program Profiles reports are currently being developed
- New Intake Forms are currently being developed



Key Terms under WIOA

- Under WIOA, a “**participant**” is an individual who has 12 or more contact hours in adult education. An individual who does not complete 12 contact hours is considered a “**reportable individual**”
- **Periods of Participation (PoP)**: A period of participation begins each time an individual enters adult education and gets at least 12 hours of service. A participant may have multiple periods of participation a year and performance is measured and reported on NRS tables for each period. A new PoP occurs if the student separates from the program for 90 days or more and returns for at least 12 additional hours.
- A participant's **exit date** is the last date of service, after confirming that the student received no services and has no further planned services for 90 days.



Measurable Skill Gains

- Measurable Skill Gains (MSG) is used to demonstrate participants' progress toward achieving a credential or employment. For adult education programs, participants can demonstrate MSG in two ways:
 - Educational Functioning Level (EFL) gain
 - Earn a secondary school diploma (CDP, GED, NEDP)
- EFL gain can be demonstrated in one of three ways:
 - Comparing a pretest with the posttest, and advancing a level
 - Awarding credits in an adult high school program (less than 10 to 11 or more)
 - Enrollment in postsecondary education or training after exit



Performance Indicators

- The performance indicators used to measure state performance are:
 - MSGs
 - Employment indicators
 - second-quarter employment
 - fourth quarter employment
 - median earnings
 - Credential indicators
 - Attainment of secondary school diploma AND employed or entered post-secondary within 1 year of exit
 - Attainment of postsecondary credential while enrolled or within 1 year of exit



Barriers to Employment

- Intake Form will require to select at least one Race.
 - Federally, it's a requirement to have a selection from both Ethnicity (Hispanic/Latino) and Race.
- Barriers to Employment will also be updated on Intake Form (in the form of a question).
- English language learner, low literacy level, cultural barriers, Displaced homemaker, Exhausting Temporary Assistance for Needy Families (TANF) within 2 years, Ex-offender, Homeless or runaway youth, Long-term unemployed, Low-income, Migrant and seasonal farmworker, Individual with disabilities, Single parent, Youth in Foster care or who has aged out of the system.



Barriers to Employment (cont)

- The 11 barriers to employment may affect placement of the participant in unsubsidized employment and are self-identified by the participant at entry into each PoP. Individuals' circumstances can change and should be determined at entry into each PoP.
- It is important to collect data on barriers to employment in order to:
 - Uncover obstacles that can impede students' full participation or eligibility.
 - Gain an increased understanding of the needs of student subgroups through analyses.
- These and other participant demographics will be factored into a statistical model to adjust the state's performance on indicators.



CCS Updates

- CASAS Web Test Units (WTUs) have increased to \$1.30 per unit for 2020-21.
- The Connecticut Competency System (CCS) Manual of Assessment Policies and Guidelines may be accessed from the CSDE Web site at

<https://portal.ct.gov/-/media/SDE/Adult-Education/ccspolicies.pdf?la=en>



Connecticut Competency System (CCS)

Connecticut Competency System (CCS) Training

- CCS Training will be conducted 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 October 15, 2020. Module 4 is optional, but strongly recommended.
- If your site uses eTesting, you will also be required to complete the Remote Testing Certification Module.
- CCS Trainees must attend a mandatory CCS Wrap Up meeting which will be held via Zoom on **Friday, October 16, 2020 from 1:00 pm - 3:00 pm.**



Connecticut Competency System (CCS)

Program Facilitator Meetings

The regional Program Facilitator meetings have been replaced with monthly “virtual” meetings from 1:00-3:00

- **October 22, 2020**
- **November 19, 2020**
- **January 21, 2021**
- **February 25, 2021**
- **April 22, 2021**
- **May 27, 2021**



Connecticut Competency System (CCS)

Greater Opportunities for Adult Learning Success (GOALS)

The Math and Reading GOALS 900 Series for ABE/ASE use all new test items that measure **academic language and higher-order reading skills** contained in the National Reporting System (NRS) Educational Functional Levels (EFLs). The series covers a balance of life skills and employment-related content of interest to adults. Both test series are aligned to CCR Standards and CASAS competencies.

For ESL- Reading and Listening GOALS – NRS approval pending



Connecticut Competency System (CCS)

ABE/ASE (CDP, GED, NEDP) Learners

Modality	Test Series	Forms	NRS Approval Through March 2023	NRS Approval Through February 2025
Reading	Reading GOALS	901–908		✓
Math	Math GOALS	913, 914, 917, 918	✓	

English Language Learners

Modality	Test Series	Forms	NRS Approval Through February 2023
Reading	Beginning Literacy	27–28	✓
	Life and Work	81–188	✓
	Secondary Level Assessment for Language Arts	513–514	✓
	Citizenship	951, 951X–952, 952X	✓
Listening	Life and Work 980 series	981–986	✓

Educational Functioning Levels

CASAS ABE/ASE Reading Scores by EFLs

NRS Levels	Reading ABE/ASE Educational Functioning Levels	Reading GOALS Score Ranges
1	Beginning ABE Literacy	203 and below
2	Beginning Basic Education	204 – 216
3	Low Intermediate	217 – 227
4	High Intermediate	228 – 238
5	Low Adult Secondary Education	239 – 248
6	High Adult Secondary Education	249 and above

CASAS ABE/ASE Math Scores by EFLs

NRS Levels	Mathematics ABE/ASE Educational Functioning Levels	Math GOALS Score Ranges
1	Beginning ABE Literacy	193 and below
2	Beginning Basic Education	194 - 203
3	Low Intermediate	204 – 214
4	Middle Intermediate	215 – 225
5	High Intermediate	226 – 235
6	Adult Secondary Education	236 and above



Educational Functioning Levels

CASAS ESL Reading and Listening Scores by EFLs

NRS Levels	Reading and Listening ESL Educational Functioning Levels	Life and Work Reading Score Ranges	Life and Work Listening Score Ranges
1	Beginning ESL Literacy	180 and below	180 and below
2	Low Beginning ESL	181 - 190	181 – 189
3	High Beginning ESL	191 – 200	190 – 199
4	Low Intermediate ESL	201 – 210	200 – 209
5	High Intermediate ESL	211 – 220	210 – 218
6	Advanced ESL	221 – 235	219 – 227
	Exit Advanced ESL	236 and above	228 and above







CASAS Remote Testing



<https://www.casas.org/product-overviews/remote-testing>

Documentation

Remote Testing Overview

File	Type	Size	Download
Register Testing Stations Remotely	PDF	295.49 KB	 Download
Remote Testing Approaches Summary Chart	PDF	105.11 KB	 Download
Going Remote! Checklist	PDF	141.42 KB	 Download
Remote Testing FAQs v2.0	PDF	292.80 KB	 Download

1:1 Remote Control

File	Type	Size	Download
CASAS Remote Testing Guidelines, 1:1 Remote Control v2.2	PDF	483.88 KB	 Download
Quick Reference for 1:1 Remote Control v2.2	PDF	226.09 KB	 Download



CASAS Testing

Pretest:

Students should be pre-tested as soon as is feasible upon entry into the program or before any substantial instructional intervention has occurred.

Due to COVID, you can carry over an assessment from the last 365 days to be used as a pre-test, but it must be the most current test.



CASAS Testing

Post-test:

- Agencies should administer post-tests, using alternate forms, at the end of a semester, term, quarter, or other substantial block of instruction to document learning gains. Typically programs assess after approximately 70-100 hours of instruction.
- However, testing **should not occur before at least 40 hours of instruction.**
- Programs offering high intensity courses (e.g., class meets more than 15 hours per week) may choose to test at the end of a semester, term, quarter, or other substantial block of instruction, even though the instructional intervention is more than 100 hours of instruction.
- Programs offering low intensity courses with less than 70 hours in a semester, quarter, term, or other substantial block of instruction, may choose to post-test at the end of the instructional period.
- Programs may choose to assess students who indicate they are leaving the program before the scheduled post-test time, to maximize collection of paired test data. (enter override reason in database)



State Grant Update

FY 2020

- ED-141 Statement of Expenditure Reports were due to the CSDE on September 1, 2020 - Please check with your business office to make sure your expenditures match what was reported

FY 2021

- Preliminary Adult Education State Grant Award Letters have been disseminated to all school districts via the Electronic Grant Management System (eGMS)
- Preliminary state grant CAP percentage is approximately 8.96 percent – the State anticipates additional reductions



State Grant Update

FY 2021

- All providers will need to enter budgets for the ED-245/245A via the Electronic Grant Management System (eGMS)
- All districts will need to approve the budgets when they are entered in March
- Additional directions will be sent regarding the process for entering budgets and submitting grant documents



Career Pathways

- Lesson plans, activities, links, videos and other resources for Career Awareness and Pathways - there is no need for teachers to create material!

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

- Providers need to keep track of students who achieve an industry certification or employment after they have left the program so that can be added as an achievement
- A Schoology group has been created for teachers to post lesson plans, showcase successful initiatives and participate in discussions.

Schoology Group Code: **V439P-VWV7B**



Virtual Instruction

ATDN has created a Schoology page for Virtual Instruction

Access Code - HCTF-2KXF-WGTX8

This is a place for Adult Education Instructors to find resources, tips and other information to assist in best practice for online classes

Teachers may post questions or participate in discussions.



ESL

The ESL Advisory Committee has created a Schoology page to share resources and post discussions

Access Code: TNXV-5CV5-H5WVG

ESL Lead Teacher Meeting -

Thursday, October 29, 1:00

Meeting will be Virtual

Invitations will be sent to all directors and ESL Lead Teachers



Teacher Evaluation

- Directors should plan to evaluate staff during 2020-21
- New directors should plan to attend the next session on the Adult Education Evaluation plan - see EdAdvance ATDN dates - the sessions will be virtual this year
- There will be at least one Evaluator Roundtable discussion for directors who are using the Adult Education Teacher Evaluation Plan to discuss the specifics of using that plan and materials
- The Adult Education Teacher Evaluation Plan and all materials are now posted on the CSDE Adult Education website:

<https://portal.ct.gov/SDE/Adult-Ed/Policies-and-Procedures/Teacher-Evaluation>



National Adult Education & Family Literacy Week September 21-26, 2020

Check out COABE's website for events and ideas.

Remind your legislators that our learners are voters too!

<https://coabe.org/national-adult-education-and-family-literacy-week/>



Voter Education, Registration and Action (VERA) 2020

Check out NELRC's website for events and ideas for instructors.

<https://nelrc.org/stand-up-and-be-counted/vera/>



Advancing Innovation in Adult Education

Check out the LINCS website for more information on how you can feature your program!

<https://lincs.ed.gov/state-resources/federal-initiatives/advancing-innovation/learn-more>



CSDE Adult Education Resources

Don't forget the CSDE web site has information for adult education providers on our website:

<https://portal.ct.gov/-/media/SDE/Adult-Ed/COVID19-Resources-and-News/Resources-for-Adult-Education.pdf>



Program Quality and Compliance Review (PCQR)

The following programs have been selected for PCQR visits for 2020-21:

- Enfield
- Meriden
- Southington

There will be a Briefing Session scheduled this fall. Due to the uncertain circumstances, CSDE staff will reach out to each program individually to discuss the process.

PQCR Followup:

Branford, Farmington, Foothills, Windsor Locks



**Next Policy Forum:
Friday, January 8, 2021
Virtual Meeting**

