



STATE OF CONNECTICUT

STATE DEPARTMENT OF EDUCATION



TO: Adult Education Directors
Federally Funded Grantees
Cooperating Eligible Entities

FROM: The Adult Education Unit
Bureau of Health/Nutrition, Family Services and Adult Education

DATE: May 31, 2019

SUBJECT: Adult Education Operational Memorandum # 03-19

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Statewide Meetings

Next Policy Forum: June 7, 2019

The last policy forum for Fiscal Year 2018-19 will be held on **Friday, June 7, 2019** from 9:30 a.m. to 12:00 p.m. at [Energize Connecticut Center 122 Universal Drive N, North Haven, CT 06473](#). Space is limited so please bring no more than one additional person from your program.

Please note the beginning time of the meeting has been changed to 9:30 due to Energize CT's new hours of operation.

All handouts **will be e-mailed** to directors prior to the policy forum meeting date. Please be sure to bring a copy with you. **No copies of handouts will be distributed at the policy forum.**

Policy Forums for 2020

For Fiscal Year 2019-20 the Connecticut State Department of Education (CSDE) will hold Statewide Policy Forums on the following dates from **9:30 a.m. to 12:00 p.m.**:

Friday, September 20, 2019

Friday, January 10, 2020

Friday, June 5, 2020

Meetings for Program Facilitators for 2019-20

The statewide meeting for Program Facilitators only will be held in the afternoon of September 20, 2019 from **12:30 to 2:30** p.m. at the Energize CT Center. Any important or critical updates relative to the Connecticut Competency System (CCS) will be discussed at this meeting. This meeting is **MANDATORY** for all Program Facilitators.

Regional Facilitator Meetings for Fall 2019

October 23, 2019 1:00-3:00 p.m.

[East Haven Adult Education](#)

October 24, 2019 9:30-12:00 p.m.

[CSDE, 450 Columbus Blvd, Hartford](#)

October 30, 2019 1:30 p.m.-3:30 p.m.

[Waterbury Adult Education](#)

Grants and Applications

Adult Education State Grant Final Grant Award Letters

Final Grant Award Notification Letters and Budgets (ED-114) for FY 2018-19, have been disseminated to all school districts via the State Department of Education's Prepayment Grant System. The final CAP on adult education state grant funds for FY 2018-19 was 7.85%. Grant Award letters are available to business offices at this time. In addition to the State portion of the grant budget, districts either received increased or reduced final amount after the Prior Year Adjustment (PYA) was applied. If additional funds were received, districts use them to offset the CAP.

Adult Education State Grant FY20 Budget Requests

All ED-244 and ED-244A budget requests are currently being reviewed by the consultant assigned to each region. The process on the State budget process is still ongoing, but as this is a statutory grant, 2/3 of the funds will be released before August 31. At this point the projected CAP is 6.8%. This would be a great time to encourage your students to write to their local legislators!

Adult Education State Grant Statement of Expenditure Report

The FY 2018-19, Statement of Expenditure Report form ED-141, for the Adult Education State Grant must be submitted to the Division of Finance and Internal Operations by **September 1, 2019**. The ED-141 is required for every school district that received adult education state funds whether as a provider, cooperator or a cooperating eligible entity (CEE). The ED-141 is an electronic submission and is usually completed by the district business office.

Federal Program Enhancement Project (PEP)

The Bureau has received Continuation Applications from the current PEP grantees. Thank you for your timely submissions. All applications are being reviewed and providers will be notified of awards later in the summer as soon as the process has been completed.

Once again this year, federal PEP grant, end of year reports are due on **August 1, 2019**. The report forms for 2019 will be sent out soon.

Request for Proposal (RFP): Next year there will be a new RFP for AEFLA funds for FY 20-21. Notices for the RFP and Bidders' Conference should be out in February/ March of 2020.

Assessment, Accountability and Data Management**Appraisals**

For all ABE/Adult Secondary Education (ASE) learners.

Reading:

- Form 900R Reading GOALS Appraisal - 28 test items – 30 minutes

Math:

- Form 900M Math GOALS Appraisal - 20 test items – 30 minutes

For ESL/English Language Learners (ELL) only.

Reading:

- Form 80 Appraisal

Listening:

- Form 980 Appraisal

CASAS Assessments for NRS Reporting Purposes

CASAS NRS Approved Assessments for ABE/GED,

- Reading GOALS (Forms 901-908)
- Math GOALS (Forms 913-914, 917-918)

CASAS NRS Approved Assessments for ESL through February 2021:

- Beginning Literacy (Forms 27/28)
- Life and Work Reading (80 Series)
- Life and Work Listening series (980)
- Citizenship (951-952)
- Listening GOALS is pending approval from OCTAE

Sample CASAS Test Items

Use these sample test items found here <https://www.casas.org/product-overviews/curriculum-management-instruction/sample-test-items/reading-goals> to:

- familiarize students with CASAS items
- give students practice in taking a CASAS test
- make future testing go more smoothly
- help reduce student test-taking anxiety

These items are samples to familiarize students with CASAS test formats. Since they are not actual tests, they are not predictors of student performance, and are not valid for level placement, assessment, or for reporting standardized scores.

CASAS eTests Online:

- Please note that the web test unit (WTU) price to deliver CASAS eTests online may possibly increase to \$1.40 per unit for 2019-2020.

Connecticut Adult Reporting System (CARS)

Data Entry Deadline

As outlined in the CARS policy manual, all data entry for the fiscal year 2018-19, that includes information relative to learner demographics, entry status, reasons enrolled, enrollments, attendance, achievements, credits earned, credits transferred and all appraisal and pre-post assessments **must be entered in CARS by July 26, 2019**. After this date, the CARS system will be locked and no data entry for fiscal year 2018-19 will be possible.

To ensure the completeness of the data, it is recommended that program administrators compare the Program Profile report (see the CARS Web site under the “Reports” menu) for 2018-19, with the same report from the prior year. If the data appears incomplete, then class-level reports within CARS can provide insights into data that may not have been entered.

Programs must also use the “data verify” feature in CARS to ensure that their data are error free. Remember, “warnings” indicate data anomalies and may require corrective action while “errors” must be corrected unless indicated in writing by the CSDE.

CARS Training for 2019-20

Training for new and experienced CARS users will be held on the following dates:

- **Experienced Users Training – Webinar/Conference Call Sessions**

Thursday, September 19, 2019	1-3 p.m.	Register by September 12, 2019
Friday, September 20, 2019	9-11 a.m.	Register by September 13, 2019
- **New Users Hands-on Training at the CSDE, 450 Columbus Blvd, Hartford**

Wednesday, September 11, 2019	9 a.m.-1 p.m.	Register by September 4, 2019
Wednesday, October 16, 2019	9 a.m.-1 p.m.	Register by October 9, 2019

To register for any of the above trainings, please e-mail eileen.williams@ct.gov with the name, e-mail address of the participant and the date of the trainings session **by the registration date above**. Critical information about data collection policies and practices are conveyed at these sessions. It is the

expectation of the CSDE that at least one person from each adult education program participate in one of the training opportunities being offered.

Adult Education Personal Confidentiality Statement

Connecticut Adult Education Providers are responsible for maintaining confidential student information and keeping this information secure. A personal confidentiality statement must be completed by any staff member with access to CARS, GED Manager, GED Prep Connect or any other source of confidential student data. Confidentiality statements should be kept on file for the duration of employment.

Data Collection Forms

The CARS Data Entry forms for 2019-20 will be made available by June 11, 2018, on our Adult Education Web site at: <http://portal.ct.gov/SDE/Adult-Ed/Accountability/Adult-Education-Assessment-and-Accountability/Documents>

Program Updates

National External Diploma Program (NEDP)

1. The annual NEDP meetings for advisor/assessors were very successful and have been completed. We plan to hold the meetings in May again next year.
2. Auto scoring for the writing diagnostic is available as of June 3, 2019 and all programs must begin using the auto scoring as of July 1, 2019. NEDP staff will no longer need to be certified scorers.
3. Beginning July 1, 2019, the advisor/assessor role will be combined, meaning one advisor/assessor may administer NEDP to a client from diagnostics through assessment. All programs must still maintain a minimum of three advisor/assessors.

Contact Susan Pierson at susan.pierson@ct.gov with any questions.

General Educational Development Tests (GED®)

2019 GED® Testing Service Annual Conference will be July 24-26 in Chicago, Illinois

Ticket prices for this year's conference \$485 for the regular rate. The registration fee includes two breakfasts, one lunch, and the evening welcome reception, as well as attendance for all conference events. Dinner is not included. The deadline for registration payment is **July 12, 2019**.

<https://web.cvent.com/event/643ddfd7-75f0-44fc-9447-bb65a4f24118/summary>

GED.com Purchase Process

The checkout experience for the GED Ready, GED Flash and GED Live study products has been enhanced. There are detailed receipts which feature more information than before, such as the date the product was purchased and the payment form used. The ability to print a receipt is now available, as well as the ability to request a return from inside the test taker's account. The test taker is also able to check on their order status and lookup previous orders placed on or after May 21, 2019.

Please note that anyone who is redeeming a GED Ready voucher should be done through the link: "Have a voucher? Redeem [here](#)". Students should NOT the "coupon code" field in the "buy now" link to redeem a GED Ready voucher.

Online GED® Spanish Tool

GED Testing Service has partnered with Paxen Publishing to promote a digital study tool for students preparing for the Spanish GED test. [Paxen Focus in Spanish](#) is a program of online courses that helps students learn at an individual pace with the guidance and support of instructors. The coursework includes customizable student activities, assignments, and assessments. The platform also offers real-time analytical reporting to accurately monitor student performance, trigger timely interventions, and ensure that students successfully pass requisite assignments.

Paxen Focus can be used to deliver just the digital course, or it can be combined with the print books to create a blended learning solution for adult education programs. Paxen Focus in Spanish has been vetted by GED Testing Service and is 100% content-aligned with the GED test.

Educators interested in the study tool should send an email to customerservice@paxenpublishing.com with your name, preferred email, phone number and state where your adult education program is located.

GED Identification Requirements

Please remind all students taking the GED tests, that GED Testing Service ® does not accept the following forms of identification: School ID, Work ID, or Expired ID. The test taker must bring a government issued ID, such as a driver's license to test and the name must match the GED.com used to schedule the test. If the account has two last names, but the identification presented does not (or vice versa), this is not acceptable according to GED Testing Service. The test taker may be turned away from testing. Please make all students aware during registration.

GED Prep Connect Email Notifications

GED Prep Connect users in GED Manager who have “Student Authorized View” can receive email notifications when a new tester is interested. The educator must **opt into** email notifications of new testers.

GED Testing Service at COABE

GED Testing Service attended the 2019 COABE Conference March 31st through April 3rd in New Orleans. During the conference, GEDTS presented a number of professional development workshops and information sessions about the GED test program. The full list of presentation can be found here: https://live-ged-wp.pantheonsite.io/in-session/gedts-coabe2019-sessions_march2019/

Sign up to for the monthly *In Session Educator Newsletter* to get the latest GED news and Resources. Click the link at the bottom of the page: https://ged.com/educators_admins/program/

For questions or concerns regarding the GED®, please contact Sabrina Mancini at 860-807-2110 or at sabrina.mancini@ct.gov.

Credit Diploma Program

The CDP Advisory Committee has completed a review of the CDP Administrative Manual. This document is currently in the approval stage and will be published on the SDE website and also sent out electronically to all directors. If your program does not offer CDP, please just ignore the notifications.

The CSDE is working on a proposal to increase required credits to align with graduation requirements for K-12. SDE will propose that statute be revised to require 22 credits for the class of 2021. Students enrolled in the program classes who have had continual attendance prior to the change becoming official will be permitted to graduate at the level that was required when they began working towards a diploma. Students registering after the revised credit requirements take effect, or who have had a gap of a semester or more will not be exempted.

SDE will further propose 25 required credits for the class graduating in the year following the K-12 class for which 25 credits are required (currently 2023), and that thereafter adult education credits adjust in the year following K-12 changes. This will ensure that Adult Education credits are never below the minimum requirement for K-12. The CSDE will encourage, but not require, programs to administer assessments that demonstrate student mastery of required skills.

In order to have a sensible transition to the increased credit requirements, the CSDE recommends that all programs with a 20-credit graduation requirement increase to a minimum of twenty one (21) credits for the class of 2020 and twenty two (22) for the class of 2021. Additional credit requirements will be mandatory for new students entering the program. A student whose enrollments have been continuous prior to any change in credit requirements will be permitted to graduate under the requirements under which he/she enrolled. Continuous enrollment is defined as enrollment in and completion of classes in consecutive semesters.

Professional Development

Mini Institutes

NEW! ATDN will be scheduling Mini Institutes for 2019-20 in various regions of the state. Please consider hosting one which will enable your staff to attend Professional Development sessions “at home”. More information will be shared at the Policy Forum.

College and Career Readiness Standards

The CSDE’s Bureau of Health/Nutrition, Family Services and Adult Education, in partnership with ATDN, will continue to focus professional development on College and Career Readiness Standards (CCRS) in the areas of math, reading, writing and English language instruction. The ELP Standards are addressed in the ESL section of this memo. This focus is in response to the Office of Career, Technical, and Adult Education (OCTAE), the Workforce Innovation and Opportunity Act (WIOA). There will be fewer face to face trainings for the 100 series in both math and ELA in the next year as we are creating, with ATDN, asynchronous courses for new staff participation. The 200 series of ELA and Math will be the focus this coming year. The trainings will include lesson development, resource alignment and teacher modeling in the classroom. All

programs must have, at a minimum, one ELA and one Math teacher trained in the 200 series to be in compliance.

NEW! Beginning in FY 20-21, all providers will be mandated to have a sustainability plan for CCRS to be included in the state grant and federal grant applications due in the spring of 2020. Since Program Directors will need to be involved in developing these plans and committed to implementing them, there will be activities at the September and January policy forums to assist in the development of these plans.

In addition, a CCRS advisory group will be formed to meet in the fall to support CSDE, ATDN and adult education providers in this effort. This group will consist of directors, teachers, state trainers and CSDE staff. If you are interested in serving, please let Susan Pierson know at susan.pierson@ct.gov

Integrated English Literacy and Civics Education (IELCE)

IELCE grants were awarded during the 2018-19 school year. Maureen Wagner, consultant, has been visiting IELCE grantees and will continue this coming year. OCTAE is still clarifying certain components of IELCE as we continue to provide professional development for all of the programs with the IELCE grant. Watch for further clarifications and meetings regarding IELCE this coming year.

ESL

The national English Language Proficiency Standards (ELP Standards) were released in 2017, and are currently available on the LINCS website. The ELP Standards are aligned with CCRS but are designed to more closely adhere to what is taught in an ESL classroom. ESL teachers should be using the ELP Standards, and should plan to attend at least one PD session on the use of the ELP Standards.

The ESL Advisory Committee has planned a series to assist teachers in understanding and the use of the ELP Standards. The first session will be provided at the Summer Institute and will be an introduction to the ELP Standards, or ELP Standards 101. In November and March, we will offer ESL Day training. Participants may attend either a beginner or advanced session in use of the ELP Standards in the morning, and a general session in the afternoon. Attendees may choose to attend morning, afternoon or both, but may only attend an advanced session after attending a beginner session.

2019 Summer Institute –SAVE the DATE!

The CSDE, with EdAdvance will sponsor a Summer Institute for teachers that will cover topics such as CCRS, GED, IEL/Civics and more on August 13 and 14 at the University of New Haven in Orange. More details to follow!

CSDE Initiatives

Teacher Evaluation

All programs were required to have in place a teacher evaluation program consistent with the principles of the Connecticut's Guidelines for Educator Evaluation by July 1, 2017. Regardless of whether your program is using the SDE Adult Education Evaluation and Support Plan, all programs must have at

least one staff member trained in the that approved evaluation instrument through the two-part PD session. If you will have a new director in the fall, please apprise him or her of the scheduled date(s) of that training as it will be offered on a limited basis in 2019-20.

REMINDER: The only plans that are approved for use by the SDE are the SEED-based district plans and the Adult Education Evaluation and Support Plan approved by the Talent Office. Programs may not create an ‘alternative’ or ‘hybrid’ plan without receiving specific approval by the local board of education as evidenced through the minutes of the meeting at which such approval was conferred. **It is required of all programs that all staff be formally evaluated – this includes non-certified staff, and staff of PEP-only programs.**

An online survey has been sent to all directors to collect data on the evaluation process. Please make sure to complete the survey prior to the Policy Forum. Unless your program is using the SDE-approved Adult Education Plan, bring a current copy of the evaluation plan that is in use. Please note that this includes all SEED-based and ‘hybrid’ plans. ‘Hybrid’ plans must also provide a printed copy of the BOE minutes showing the formal approval by the board, and SEED-based plans should specifically mention Adult Education

Career Pathways in Adult Education

This year, the Career Pathways taskforce offered meetings in local programs to demonstrate the Online Taskforce Toolkit to teachers. Marcy Reed and Carol Boin visited programs which requested this session during a regularly-schedule staff meeting. For 2019-20, we will continue to provide this option to programs. Based on our experience this year, the minimum amount of time required to provide this overview is one hour.

Technology and Digital Learning

This year we unfortunately cancelled Digital Learning Day. With the new PD format, we will be able to include technology and digital literacy options in our local offerings, and will also be scheduling a Digital Learning Day to coincide with the national even. Please feel free to share with us what types of sessions you would like to see!

StAR (Student Achievement in Reading)

The StAR reading program is an Evidence-Based Reading Instruction (ERBI) process designed to provide reading instruction to students reading at an approximate CASAS score of 220. Instruction helps learners improve skills in each of the four essential components of reading: alphabetic, vocabulary, fluency and comprehension.

The program requires teachers and the director to actively participate in the work on the online modules which takes 25 hours over the course of at least a year. In addition to the modules, the teachers will also complete work with students and will liaise with the trainer assigned to the program. This work will take an additional 15 hours (directors are not responsible for this portion).

For the 2019-20 educational year, we will be starting off in the early fall with a cohort of teachers from several programs committed to this exciting opportunity. Directors who would like to learn more can contact Marcy Reed.

Workforce Innovation and Opportunity Act (WIOA)

The bureau is collaborating with the Department of Labor on several initiatives relating to WIOA. As a core partner, Adult Education is at the table and we intend to share information and any training that we can with the field. As the PEP grants get rolled out in the new fiscal year, we will be providing technical assistance and professional development as the need arises.

A new Unified State Plan will be developed for submission in March of 2020.

Stay tuned as we make plans in the fall to offer training for these initiatives.