



CONNECTICUT STATE
DEPARTMENT OF EDUCATION

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Adult Education Policy Forum

September 17, 2021

Agenda

- Welcome/Introductions – New Directors
- Professional Development (ATDN)
- Connecticut Association for Adult and Continuing Education (CAACE)
- CT Adult Virtual High School (CTAVHS)
- Care4Kids
- Connecticut Fatherhood Initiative
- Important Meeting Reminders
- 2021-2022 Important Due Dates
- State Grant Update
- Federal Grant Update
- GED Update
- National External Diploma Program (NEDP)



Agenda continued

- Credit Diploma Program
- Career Pathways
- Racial Equity
- ESL
- LACES Update
- CCS Updates
- CASAS
- TOPSpro and LACES
- Teacher Evaluation
- Governor's Workforce Council
- Other Announcements
- Program Compliance and Quality Review (PCQR) for FY 2021-2022



WELCOME NEW DIRECTORS!

BLOOMFIELD:

Michael Bailey

MILFORD:

Rick Raucci

CHESHIRE:

Farewell to Kelly Lenz!
New director to be named soon.





ATDN Professional Development Updates



ATDN Highlights and Updates:

- Our Summer Institute was held virtually on August 11th with over 429 enrollments in 9 content areas. Topics included CT Transit, Mental Health & Substance Abuse Issues, Worker Rights, Digital Tools, USCIS Citizenship, DEI Diversity, Equality & Inclusion, New NEDP Competencies, the Change Agent and Evaluating Distance Education Instruction.
- Our ATDN Workshop focus for this year will be to continue remote offerings using Zoom.
- CCRS 100 ELA & Math Series plus the ELP Standards I video are offered all-year for new instructors and those needing a refresher. Additional CCRS workshops will focus on more in depth usage of the Standards in Action.

ATDN Professional Development Updates



- We plan to offer a GED Day on December 7, 2021 and an ESL Day on March 3, 2022. There are wonderful presenters lined up for these events as well as Cynthia Peters for the ESL Lead Teacher meeting on October 28, 2021.
- The 29th Annual **Conference on Serving Adults With Disabilities** will be held on May 6, 2022. More information regarding the sessions and Keynote speaker to follow.
- The **Change Agent** is not printed but is available online:
<https://changeagent.nelrc.org/>
User name: Connecticut Password: changeagent
- ATDN is excited to announce an Adult Education Technical Assistance and Professional Development Project with EASTCONN and CREC.

Learning for life

CAACE

The Connecticut Association for Adult & Continuing Education

Welcome Back

Important Updates for FY22

Marketing: NBC and Telemundo efforts

SDE/CAACE Equity Training and Summer Book Study

Fall Advocacy Efforts

Next CAACE Board Meeting: Friday September 24 Virtually
Advocacy starts at 8:30

COABE's National Adult Education & Family Literacy Week (Sept. 19-25), with info on things to do at:

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

National Award Winner

Congratulations to East Hartford's John Bergman:

John received a national award from ProLiteracy. The “Ruth J. Colvin and Frank C. Laubach Award for Excellence in Community-based Adult Literacy” recognizes one outstanding tutor, trainer, teacher, volunteer, or program administrator from across the country. “John not only spent hours handing out devices to students in need, but he also trained those students in how to use Zoom and Google, while also teaching our staff how to conduct remote classes. We would not have had the continuation of classes if not for John,” Dr. Mangiafico said.

CAACE Conference 2022

Save the Date:

Thursday and Friday March 10 & 11

This year we will continue with a virtual conference, however we are exploring adding Wednesday March 09 in person depending on health and safety protocols



Updates

- **Summer 2021 courses wrapped up just before Labor Day weekend.** Summer courses will continue to be offered as their own Term.
- **Flexible Enrollment 2022 courses started this week.** There are 35 courses available. Please view our website for the most up to date course list. Over 70 students in the Flex courses thus far.
- **GED Prep courses are currently available (Math, RLA, SS, Science).**
- We will be building **ACCUPLACER Prep** courses this Fall.
- **CARS IDs – continuing to run with the placeholder IDs to add new students, until our database is synched with LACES.**



Connecticut Office of Early Childhood

Breaks American Rescue Plan Act
Expansion

September 17, 2021

SUPPORTING STUDENT-PARENTS

- Mom and dads face more challenges when going back to school, **especially** child care
- Family income increases when children are young lead to positive well-being outcomes
- **NOW** Connecticut is offering child care assistance for parents in education/training programs!!

WHAT IS CARE4KIDS?

- Care4Kids provides low and moderate income families in Connecticut subsidies for child care
- 60% SMI or less at application
- Children under age 13
- Licensed providers OR unlicensed relatives
- Parents working or in education/training activity...

WHO IS ELIGIBLE?

- 2-Year ARPA Funds expanded to:
 - **Adult Education Students**
 - CT DOL Apprentices
 - Even Start Students
 - Higher Education Students
 - Workforce Board Training Participants
 - Postsecondary Career School Students

HOW CAN STAFF HELP PARENTS?

- Students must provide proof of enrollment at application
- Adult Education staff can connect current/prospective students to resources

RESOURCES FOR PARENTS AND STAFF



- www.211childcare.org/
- Online database and live support staff to locate providers nearby



- www.ctcare4kids.com
- New online application!





THANK YOU!

Julie Giaccone

Julie.Giaccone@ct.gov



teach • love • inspire

CONNECTICUT
FATHERHOOD
INITIATIVE

Connecticut's Efforts in Support of Fathers and Children

***CT Adult Education Directors' Quarterly Meeting
September 17, 2021***

Initial Act: P.A. 99-193

An Act Establishing a Fatherhood Initiative, a Fatherhood Council and a Research & Demonstration Program and Concerning Other Methods to Strengthen Child Support Enforcement

GOAL:

To promote the positive involvement and interactions of fathers with their children

Public Act 99-193: Objectives



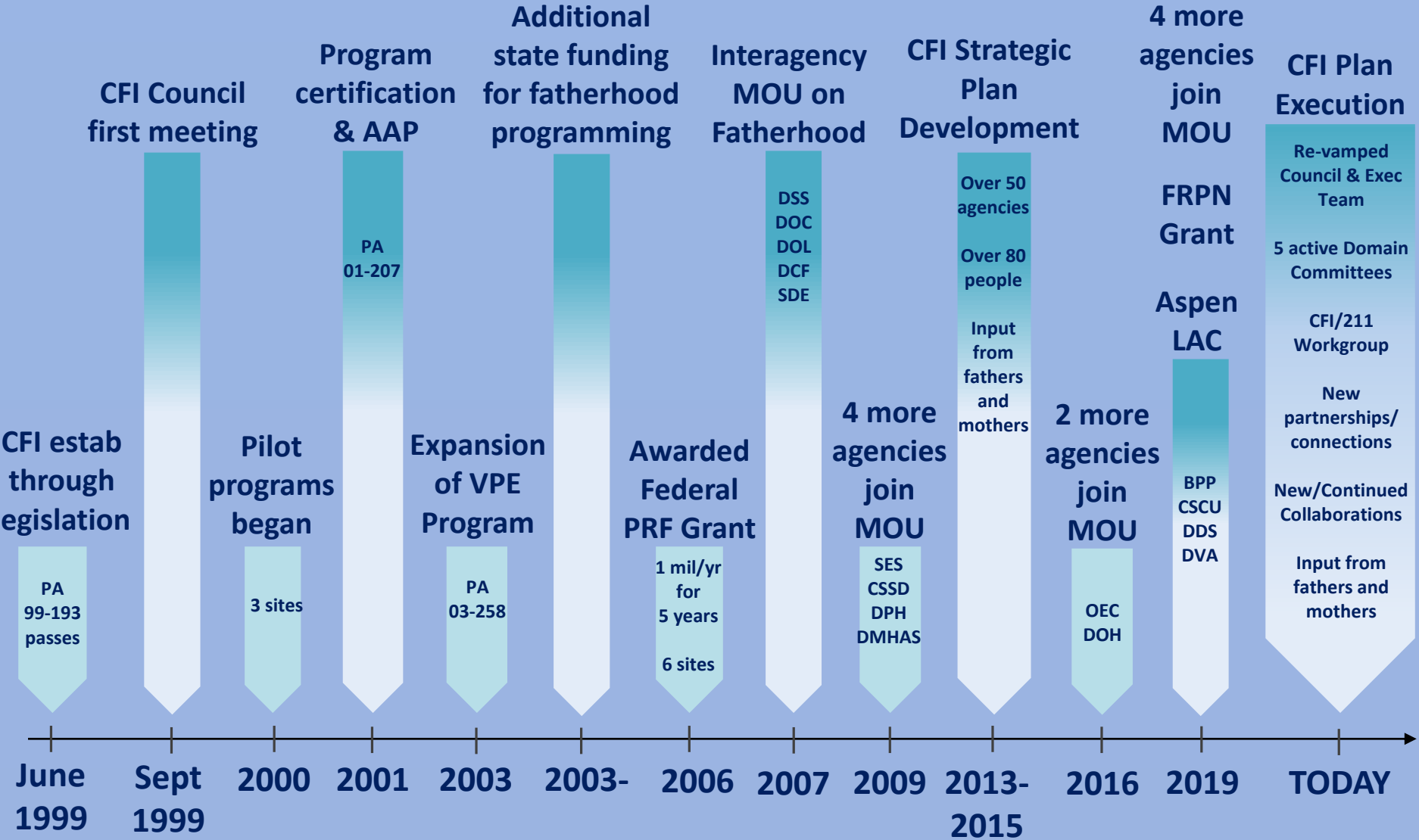
- Promote public education concerning emotional & financial responsibilities of fatherhood
- Assist men in preparation for legal, financial & emotional responsibilities of fatherhood
- Promote the establishment of paternity at childbirth
- Encourage fathers regardless of marital status, to foster emotional connection to & financial support of their children
- Integrate state and local services available for families
- Establish support mechanisms for fathers in their relationship with their children, regardless of their marital or financial status

CT Fatherhood Initiative Council



- Dept. of Social Services (DSS)
- Dept. of Children & Families
- Dept. of Correction
- Dept. of Developmental Services
- Dept. of Housing
- Dept. of Labor
- Dept. of Mental Health & Addition Svcs
- Dept. of Public Health
- Dept. of Veterans Affairs
- Office of Early Childhood
- State Dept. of Education
- Judicial Court Support Services Division
- Judicial Family Support Magistrate Division
- Judicial Support Enforcement Services
- Board of Pardons and Parole
- Commission on Women, Children, Seniors, Equity & Opportunity
- Real Dads Forever
- CT Coalition Against Domestic Violence
- Greater Hartford Legal Aid
- Community Organizations Serving Fathers and Families
- CT State Colleges & Universities
- UConn Health Disparities Institute
- UConn Human Development and Family Sciences Department
- United Way of CT
- Consultation Center, Yale University

Highlights of The CFI: 1999-Present



CFI Milestones



- **legislation for creation of *CT Arrearage Adjustment Program* (2001)**
 - **re-vamped in 2016**
- **DSS Fatherhood Program Certification Process (2004)**
- **Interagency Fatherhood MOU (2007-present)**
 - DSS • DCF • DOC • SDE • DOL • DPH • DMHAS •**
 - Judicial SES • Judicial CSSD • OEC • DOH • DDS •**
 - DVA • BPP • CSCU**
- ***Federal Promoting Responsible Fatherhood* grant (2006-2011)**

CFI Milestones



- **CFI Strategic Plan (2015-present)**
- **Fatherhood Research and Practice Network
\$10,000 mini-grant (2019)**
- **Aspen Institute's Fatherhood Learning and Action
Community (Jan 2020 – present)**

Interagency Fatherhood MOU



- provide active participation - Council/activities
- seek opportunities for collaboration
- recognize all father engagement efforts are under umbrella of CFI
- support data development by identifying ways to collect data on men who are fathers, and opportunities to share data
- communicate CFI efforts throughout agency and with partners

CFI Strategic Plan

- ✓ ***Title for the Plan: Fathers Count***
- ✓ ***Representation from 52 state and community agencies; over 80 individuals including parents contributed to its development***
- ✓ ***Focus of the Plan is the wellbeing of children***
- ✓ ***Definition of "father" is expansive***
- ✓ ***Safe engagement of fathers with their children is a priority***
- ✓ ***Commitment to engaging parents as active participants and leaders in the CFI***



Adult Education & the CFI



- Population served by your programs – are your services supporting men in their fathering role? How?
- Info you share – reflective of men as fathers? How?
- Contractors/partners – discussing the CFI and how the work you both do connects
- Grant opportunities?
- Get involved with CFI/Strategic Plan

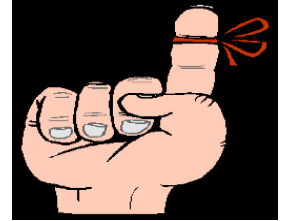
Thank you!

Diana DiTunno, MSW
OSD Consultant and Project Manager
Department of Social Services
diana.ditunno@ct.gov

CFI Website
www.portal.ct.gov/fatherhood

CFI Dear Dad Tour
www.deardadtour.org

Important Meeting Reminders



Policy Forums for 2021-2022 (VIRTUAL)

- Friday, January 7, 2022, 9:00 am –11:00 am
- Friday, June 3, 2022, 9:00 am – 11:30 am

LACES Experienced User Refresher Training

- Tuesday, September 28, 2021 from 1:00pm-3:00pm

GED Registrar Training

- Wednesday, September 29, 2021 from 9:30am - 12:00pm

NEDP Directors' Meeting

- Thursday, October 6 at 1:00pm (VIRTUAL)

Disability Contact Person Training (VIRTUAL)

- Wednesday, November 17, 2021 at 9:00am - 12:00pm
- (one session only this year)



2021-22 Due Dates and Reminders

Adult Education 2021-2022 Important Due Dates and Meetings													
Year	2021				2022								
Month	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug	Sept
Adult Ed State Grants	1 FY21 Expen. Report eGMS						15 ED-245/245A Revisions Due	15 ED-244/244A FY22 Grants Due					1 FY22 Expen. Reports eGMS
Federal PEP Grants						10 Midyear Revision and reports due					15 End of year reports due		
Data Entry Timelines		1 Verify FY21 NRS Data											
Meetings	17 Policy forum				7 Policy Forum					3 Policy Forum			



State Grant Update

FY 2021

- Expenditure Reports are now being submitted through eGMS
- Issues with variances have been ongoing! eGMS restricts variances to 10% of each LINE ITEM. Please be aware of this for FY22!

FY 2022

- Grants are currently being approved at CSDE Fiscal level – please note MULTIPLE grants have not yet been moved to LEA Superintendent Approved Status
- Preliminary CAP percentage approximately 6.32%

FY 2023

- ED-244/244A Grants are due Friday, April 15.
We are aware that is Good Friday – plan ahead.



State Grant Update – FY22

- Providers and CEEs will need to enter budgets for the ED-245/245A via the Electronic Grant Management System (eGMS) due March 15, 2022.
- Cooperator Budgets MAY NOT CHANGE mid year and are NOT entered in eGMS as part of the ED-245 process. They are final at CSDE Fiscal Approved level.
- Remember to continuously check with your business offices regarding expenditures prior to June 30th - ensure funds are spent and line items remain within 10% variance limit.



Federal Grant Update

- The PEP End of Year Reports were received in August.
- The new PEP FY 2021-22 federal adult education grant awards will be announced once the final review process is completed.
- We will hold a meeting for Federal Grantees once the grants are announced.



GED Updates

Public Act 21-199

Sec. 11. Subsection (a) of section 10-5 of the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2021): (a) The Commissioner of Education shall, in accordance with this section, issue a state high school diploma to any person (1) who successfully completes an examination approved by the commissioner, or (2) who (A) is [seventeen] **eighteen years of age or older and has been officially withdrawn from school in accordance with the provisions of section 10-184**, as amended by this act, [or is eighteen years of age or older,] and (B) presents to the commissioner evidence demonstrating educational qualifications which the commissioner deems equivalent to those required for graduation from a public high school. Application for such a diploma shall be made in the manner and form prescribed by the commissioner provided, at the time of application to take the examination described in subdivision (1) of this subsection, the applicant [is seventeen years of age or older,] **has been officially withdrawn from school, in accordance with section 10-184, as amended by this act, for at least six months and has been advised, in such manner as may be prescribed by the commissioner, of the other options for high school completion and other available educational programs.** For good cause shown, the commissioner may allow a person who is [sixteen] **seventeen years of age to apply to take the examination.** [, provided the commissioner may not issue a state high school diploma to such person until the person has attained seventeen years of age.]



GED Updates

News and updates for September 2021:

- New GED.com demo site link: The [demo site link](#) was recently updated and we encourage you to set up an account to understand what your learners see when using their GED.com accounts. (When you use the link, you will see a pink box with an error message, but you can proceed with setting up an account.)
- Join GED Adult Education Community Facebook Group: Share teaching or PD resources, or network with other GED educators in this educators-only forum.

<https://www.facebook.com/groups/227021047827053/> *Membership questions must be answered for request approval.



GED Updates

Updates to GED Approval Process

- As we work continuously work with LACES to improve the method for GED credentials to populate in LACES, I encourage everyone to ensure that all information in the student's GED account and LACES match exactly, including name, address, date of birth, email and phone number.
- Please work with the students to ensure they have created an account at GED.com and will have to take a GED Ready official practice test and score in the green, "Likely to Pass" range in order to take that specific test module.



GED Updates

Updates to GED Approval Process

- As you are aware, all test-takers need to prove identity and CT residency. Also, if test-takers are 18, they should also have the support documentation, such as withdrawal, etc. before they contact us.
- All potential GED test-takers **MUST** be entered into LACES. You only get credit for a Secondary School Diploma, if the student has an entry level and 12 or more hours.
- Once a student is entered in LACES and identity and residency and/or age documentation is received, you can email any GED test center for release.
- To approve, test centers will use the LACES ID# in the jurisdiction field



GED Updates

Marketing Strategies to Recruit and Engage Adult Learners

- GEDTS is excited to share with you that Drew Barrymore and three students from across the country will be documenting their GED/adult education journeys during the upcoming season of The Drew Barrymore Show. Drew and her friend, RuPaul (a GED alum), will be airing a kickoff segment as part of tomorrow's episode as part of her back-to-school campaign.
- This is a fantastic opportunity to have adult/GED learners featured on a national platform, and an opportunity to increase your state's adult education and GED programs' visibility. Through this we believe we can collectively reach more prospective adult learners and family members who influence learners to get started.



GED Updates

Online Proctored (OP) GED Test Changes Sept. 1

On September 1, 2021, the price of the Online Proctored GED test subject increased by \$6.00

OP test takers will continue to be required to earn a “green” GED Ready score before they are allowed to schedule an OP exam. To learn more about the important changes coming to the OP test, [visit here.](#)



GED Updates

New GED Ready Direct Discounted Pricing

- The GED Ready Practice test is a valuable tool for learners and is required before testing online. However, many GED programs utilize the GED Ready Practice test and struggle with maintaining the voucher codes.
- To solve voucher challenges, GED Ready Direct was launched through GED Manager earlier this year. While educators love being able to purchase and assign Ready tests directly to their students through GED Manager, they want to see price discounts – especially when purchasing vouchers in large amounts.
- Through the new tiered pricing model, the more tests you buy the more money you save! You can also share your purchased Ready tests with educators in your program as well. To view this, log in to your GED Manager account.



GED Updates

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. You can also view the students that have expressed interest in your program, manage your enrollments, and more.



GED Day

GED Day will be held virtually on December 7, 2021 from 8:30-3:30. The purpose of the sessions is to:

- Provide practical resources and share best practices in Mathematical Reasoning, Reasoning through Language Arts, Science and Social Studies. We encourage anyone who teaches ABE or a GED class to attend.
- Participants do not have to register for all sessions. Participants may register for any of the 5 workshops being offered. Go to <https://ed-advance-atdn-workshops.coursestorm.com/category/ged> to register for any of the GED sessions.



NEDP Update

- The NEDP Directors meeting will be held virtually on Wednesday, October 6, 2021 at 1:00 pm. This is a required meeting for Program Directors with their Lead Assessor. RSVP to Astrid & Sabrina Mancini by October 1st.
- Provider agreements which were emailed out on September 13th need to be signed, scanned and emailed to Astrid before the Directors' meeting on October 6th. 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 5, November 12 and November 19, 2021. 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

In the latest episode from the Advancing Innovation Podcast series, Judy Alamprese, principal scientist at Abt Associates, speaks with our own Sue Pierson, about the role of state adult education staff in supporting innovation in local programs. They discuss the National External Diploma Program, or NEDP, as an example of innovation.

[Listen Now: State Leadership in Supporting Innovation in Adult Education Podcast](#)



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
- CDP Credits may only be awarded by a teacher who holds current certification in the content area along with a 106 endorsement



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



Racial Equity

- The Racial Equity Taskforce has chosen **“RACISM HURTS EVERYONE”** as the theme for 2021-22
- There will be monthly, mandatory meeting for all directors. All meetings are 11:00 – 12:30:

October 8

November 5

December 3

January 14

February 4

March 4

April 1

May 13

June 10



ESL

ESL Lead Teacher Meeting
Thursday, October 28, 1:00 – 3:00
Cynthia Peters – World Ed

Invitations will be sent to all directors and ESL
Lead Teachers



Literacy, Adult and Community Education System (LACES)

- LACES Refresher Training will be on September 28 from 1:00-3:00. The session will be recorded and is only for active Data Administrators.
- FY20/21 Program Profiles are posted on [CSDE website](#)
- Agencies are no longer able to run previous year Program Profile in the system
- The Program Profiles posted on the CSDE website are the most up-to-date
- Program Profile overview meeting for Directors tentatively scheduled for October 12
- CSDE Confidentiality and CTDOL forms were sent yesterday. Please have them signed by everyone with access to confidential student data.



LACES

Report Titles	Status
Monthly Attendance Report (named Monthly Attendance for Fiscal Year in LACES)	Done
Course Section Performance Report (named Class Assessment Summary by Program in LACES)	Done - combined with Assessment Course Section Summary
Assessment Course Section Summary (named Class Assessment Summary by Program in LACES)	Done - combined with Course Section Performance Report
Program Profile	Done
Student Schedule	Done
Student Profile Report	Done
Enrollment Profile Report	To Do
Number of Students and Enrollments by Town of Residence	To Do
Number of Students and Enrollments by Country of Origin	To Do
Class Roster Report	To Do
Points for Next EFL by Assessment Fiscal Year	To Do



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



IET has the ability to earn an MSG in 1 of 3 additional areas

Post-exit Performance Indicators

- The performance indicators used to measure state performance are:
 - Employment indicators
 - second-quarter employment after exit
 - fourth quarter employment after exit
 - median earnings of employment in second quarter after exit
 - 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 (student must have been in 9th grade equivalent or higher)



21-22 Negotiated State Targets

Educational Functioning Level	% achieving MSG
ABE Level 1	40%
ABE Level 2	49%
ABE Level 3	49%
ABE Level 4	42%
ABE Level 5	40%
ABE Level 6	63%
ESL Level 1	48%
ESL Level 2	57%
ESL Level 3	50%
ESL Level 4	46%
ESL Level 5	46%
ESL Level 6	30%



Barriers to Employment

- 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.
- The requirement is to collect the barrier to employment for each program entry.
- Since LACES doesn't have a checkbox to indicate that there is no change to the barriers and instead bases the PoP barriers on the date in the Barriers to Employment History, it is important to add a new record to document that the barriers were verified upon return.



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 **\$1.40** per unit for 2021-22.
- 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 14, 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.
- CCS Trainees must attend a mandatory CCS Wrap Up meeting which will be held via Zoom on **Friday, October 15, 2020 from 1:00 pm - 3:00 pm.**



Connecticut Competency System (CCS)

Program Facilitator Meetings

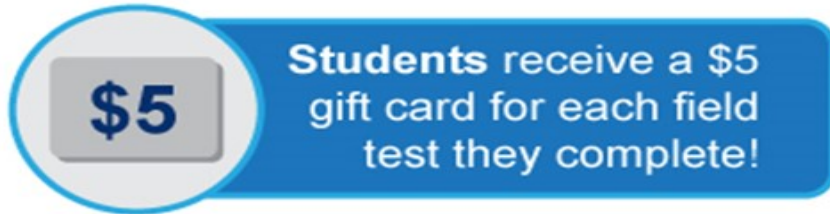
The regional Program Facilitator meetings have been replaced with monthly “virtual” meetings from 1:00-3:00

- **September 23, 2021**
- **October 21, 2021**
- **November 18, 2021**
- **January 20, 2022**
- **February 17, 2022**
- **March 18, 2022**
- **May 19, 2022**





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)!



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.



CASAS Updates

In case you missed it: click for [August 2021 Webinar](#)

Tips for Getting Started in the New School Year

- Intake Screening Process
- Strategies for Proxying Test Results
- Replicating Test Sessions
- Adding User Accounts for Staff
- Registering Stations for On-Site and Remote Testing

Staff Training

- Help Documentation and Videos
- Upcoming Live Facilitated Trainings



CASAS News and Updates Webinar

Upcoming webinars

- CASAS National News and Updates Webinar
- September 22, 2021 at 2:00 p.m.
- This is an informational overview and update on new CASAS assessments, guidelines and training resources.
- Registration Required: [Registration link](#).



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

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:

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

When starting a new program year, if a learner has a valid pre-test that was administered within the last 3 months of the fiscal year, agencies are not required to re-pre-test the learner. Rather, grantees may push forward the prior program year assessment into the new program year. If intending to post-test the learner in multiple subject areas, agencies must push forward all subject area assessments into the new program year or PoP.



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)



CASAS Testing

Post-test:

A post test should not be entered until the student has earned the recommended number of hours between assessments. If the student has not earned enough hours, an 'hours' warning will display on the assessment card. To override the warning, select an override reason before saving the assessment record.

The override reasons available are:

- Insufficient Hours available
- Moving, work schedule or personal reason
- NEDP



TOPSpro and LACES

The TOPSpro/CASAS import allows agencies to import CASAS scores into LACES that were exported from TOPSPro.

The instructions for the TOPSPro Assessment Import are located at this link:

[TopsPro Assessment Import.](#)

For more information about Import/Export

Contact Mary Segarra segarram@cshn.org



TOPSpro and LACES

Each agency can also copy the LACES database into TOPSpro to make class reports easier to generate.

While logged into LACES student screen, click on 'more' in the upper right corner and find TOPSpro export. A zip file will automatically download with 3 files:

- Class Data (CLS)
- Demographic Data (DEM)
- Student Class Status (SCS)



Teacher Evaluation

- All new directors and other staff responsible for Teacher Evaluation **must** attend Teacher Evaluation Training:
Wednesday, October 27
Part I: 9:00 – 11:00
Part II: 12:30 – 2:30
- There will be an Evaluator Roundtable discussion for directors who are using the Adult Education Teacher Evaluation Plan in the spring – stay tuned for dates
- 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>



Substitute Teachers

- CSDE issued guidelines for Flexible Staffing to all Superintendents on August 30, 2021:
“The employment of appropriately certified, authorized and/or permitted educators remains crucial to the success of all students.”
- Guidelines apply to K-12 AND Adult Education
- Substitute teachers must apply through CSDE, and are limited to no more than 40 days in the same assignment
- Long-term substitute teacher must now apply through CSDE and may be authorized to serve beyond 40 days in the same assignment
- CSDE limits employment of a substitute teacher in Adult Education to **NOT MORE THAN 1 ACADEMIC YEAR**



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 increasing the coordination across Adult Education, Community Colleges, WDBs, and employers.
- The Governor's Workforce Council Priority Areas and the state's strategic plan on workforce development can be found here:
- <https://portal.ct.gov/GWC>



American Rescue Plan (ARP) Act, 2021 Elementary and Secondary School Emergency Relief Fund (ESSER)

Connecticut State Plan

Executive Summary

- [Letter to Superintendents](#)
- [Connecticut's ARP ESSER Guidance: Reimagining Schools to Transform Students' Lives](#)
- [ARP ESSER Fund Financial Allocations](#)
- [Safe Return to In-Person Instruction and Continuity of Services Plan](#)
- [ARP ESSER Maintenance of Equity FAQ](#)



New England Literacy Resource Center (NELRC)

Check out NELRC's resources, webinars, and ideas for instructors.

<https://nelrc.org/resources/>

CIVIC

ENGAGEMENT

COLLEGE &

CAREERS

TECHNOLOGY

INTEGRATION

PROGRAM

LEADERSHIP

STANDARDS-BASED

INSTRUCTION

LEARNING &

PERSISTENCE



National Adult Education & Family Literacy Week

September 19-25, 2021

Check out COABE's website for events and ideas.

- Advocacy is more important now than ever, as policymakers are making critical decisions about funding for adult education programs and working to address the growing needs of adult students and educators.
- <https://coabe.org/national-adult-education-and-family-literacy-week/>



Program Quality and Compliance Review (PCQR)

The following programs have been selected for PCQR visits for 2021-22:

- Berlin
- Newington
- Norwich

There will be a Briefing Session scheduled this fall. CSDE staff will reach out to each program individually to discuss the visit dates and processes.

PQCR Follow up:
Bloomfield, Enfield, Meriden



**Next Policy Forum:
Friday, January 7, 2022
Virtual Meeting**

