



Governor's Workforce Board RI
Rhode Island Department of Education
Rhode Island Department of Human Services
Rhode Island Department of Labor and Training

Workforce Innovation and Opportunity Act

STATE PLAN

March 2018 Modification

PROPOSED SECTION REVISIONS

ADULT EDUCATION AND FAMILY LITERACY PROGRAM ELEMENTS

RI Department of Education



Gina M. Raimondo, Governor
State of Rhode Island

• Adult Education and Family Literacy Act (AEFLA) Program Elements

Aligning of Content Standards

~~□ Describe how the eligible agency will, by July 1, 2016, align its content standards for adult education with State-adopted challenging academic content standards, as adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 6311(b)(1)).~~

~~Rhode Island's Board of Education adopted the College and Career Readiness Standards for Adult Education in January 2014, to be used within the state's Adult Education System.~~

~~The RI State Office of Adult Education (OAE) supports a statewide literacy resource center, the RI Adult Education Professional Development Center (PDC), established to improve instruction at all of the AEFLA- and IEL Civics- funded agencies in the state. The PDC has developed, in collaboration with the OAE, a statewide system of professional development to support local activities required under 231 (b), including a specific focus on reading instruction, on contextualized curriculum as a component of a statewide Career Pathways system, on the development of literacy volunteer training and on the increasing ability to virtually share promising practices and research based models.~~

~~These efforts will include the continuation of the pilot implementation of standards-based curriculum. This pilot builds upon seven years of scientifically researched standards-based professional development institutes and trainings (TEAL Writing, ANI, Standards in Action, and three cohorts of STAR). The participation in OCTAE-sponsored CCRS training in June 2014 made it clear that simply engaging participants in high quality professional development activities rarely leads to actual, lasting, implementation in the program and at the classroom level. The pilot, begun in 2014-15, has brought the research based practices of Understanding by Design, Proficiency Based Teaching and Learning, and Quality Assessments to programs who had already been trained in standards-based instruction, and combines the workshop activities with a wrap-around professional development design that delineates the intensity and design of how practitioners and their programs enroll in the PD, communicate virtually throughout, and take part in site-visit coaching to address all of the micro and macro barriers to implementing research based change in their practice.~~

~~This pilot is following the best practices outlined by the National Implementation Research~~

~~Network, and evaluated under an Action Research design and is in line with work underway in K-12 in Rhode Island. The focus of the pilot has been the development of a system of instruction and assessment that is based on students demonstrating that they have learned the knowledge and skills they are expected to learn, using the CCRS and entails making students aware of their own learning as they progress into mastery of these standards.~~

~~By July 2016, the design of future professional development efforts, especially around reading and numeracy, will be established, guided by a team of literacy, program design, numeracy and curriculum experts, as well as OAE. This proven PD design will inform the expectations and requirements of the future WIOA-aligned RFP out of OAE for funding the adult education system in RI.~~

~~The national research attached to this pilot, along with support from RIDE leadership, will contribute to developing a scalable model for putting CCRS standards-based curriculum and instruction into Rhode Island's adult education system.~~

~~Local Activities~~

~~□ Describe how the State will, using the considerations specified in section 231 (e) of WIOA, fund each eligible agency provider to establish or operate programs that provide adult education and literacy activities, including programs that provide such activities concurrently. The Unified or Combined State Plan must include at a minimum the scope, content, and organization of local activities.~~

~~RIDE will run competitions for its funds under WIOA Title II using the procedures established by the State of Rhode Island for awarding grants or contracts, and the guidance available in the final WIOA regulations as expected to be published by the US Departments of Education and Labor in 2016. The funds will be awarded to eligible providers of services on a basis of three or more years. Eligible providers are organizations that have demonstrated effectiveness in providing adult education and literacy (AEL) activities. These programs will provide some or all of the WIOA Title II activities as warranted by demographic data within the service area. These programs will function as required core program partners in their respective local One-Stop Center including as a partner in the development of locally relevant career pathways that reflect employer engagement, with specific entrance points for lower skilled adults. There will be a Memorandum of Understanding (MOU) signed between the operators of the One-Stop Centers and each of their required partners. Adult education programs will adhere to the MOU established between the One-Stop Center operator and RIDE. Local activities may include some or all of the following:~~

~~Adult Education and Literacy activities (AEL);~~

~~Workplace AEL activities;~~

~~Family literacy activities;~~

~~English language acquisition (a.k.a. ESL or ESOL) activities;~~

~~Integrated English Literacy and Civics Education (IEL/CE);
Workforce preparation activities (to impart employability skills which are a combination of basic academic skills, critical thinking, digital literacy, and selfmanagement skills); and
Integrated Education and Training that provides AEL activities concurrently and contextually with both workforce preparation activities and workforce training for a specific, regionally-relevant occupation or occupational cluster, and is for the purpose of educational and career advancement.~~

~~As required by WIOA section 107 (d)(11)(B)(i), all of the Title II adult education grant proposals will be reviewed by the appropriate local board (either Providence/Cranston or Greater Rhode Island) to determine whether the applications are consistent with the local plan. The local board will then make recommendations to RIDE to promote alignment with the local plan. RIDE will use the thirteen considerations for awarding grants or contracts as described in Section 231 (e) of WIOA:~~

~~The degree to which the provider would be responsive to regional needs as identified in the Local Plan and serving individuals in the community most in need of AEL activities, including individuals who have low levels of literacy skills or who are English language learners;~~

~~The ability of the provider to serve eligible individuals with disabilities, including learning disabilities;~~

~~Past effectiveness of the provider in improving the literacy of individuals, to meet State adjusted levels of performance of the primary indicators of performance and especially with respect to individuals who have low levels of literacy;~~

~~The extent to which the provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan under section 108, as well as activities and services of the other one-stop partners;~~

~~Whether the provider's program is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains, and uses instructional practices that include the essential components of reading instruction;~~

~~Whether the provider's activities, including reading, writing, speaking, math and English language acquisition instruction are based on best practices derived from the most rigorous research available and appropriate; including scientifically valid research and effective educational practice;~~

~~Whether the provider's activities effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance;~~

~~Whether the provider's activities provide learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship;~~

~~Whether the provider's activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have access to high quality professional development opportunities, including through electronic means;~~

~~Whether the provider's activities, coordinate with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local workforce investment boards, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, for the development of career pathways;~~

~~Whether the provider's activities offer flexible schedules and coordination with Federal, state, and local support services (such as child care, transportation, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs;~~

~~Whether the provider maintains a high quality information management system that has the capacity to report measurable participant outcomes (consistent with section 116) and to monitor program performance;~~

~~Whether the local areas in which the provider is located has a demonstrated need for additional English language acquisition programs and civics education programs.~~

~~Each eligible provider desiring a grant or contract from RIDE shall submit an application to RIDE containing such information and assurances as RIDE may require, including:~~

~~A description of how funds awarded under this title will be spent consistent with the requirements of this title;~~

~~A description of any cooperative arrangements the eligible provider has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities;~~

~~A description of how the eligible provider will provide services in alignment with the local plan under section 108, including how such provider will promote concurrent enrollment in programs and activities under title I, as appropriate;~~

~~A description of how the eligible provider will meet the State adjusted levels of performance described in section 116(b)(3), including how such provider will collect data to report on such performance indicators;~~

~~A description of how the eligible provider will fulfill one-stop partner responsibilities as described in section 121(b)(1)(A), as appropriate;~~

~~A description of how the eligible provider will provide services in a manner that meets the needs of eligible individuals; and~~

~~Any information that addresses the 13 considerations described under section 231(e), as applicable.~~

~~Corrections Education and other Education of Institutionalized Individuals~~

~~□ Describe how the State will establish and operate programs under section 225 of WIOA for corrections education and education of other institutionalized individuals, including how it will fund, in accordance with the requirements of title II subtitle C, any of the following academic programs for:~~

~~Adult education and literacy activities;~~

~~Special education, as determined by the eligible agency;~~

~~Secondary school credit;~~

~~Integrated education and training;~~

~~Career pathways;~~

~~Concurrent enrollment;~~

~~Peer tutoring; and~~

~~Transition to re-entry initiatives and other post release services with the goal of reducing recidivism.——~~

~~Using funds made available under Sec. 222(a)(1), priorities will be focused on increasing the number of incarcerated adults completing a secondary school credential, entering postsecondary education and training, and entering/retaining employment. Adult Basic Skills programs will be offered through the Rhode Island Department of Corrections and include classes in Adult Basic Education (ABE), High School Equivalency preparation, and English as a Second Language (ESL).~~

~~Adult Basic Education courses will be provided to students who score below the 9th grade level on a standardized assessment. Reading comprehension, writing, and math skills are emphasized in these classes.~~

~~High School Equivalency preparation courses will be provided to students who have not attained a high school diploma or the equivalent, and score at least at the 9th grade level, but less than the 12th grade level on a standardized assessment.~~

~~English as a Second Language courses will provide instruction in speaking, listening comprehension, reading and writing skills for offenders whose primary language is a language other than English.~~

~~Vocational Skills Training programs will be offered as a series of courses or classes necessary to achieve a proficiency standard and obtain certification for employment. The stated goal of this collaborative effort is to develop and implement curriculum that will enhance offenders' success upon release.~~

~~Participating offenders will be assessed through pre and post testing instruments and individualized education programs will be developed. Core competencies in a computer lab format are made available and will be incorporated into the program design with emphasis geared toward attainment of high school equivalency.~~

~~Adult Education state staff will continue to be engaged in a process to create responsive, high quality educational and transition programs for incarcerated adults through the RI Governor's Reentry Committee. The mission is to promote successful transition, reduce recidivism and improve practices that create obstacles to successful reentry.~~

~~The committee is comprised of government entities including the departments of Education, Corrections, Labor and Training, Higher Education, Health and Human Services and Housing, faith and community-based organizations, and other stakeholders.~~

~~Integrated English Literacy and Civics Education Program~~

~~Describe how the State will establish and operate Integrated English Literacy and Civics Education programs under Section 243 of WIOA, for English language learners who are adults, including professionals with degrees and credentials in their native countries.~~

~~Describe how the State will fund, in accordance with the requirements of title II, subtitle C, an Integrated English Literacy and Civics Education program and how the funds will be used for the program.~~

~~Integrated English Literacy and Civics Education (IEL/CE) is defined as “education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training.” IEL/CE funds are allocated to States by the federal government using a model that takes into account the need for services that references adult English language learner demographics for a state and immigration patterns.~~

~~It is anticipated that the Rhode Island OAE will receive the same level of funding for the IEL/CE Program and that these funds will be distributed through the larger WIOA Title II RFP competition. IEL/CE funding priority will be for those programs located in communities with significant concentrations of adult English language learners, and operating in partnership with established programs and other community agencies.~~

~~Those programs in receipt of IEL/CE funds will be required to deliver programs in combination with other integrated education and training activities. These programs will prepare adults who are English language learners for and place such adults in unsubsidized employment in indemand industries and occupations that lead to economic self-sufficiency. They will integrate with the local workforce development system, including engaging employers through the local One-Stop center as an adult education partner in order to carry out the activities of the program.~~

~~IEL/CE will not be provided in every county or community through this funding source, rather in-state demographics will be consulted and an environmental scan of existing programs undertaken to determine the best way to allocate the funding. Also, the ability to work with partners to accomplish the purposes of IEL/CE will need to be demonstrated in the funding competition.~~

~~In consideration of proposals for Integrated English Language and Civics Education funds, the Rhode Island AOE will consider:~~

~~Whether the local area has a demonstrated need for additional English language acquisition programs and civics education programs~~

~~Whether the program makes use of highly trained instructors including those who hold degrees, credentials, or coursework in teaching English to Speakers of Other Languages (TESOL)~~

~~Whether the program has established partnerships with industry~~

~~In addition to these considerations for funding are the 13 considerations that are common to all AE providers as pertinent to WIOA Title II and described in the state's response to Section (b) above.~~

~~Transitioning to the WIOA model of Integrated English Literacy and Civics Education will require funded programs to develop and deliver ELA services concurrently and contextually with workforce preparation activities and workforce training with the goal of placing adults into unsubsidized employment in high demand occupations, ultimately leading to economic self-sufficiency.~~

~~Local programs funded for Integrated English Literacy and Civics Education activities will be required to provide the OAE:~~

~~An implementation plan detailing the IEL/CE WIOA activities.~~

~~A description of how IEL/CE funds awarded under AEFLA will be allocated.~~

~~A description of cooperative arrangements the eligible provider has with local one stops and other agencies, institutions, employers or organizations for the delivery of adult education and literacy activities.~~

~~In order to support implementation of this newer, integrated model, all providers will have access to system-wide professional development on program design, evaluation and continuous improvement.~~

~~State Leadership Activities (Sec. 223)~~

~~□ Describe how the State will use the funds to carry out the required State Leadership activities under section 223 of WIOA.~~

~~Eligible adult education providers were required to detail, as part of their 2015-2016 funding renewal application plans, the process that will be used to plan for collaboration with workforce development programs and how they will prepare to align adult basic education programming with partners named in the combined state plan which will include workforce intermediaries. Programs will be required to develop a detailed plan to provide services which will promote concurrent enrollment with Title I and other WIOA core programs and activities in order to meet the state performance targets and collect data to report on performance indicators. In addition, all adult education providers will describe how they will strengthen relationships with local one-stop centers. As members of the two local Workforce Development Boards, two local providers will participate in ongoing plan development and implementation of WIOA.~~

~~RIDE Adult Education office staff has taken a lead role in the Rhode Island Career Pathways Advisory Committee (CPAC) with the Governor's Workforce Board staff. The CPAC can be described as a partnership of agencies representing education and training, career development, business and industry, economic development, and other public agencies. The purpose of this partnership is to integrate education and workforce programs and systems toward common goals of increasing workforce credential attainment and expanding the pipeline of skilled workers ready to enter industry sectors. The CPAC partners are committed to incorporating career pathways models and principles in the implementation of statewide education and workforce development programs.~~

~~The mission of the CPAC is to prepare individuals for careers and connect businesses to a skilled workforce. This will be accomplished through service integration by unifying training, education, employment and supportive service programs into a single, customer-focused system across the state of Rhode Island. The Rhode Island career pathways model values employer engagement, customer focus, and data-driven decision making through programs and services that are collaboratively developed by education, workforce, employer and economic development partners.~~

~~The Rhode Island 2015 career pathways statewide action plan aligns education and training with higher levels of education; targets regional workforce needs; provides instruction that make work and work readiness a central context for learning; expedites progress towards credentials through methods such as dual enrollment and credit for prior learning and experience; offers scheduling and instructional methods to meet the needs of adult students, such as on the job training, apprenticeships, and flexible and online instruction; focuses on industry-recognized credential attainment, and advises and coaches learners and workers about career and training opportunities and support services. This allows for more flexibility within career pathways work, while still providing a way to connect with State leadership and translate the work of the advisory committee into broader policy.~~

~~The CPAC statewide action plan includes activities to create and strengthen policies and programming to ensure the alignment of adult education and literacy activities with other core programs in the workforce system and linkages to employers and community-based organizations. Local adult education programs are represented on the committee and assist with the development of the state's plan to unify content and models for integrated education and training career pathways, and other postsecondary transition models and workplace projects with employers.~~

~~Various Legislative and Executive activities in Rhode Island since 2010 have identified Career Pathways as crucial to the improvement of the workforce, and have funded statewide development of a system since then, primarily through the Governor's Workforce Board (the Statewide WIB). Both the Office of Adult Education and the staff of the PDC have been integral in the many stages of planning, piloting, implementing and disseminating pieces of this Career Pathways System (see 13.1.(1)). The initiative will help coach local providers in developing relationships with Industry Partners and employers to develop their own rich workforce development systems (including embedding employability skills in classes and services, using real world documents in the curriculum, utilizing employers for practice interviews, guest speakers, mentors, workplace experiences and employment, and creating Bridge programs to sector specific skill trainings).~~

~~Important initiatives to extend this expertise and readiness for WIOA implementation are:~~

~~The development of a statewide set of standards and understandings of the definition and models of "Integrated Education and Training." This work has begun in the Directors/Managers PLC and in the Case Managers/ Job Developers PLC, and will culminate by January 2016 in a set of guidelines, standards and models for implementation.~~

~~The Office of Adult Education will collaborate with the One-Stop partners to provide technical assistance to local eligible providers to make them aware of their responsibilities to provide access to employment, education and training services with an attempt to avoid duplicating services in order to create a more efficient delivery system. It is also essential that the program partners develop a clear, effective, and track-able system of student/client referrals back and forth between adult education providers and the One-Stop partner.~~

~~Additional state leadership activities supported by the RI State Office of Adult Education (OAE) include a statewide Adult Education literacy resource center designed to improve instruction and a statewide system of professional development to support local activities required under 231 (b), both facilitated by the Professional Development Center (PDC), (see section (a))~~

~~The PDC website has undergone major redesign, linking it with the Digital Literacy content first developed by Broad Band RI (BBRI) and practitioners of two local programs who have developed curriculum aligned with Minnesota's North Star assessment, and best practices in blended learning and use of Open Educational Resources. The more robust and searchable PDC website has been fully built in 2015-16 to align with the new required activities under WIOA. This will include the Tutor Ready Learning Plans resources which OCTAE has made available for the training of volunteers, as well as references to the local expertise of the Literacy Volunteer agencies that have experience implementing the effective research-based professional development from ProLiteracy. Also available will be the robust online state and national resources for developing career pathways and partnerships with employers, as well as with the nine RI Industry Partners and new Real Jobs RI partnerships representing and working with identified high wage and high demand industries in the state.~~

~~The PDC has been the lead in creating the RI Resource Hub, as a part of the collaborative RI Longitudinal Data Systems grant project. This is an online resource with a dual customer focus:~~

~~easily used by the resident with lower levels of literacy, and by those who work with these residents. It has a direct online link to OAE's CALIS data system, to provide updated information on classes and services available in local AE programs, as well as links to services and trainings from the RI workforce system, and state and national online resources that have been vetted as no cost, free from phishing ads, and of high quality. Its first stage is now complete and user tested, and is maintained by the PDC. The local United Way has funded the *RI Resource Hub* for a transitional year in 2015-16, during which time WIOA aligned resources will be vetted and added, and the ongoing support of this resource will find a home in established agency budgets. Additionally, the DLT has provided Workforce Innovation Funds to RIDE to fund the PDC contract for further enhancements to the RI Resource HUB (the RI Resource HUB On-Ramps to Careers project) which includes creating an online guidance tool that will assist counselors, employers and RI state staff to be able to access reliable and comprehensive online training and education inventory tools. With this tool, Rhode Island expects to achieve better and faster employment outcomes for its residents and to increase the satisfaction of Rhode Island's businesses and industry with the public workforce system.~~

~~Ensuring that these high quality resources are online is crucial in this age of on-demand professional development and the need for access to vetted, research-based resources. The PDC website is becoming an important source for the field during this time of transition, as well as the location of all the resources and tools used by PDC staff and high quality consultants while providing trainings, work-embedded coaching and professional development, and in information sessions about these tools. By July 2016 the plan will be developed for annual dissemination and continual curation of proven models—primarily through an annual calendar which includes standards based initiatives, trainings on required standardized assessments and contextualized curriculum, New Practitioner Orientations (introducing adult learning theory and the AE system), employability skills strategies and instruction, and ongoing Professional Learning Communities of Directors/Managers, Job Developers, Case Managers, ESOL instructors, and the Transitions to College and Careers practitioners.~~

~~As a small state, with limited state level resources, it is important to research and curate instructional and programmatic practices from around the country to identify and disseminate those that are the most rigorous and scientifically researched and validated. Two locally developed additions are the pilot implementation of standards based curriculum project described in (2) above, and the eight year long RI Transitions to College and Careers Initiative. There are eight programs who work with the PDC and with the Transitions Coordinator located at the Community College of RI (CCRI) to develop and share curriculum and program design that were developed to assist learner success and persistence in higher education and in postsecondary training opportunities. Based on research from LaGuardia Community College, Christine Smith, and the analysis of TTC graduates at CCRI, these programs have continued to improve outcomes through sharing best practices and research in a strong Professional Learning Community (PLC) that meets every 6 weeks, and communicates virtually in between.~~

~~The PDC and the Office of Adult Education also collaborate to provide technical assistance to programs on high quality data collection and use for program and class level improvement towards meeting statewide federal targets. There have also been three cohorts of Administrators completing the Leadership Excellence Academy, which highlight the use of data and research in continuous program improvement.~~

The award of Incentive Funds in 2013-2015 was the stimulus to focus previous technology integration efforts into a Technology Advisory Committee which created a set of recommendations for system improvement and the awarding of small “Breakthrough” grants to support local providers’ efforts to upgrade technology and participate in new blended learning and basic digital literacy professional development. Perhaps most importantly, all local providers were required to identify a Technology Point Person who attends quarterly professional development events, and transfers technology information between their program and OAE. There is now an understanding among providers about Consideration 7 in WIOA, and real progress towards utilizing technology to improve their program and staff’s performance, and to improve learner outcomes. One local provider, the Rhode Island Family Literacy Initiative, has lead the way in creating and co-locating technology and digital trainings and coaching in two public libraries and at the local one-stop. This training includes a digital literacy component leading to North Star Certification for learners and practitioners alike. Fiscal Year 2015-16 will be the third year requiring all local providers to integrate digital literacy assessment and training for all learners, as it has become a key employability and life skill, and 2015-16 will be the first year of implementing a statewide requirement that all staff be proficient with technology in order to help improve program efficiencies.

Assessing Quality

(A) Describe how the eligible agency will assess the quality of providers of adult education and literacy activities under title II and take actions to improve such quality, including providing the activities described in section 223 (a)(1)(B) of WIOA:

(B) The establishment or operation of high quality professional development programs to improve the instruction provided pursuant to local activities required under section 231(b), including instruction incorporating the essential components of reading instruction as such components relate to adults, instruction related to the specific needs of adult learners, instruction provided by volunteers or by personnel of a State or outlying area, and dissemination of information about models and promising practices related to such programs.

RIDE will continue to collect data from its adult education providers pertaining to student demographics, outcomes, and program performance in its web-based database. RIDE will track and report follow-up performance measures relating to employment and post-secondary entrance through data sharing agreements with the core partners, the RI Department of Labor and Training and the Office of Postsecondary Education, as well as with the National Student Clearinghouse database and the GED Testing Services database for GED attainment.

~~The current student management information system has the full array of National Reporting System (NRS) tables for adult education as well as a variety of customized reports that both the state office as well as local program providers can run to check performance at the program level, teacher level, and student level and determine areas of strengths and weaknesses. The state office has developed an Educational Functioning Level (EFL) Review spreadsheet that acts as a “report card” by capturing the performance outcomes of local providers with real time data. This spreadsheet allows the state office to determine how providers are doing in meeting and exceeding the state’s negotiated core indicator of performance targets. Results for education functioning level gains and follow-up outcome measures are calculated and then weighted by the number of students in each level, or cohort group, and converted into a final percentage expressing the provider’s ability in meeting or exceeding the core indicator targets.~~

~~Program performance that is on target will be acknowledged and celebrated. Program performance that does not meet targets will receive the timely attention of the state office. Onsite program monitoring reviews will be scheduled for programs that have EFL performance levels below 80% of the statewide targets. A program improvement plan will be established in collaboration with the local provider. Targeted technical assistance, further training and support in relation to these plans of improvement will be delivered to the program. High quality professional development opportunities as required within State Leadership activities are to be aligned with areas of program need based on their performance. Particular attention will be paid to reading strategies and English as a Second Language strategies. Past performance will be taken into account in awarding funds as required through AEFLA funding competitions.~~

ADULT EDUCATION AND FAMILY LITERACY PROGRAM ELEMENTS

VI. a. – Aligning of Content Standards

Describe how the eligible agency will, by July 1, 2016, align its content standards for adult education with State-adopted challenging academic content standards, as adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended (20, U.S.C. 6311(b)(1)).

In 2010, the Rhode Island Board of Education adopted the Common Core State Standards (CCSS) for use in the K-12 system. On January 13, 2014, the Board adopted the national College and Career Readiness Standards for Adult Education (CCRS) (a subset of the CCSS) to be used within Rhode Island’s adult education system, effective as of January 14, 2014 and in alignment with the RI K-12 system’s requirement to use the CCSS to align instruction.

The CCRS benefit Rhode Island in a variety of ways, including the promotion of consistent expectations between the K-12 and adult education systems so all students, whatever their

pathway to graduation, will have access to the preparation they need to enter credit-bearing freshman courses without the need for remediation.

The CCRS implementation continues to be embedded in the Proficiency-Based Teaching and Learning (PBTL) initiative. This work brings together the research-based practices of Understanding by Design, Competency Education, and Quality Performance Assessment and supports standards-based instruction. It is also in line with CCSS standards work underway in K-12 in Rhode Island. The major focus of this initiative has been the development of a system of instruction and assessment that is based on students demonstrating that they have learned the knowledge and skills they are expected to learn using the CCRS and entails making students aware of their own learning as they progress into mastery of these standards. As programs are funded in the next RFP cycle beginning on July 1, 2018, they will be required to establish and maintain professional learning communities (PLCs) to support the embedding and scaling of standards based PBTL practices for all content areas.

During the July 2018 to June 2021 RFP cycle, a micro-credentialing component will also be more formally added to this system which will allow for practitioners to become credentialed in the design, development and validation of performance assessments and other related skills. Outcomes within this process will include the development of exemplar tasks for corresponding NRS levels including ESL, ABE and ASE for sharing statewide.

VI. b. – Local Activities

Describe how the State will, using the considerations specified in section 231(e) of WIOA, fund each eligible provider to establish or operate programs that provide the adult education and literacy activities, including programs that provide such activities concurrently, The Unified or Combined State Plan must include as at minimum the scope, content, and organization of local activities.

RIDE will provide funding to eligible local providers for adult education and literacy activities through a competitive Request for Proposal process in the spring of 2018. The RFP will be advertised on social media and distributed through social networks. All current providers and all other agencies that have requested information prior to the announcement will receive the information on the same day as the social media notice. All eligible agencies will go through the same application and review process and have direct and equitable access to apply and compete for Title II grants and contracts, including WIOA Sections 225 (Corrections), 231 (Grants) and 243 (IEL/Civics). Through this process, RIDE will identify, assess, and award three-year grants to eligible providers throughout the state. The grant period runs from July 1, 2018 until June 30, 2021.

The application process is uniform to ensure a standardized approach to the review and award process. Direct and equitable access to applying for these grants is ensured as the state requires that all grants and contracts are competed in the same manner, using the same processes and templates. Additionally, all pertinent information related to this and all grants and contracts is and will be made available on the state Department of Education website and

provided to those in direct contact with the state agency. Two bidders conferences and an online state agency portal allow opportunities to ask questions about the grant opportunity. The state agency believes that through these mechanisms, direct and equitable access is affected.

An “eligible provider” is one that has demonstrated effectiveness in providing adult education activities and may include: a local education agency, a community-based or faith-based organization, a volunteer literacy organization, an institution of higher education, a public or private nonprofit agency, a library, a public housing authority, a nonprofit institution with the ability to provide adult education and literacy services, a consortium or coalition of agencies, organizations, institutions, libraries, or authorities described above, and a partnership between an employer and an entity described above.

Programs may “demonstrate effectiveness” by providing performance data on its record of improving the skills of eligible individuals, in meeting the state-adjusted levels of performance, particularly those individuals with low levels of literacy, in the content areas of reading, writing, math, and English language acquisition. An eligible provider must also provide information regarding its outcomes for participants related to employment, attainment of secondary school diplomas or equivalents, and transition to postsecondary education and training.

Eligible providers who were previously funded with RIDE funds must provide performance data from the state adult education database (Comprehensive Adult Literacy Information System - CALIS), including, but not limited to, NRS Table 4 and Table 5. Eligible providers who were not previously funded by RIDE must provide performance data to demonstrate past effectiveness in serving basic skills deficient eligible individuals, including evidence of its success in achieving the outcomes listed above (content area educational gains, employment, high school diplomas or equivalents, and transition to postsecondary education and training).

Eligible programs may provide some or all of the following allowable activities; programs may also provide these services concurrently:

- Adult education;
- Literacy;
- Workplace adult education and literacy activities;
- Family literacy activities;
- English language acquisition activities;
- Integrated English literacy and civics education;
- Workforce preparation activities; or
- Integrated education and training

Past needs statewide have focused on providing English language acquisition activities, as more than 50 percent of all students have been English language learners during the last five years. The remaining adult population enrolled in either adult education or literacy activities, and a small portion of students have been served in family literacy programs. Following state

priorities to increase employment outcomes, RIDE encourages eligible providers to offer adult education, literacy, and English language acquisition activities concurrently with workforce preparation activities and integrated education and training activities.

The state currently has two RI Department of Labor and Training initiatives, “Real Jobs Rhode Island” and “Real Pathways Rhode Island,” both of which include several adult education and literacy providers in partnerships with local businesses and industries. These providers are contextualizing the adult education, literacy and English language acquisition activities to meet the needs of their industry partners. Examples of these partnerships in high-demand occupations in Rhode Island include hospitality, health care, construction, and aquaculture. Programs that offer concurrent activities of adult education, literacy, and English language acquisition with integrated education and training will follow a combination of adult education content standards (College and Career Readiness Standards for Adult Education – adopted by the Rhode Island Board of Education), the *Employability Skills Framework* (OCTAE, or similar framework of workforce skills), and the industry-recognized occupational standards and credentials.

As required by WIOA section 107 (d)(11)(B)(i), all of the Title II adult education grant proposals will be reviewed by the appropriate Local Workforce Development Board (RI has two local boards: Providence/Cranston and Greater Rhode Island) to determine whether the Title II applications are consistent with the proposed local plan for the local area. The local board will then make recommendations to RIDE to promote alignment with the local plan.

In awarding grants or contracts, RIDE will consider the following, from Section 231(e):

1. The degree to which the provider would be responsive to regional needs as identified in the Local Plan and serving individuals in the community most in need of AEL activities, including individuals who have low levels of literacy skills or who are English language learners;
2. The ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities;
3. Past effectiveness of the provider in improving the literacy of eligible individuals, to meet State-adjusted levels of performance for the primary indicators of performance described in section 116, especially with respect to eligible individuals who have low levels of literacy;
4. The extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan under section 108, as well as activities and services of the other one-stop partners;
5. Whether the provider’s program is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains, and uses instructional practices that include the essential components of reading instruction;

6. Whether the eligible provider's activities, including whether reading, writing, speaking, mathematics and English language acquisition instruction delivered by the eligible provider are based on the best practices derived from the most rigorous research available and appropriate; including scientifically valid research and effective educational practice;
7. Whether the eligible provider's activities effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance;
8. Whether the eligible provider's activities provide learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship;
9. Whether the eligible provider's activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have access to high quality professional development opportunities, including through electronic means;
10. Whether the eligible provider's activities coordinate with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local workforce investment boards, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, for the development of career pathways;
11. Whether the eligible provider's activities offer flexible schedules and coordination with Federal, state, and local support services (such as child care, transportation, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs;
12. Whether the eligible provider maintains a high quality information management system that has the capacity to report measurable participant outcomes (consistent with section 116) and to monitor program performance;
13. Whether the local areas in which the eligible provider is located have a demonstrated need for additional English language acquisition programs and civics education programs.

Each eligible provider desiring a grant or contract from RIDE shall submit an application to RIDE containing such information and assurances as RIDE may require, including:

- A. A description of how funds awarded under this title will be spent consistent with the

requirements of this title;

- B. A description of any cooperative arrangements the eligible provider has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities;
- C. A description of how the eligible provider will provide services in alignment with the local plan under section 108, including how such provider will promote concurrent enrollment in programs and activities under title I, as appropriate;
- D. A description of how the eligible provider will meet the State adjusted levels of performance described in section 116(b)(3), including how such provider will collect data to report on such performance indicators;
- E. A description of how the eligible provider will fulfill one-stop partner responsibilities as described in section 121(b)(1)(A), as appropriate;
- F. A description of how the eligible provider will provide services in a manner that meets the needs of eligible individuals; and
- G. Any information that addresses the 13 considerations described under section 231(e), as applicable.

VI. c. – Corrections Education and other Education of Institutionalized Individuals

Describe how the State will establish and operate programs under section 225 of WIOA for corrections education and education of other institutionalized individuals, including how it will fund, in accordance with the requirements of Title II, subtitle C. Each eligible agency using funds provided under Programs for Corrections Education to carry out a program for criminal offenders within a correctional institution must give priority to serving individuals who are likely to leave the correctional institution within 5 years of participation in the program.

From funds made available under Section 222(a)(1), funds will be awarded through an open and competitive RFP process in FY18 to correctional institutions for adult education and literacy activities, high school equivalency preparation (GLE 9-12) and career pathways to support students in their next steps including their transition to re-entry. Additional services may include: integrated education and training, peer tutoring and transition to re-entry initiatives, and other post-release services with the goal of reducing recidivism.

The Rhode Island Department of Education will use no more than 20 percent of the 82.5 percent of the state grant that must be allotted to local programs for activities under Section 225 to provide educational programs for criminal offenders in correctional institutions and other institutionalized individuals. Each eligible agency using funds provided under Programs for Corrections Education and Other Institutionalized Individuals to carry out a program for criminal offenders within a correctional institution must give priority to serving

individuals who are likely to leave the correctional institution within 5 years of participation in the program.

The application process is uniform to ensure a standardized approach to the review and award process. Direct and equitable access to applying for these grants is ensured as the state requires that all grants and contracts are competed in the same manner, using the same processes and templates. Additionally, all pertinent information related to this and all grants and contracts is and will be made available on the state Department of Education website and provided to those in direct contact with the state agency. A bidder's conference and an online state agency portal allow opportunities to ask questions about the grant opportunity. The state agency believes that through these mechanisms, direct and equitable access is affected.

In awarding grants or contracts under Section 225, RIDE will consider the following, from Section 231(e):

1. The degree to which the provider would be responsive to regional needs as identified in the Local Plan and serving individuals in the community most in need of AEL activities, including individuals who have low levels of literacy skills or who are English language learners;
2. The ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities;
3. Past effectiveness of the provider in improving the literacy of eligible individuals, to meet State-adjusted levels of performance for the primary indicators of performance described in section 116, especially with respect to eligible individuals who have low levels of literacy;
4. The extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan under section 108, as well as activities and services of the other one-stop partners;
5. Whether the provider's program is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains, and uses instructional practices that include the essential components of reading instruction;
6. Whether the eligible provider's activities, including whether reading, writing, speaking, mathematics and English language acquisition instruction delivered by the eligible provider are based on the best practices derived from the most rigorous research available and appropriate; including scientifically valid research and effective educational practice;
7. Whether the eligible provider's activities effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance;
8. Whether the eligible provider's activities provide learning in context, including through integrated education and training, so that an individual acquires the skills needed to

transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship;

9. Whether the eligible provider's activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have access to high quality professional development opportunities, including through electronic means;

10. Whether the eligible provider's activities coordinate with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local workforce investment boards, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, for the development of career pathways;

11. Whether the eligible provider's activities offer flexible schedules and coordination with Federal, state, and local support services (such as child care, transportation, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs;

12. Whether the eligible provider maintains a high quality information management system that has the capacity to report measurable participant outcomes (consistent with section 116) and to monitor program performance;

13. Whether the local areas in which the eligible provider is located have a demonstrated need for additional English language acquisition programs and civics education programs.

Each eligible provider desiring a grant or contract from RIDE shall submit an application to RIDE containing such information and assurances as RIDE may require, including:

A. A description of how funds awarded under this title will be spent consistent with the requirements of this title;

B. A description of any cooperative arrangements the eligible provider has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities;

C. A description of how the eligible provider will provide services in alignment with the local plan under section 108, including how such provider will promote concurrent enrollment in programs and activities under title I, as appropriate;

D. A description of how the eligible provider will meet the State adjusted levels of performance described in section 116(b)(3), including how such provider will collect data to report on such performance indicators;

- E. A description of how the eligible provider will fulfill one-stop partner responsibilities as described in section 121(b)(1)(A), as appropriate;
- F. A description of how the eligible provider will provide services in a manner that meets the needs of eligible individuals; and
- G. Any information that addresses the 13 considerations described under section 231(e), as applicable.

VI. d. – Integrated English Literacy and Civics Education Program (IELCE)

Describe how the State will establish and operate Integrated English Literacy and Civics Education programs under Section 243 of WIOA, for English language learners who are adults, including professionals with degrees and credentials in their native countries.

Describe how the State will fund, in accordance with the requirements of Title II, Subtitle C, Integrated English Literacy and Civics Education services and how the funds will be used for those services.

RIDE will fund IELCE eligible providers in the next RFP cycle beginning on July 1, 2018. Agencies must be able to provide this service delivery independently or in collaboration with others through a consortium approach that includes partnerships that are aligned with specific career pathways within key Rhode Island industry sectors. Requirements for IELCE funding will also include rigorous academic programming that is aligned to and embedded in work training opportunities and job related experiences that align with given pathways and yield industry-related credentials.

Each program that receives funding under section 243 will be designed to prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency and integrate with the local workforce development system and its functions to carry out the activities of the program.

IELCE programs will be located in communities with significant concentrations of adult English language learners, and will operate in partnership with established programs and other community agencies. Those programs funded for IELCE funds will be required to deliver programs in combination with other integrated education and training activities. Students will receive IELCE instruction at the funded program including literacy and English language acquisition integrated with civics education and instruction in the rights and responsibilities of citizenship and civic participation. Then, as appropriate, be referred to well-aligned occupational skills training at the partner agency. Upon completion of such training, students will be placed in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency. The local One-Stop center is also a key partner in this model as programs will carry out the job placement activities of the program by engaging employers through these centers.

The state's application for section 243 IELCE funds, which will be competed along with the same application for 225 and 231, will require eligible agencies to provide evidence of capacity for IELCE and a detailed plan for how English language acquisition and civics education will be delivered on a concurrent and contextualized basis. For example, agencies will need to demonstrate the ability to work with partners to accomplish the purposes of IELCE in the funding competition, including evidence of established partnership with industry.

The 13 considerations, as specified in section 231(e) of WIOA are integrated into the narrative portion of the application. Eligible agencies must provide narrative detail on how they will meet the considerations, along with a supporting budget. Only those applications that include activities and budgets that meet the statutory requirements will be approved by the state agency.

The application process is uniform to ensure a standardized approach to the review and award process. Direct and equitable access to applying for these grants is ensured as the state requires that all grants and contracts are competed in the same manner, using the same processes and templates. Additionally, all pertinent information related to this and all grants and contracts is and will be made available on the state Department of Education website and provided to those in direct contact with the state agency. A bidder's conference and an online state agency portal allow opportunities to ask questions about the grant opportunity. The state agency believes that through these mechanisms, direct and equitable access is affected.

In awarding grants or contracts under Section 243, RIDE will consider the following, from Section 231(e):

1. The degree to which the provider would be responsive to regional needs as identified in the Local Plan and serving individuals in the community most in need of AEL activities, including individuals who have low levels of literacy skills or who are English language learners;
2. The ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities;
3. Past effectiveness of the provider in improving the literacy of eligible individuals, to meet State-adjusted levels of performance for the primary indicators of performance described in section 116, especially with respect to eligible individuals who have low levels of literacy;
4. The extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan under section 108, as well as activities and services of the other one-stop partners;
5. Whether the provider's program is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains,

and uses instructional practices that include the essential components of reading instruction;

6. Whether the eligible provider's activities, including whether reading, writing, speaking, mathematics and English language acquisition instruction delivered by the eligible provider are based on the best practices derived from the most rigorous research available and appropriate; including scientifically valid research and effective educational practice;
7. Whether the eligible provider's activities effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance;
8. Whether the eligible provider's activities provide learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship;
9. Whether the eligible provider's activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have access to high quality professional development opportunities, including through electronic means;
10. Whether the eligible provider's activities coordinate with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local workforce investment boards, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, for the development of career pathways;
11. Whether the eligible provider's activities offer flexible schedules and coordination with Federal, state, and local support services (such as child care, transportation, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs;
12. Whether the eligible provider maintains a high quality information management system that has the capacity to report measurable participant outcomes (consistent with section 116) and to monitor program performance;
13. Whether the local areas in which the eligible provider is located have a demonstrated need for additional English language acquisition programs and civics education programs.

Each eligible provider desiring a grant or contract from RIDE shall submit an application to RIDE containing such information and assurances as RIDE may require, including:

- A. A description of how funds awarded under this title will be spent consistent with the

- requirements of this title;
- B. A description of any cooperative arrangements the eligible provider has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities;
 - C. A description of how the eligible provider will provide services in alignment with the local plan under section 108, including how such provider will promote concurrent enrollment in programs and activities under title I, as appropriate;
 - D. A description of how the eligible provider will meet the State adjusted levels of performance described in section 116(b)(3), including how such provider will collect data to report on such performance indicators;
 - E. A description of how the eligible provider will fulfill one-stop partner responsibilities as described in section 121(b)(1)(A), as appropriate;
 - F. A description of how the eligible provider will provide services in a manner that meets the needs of eligible individuals; and
 - G. Any information that addresses the 13 considerations described under section 231(e), as applicable.

VI. e. 1. – State Leadership Activities (Sec. 223): A-D

Describe how the State will use the funds to carry out the required State Leadership activities under Section 223 of WIOA.

The state shall use funds made available under section 222(a)(2) for adult education and literacy activities to develop or enhance the adult education system. Not more than 12.5 percent of the grant funds made available will be used to carry out State Leadership activities under section 223. The Rhode Island Department of Education will use these funds to cover RIDE personnel costs and outside consultant salaries to carry out the following required State Leadership activities:

A. Align adult education activities with core and one-stop partners;

Eligible adult education providers will be required to detail, as part of the 2018-2021 RFP and as part of their annual funding renewal application plans, how they collaborate with workforce development programs and how they align adult basic education programming with partners named in the unified state plan. Programs will be required to develop a detailed plan to provide services which will promote concurrent enrollment with Title I and other WIOA core programs and activities in order to meet the state performance targets and collect data to report on performance indicators. RIDE personnel will assist programs in making these connections with the core and one-stop partner programs.

The adult education staff members whose salaries are supported with State Leadership funds also attend a WIOA Interagency Workgroup. This workgroup has been meeting on a monthly basis to discuss further alignment of adult education activities with core and one-stop partners, including the design and implementation of common assessments, intake forms, data sharing agreements, and general work around the statewide implementation of WIOA. This workgroup is made up of the adult education staff, members of the state and local workforce boards, Department of Labor and Training representatives, Department of Human Services representatives (including TANF, the Office of Rehabilitation Services, and SNAP), and Behavioral Health representatives.

Adult Education staff members supported with State Leadership funds also attend the monthly Workforce Alliance meetings. This group is made up of several adult education agency directors as well as outside constituents from several other agencies. This group has been providing feedback on a statewide basis for several WIOA activities including the choice of the One-Stop Operator, the development of the two Local Plans, and a new Working Cities Challenge Grant for the city of Providence through the Federal Reserve Bank of Boston. This grant establishes four One-Stop Community Connection Sites at adult education agencies to be staffed by One-Stop personnel at regular intervals.

B. Establish or operate high quality professional development programs to improve instruction, including instruction incorporating the essential components of reading instruction as such components relate to adults; instruction related to the specific needs of adult learners, instruction provided by volunteers, and dissemination of information about models and promising practices related to such programs.

RIDE has supported a statewide literacy resource center, the RI Adult Education Professional Development Center (the PDC), established to improve instruction at all of the AEFLA-funded agencies in the state. The PDC has developed, in collaboration with RIDE, a statewide system of professional development programs, including a specific focus on reading instruction, contextualized curriculum as a component of a statewide career pathways system, and the development of literacy volunteer training. The state has also increased its ability to share promising practices and research-based models virtually online.

Professional development programs funded by State Leadership will include the continuation of the implementation of standards based curriculum. This work builds upon seven years of scientifically researched standards-based professional development institutes and trainings (TEAL Writing, ANI, Standards In Action, and 3 cohorts of STAR). The pilot work, begun in 2014-15, has brought the research-based practices of Understanding by Design, Proficiency Based Teaching and Learning, and Quality Assessments to programs who had already been trained in standards based instruction, and combines the workshop activities with a wrap-around professional development design that delineates the intensity and design of how practitioners and their programs enroll in the professional development, communicate virtually throughout, and take part in site-visit coaching to address all of the large and miniscule barriers to implementing research based change in their practice.

A professional development website will be built out to align with the new required activities under WIOA. This will include the Tutor Ready Learning Plans resources which OCTAE has made available for the training of volunteers, as well as references to the local expertise of the Literacy Volunteer agencies that have experience implementing the effective research-based professional development from ProLiteracy. Also available will be the robust online state and national resources for developing career pathways and partnerships with employers, as well as with the nine RI Industry Partners representing and working with identified high wage and high demand industries in the state.

C. Provide technical assistance to adult education providers including:

1. The development and dissemination of instructional and programmatic practices based on the most rigorous or scientifically valid research available and appropriate, in reading, writing, speaking, mathematics, English language acquisition programs (ESOL), distance education, and staff training;

As a small state, with limited state level resources, it is important to research and curate instructional and programmatic practices from around the country to identify and disseminate those that are the most rigorous and scientifically researched and validated. Two locally developed initiatives are the implementation of standards-based curriculum project, and the eight-year long Transitions to College and Careers Initiative. These programs have continued to improve outcomes through sharing best practices and research in a strong Professional Learning Community (PLC) that meets every six weeks, and communicates virtually in between.

In addition, State Leadership funds support RIDE's Adult Education staff in facilitating four quarterly Leadership Institutes. Participation is mandatory from each RIDE-funded adult education agency. During these staff training institutes, the state staff provides WIOA sessions to review statutory requirements and to provide technical assistance for the implementation of required activities. The sessions feature panel discussions and presentations by local programs to highlight best and promising practices related to contextualized education, occupational skills training, and other WIOA transition activities. The sessions also include the most up-to-date information and guidance from OCTAE that is available at the time.

After several years of investing in programs basic technology infrastructure and the technology skill development of staff, the state continues to support programs in the use of technology to increase the amount, quality and effectiveness of learning. This will include investments in professional development for teachers and other key program staff and the establishment of a Google Domain site for Adult Education. The goal of the professional development, which continues to focus on best practices in instructional technology (through the LINC's TIPS program, Tech Camps and coaching) as well as skill development around various tech tools – including Google apps for Education, is to ready programs to transition to the statewide Google Domain in the coming years. The purpose of the Domain is to provide the field an online shared space, to support better communication between and within programs, and to build repositories of best practices and content/reusable learning

objects for sharing among staff statewide. Additionally, the PD will focus on having program staff increase their use of Google Classroom to offer blended models, thereby increasing instructional time for students through distance learning opportunities and providing increased access to material covered in the face-to-face classroom.

In addition, there have been three cohorts of adult education program administrators who completed the Leadership Excellence Academy (offered by the National Adult Education Professional Development Consortium), which highlights the use of data and research in continuous program improvement.

2. The role of adult education providers as one-stop partners to provide access to employment, education, training, and postsecondary guidance services;

The adult education staff at RIDE will collaborate with the One-Stop partners to provide technical assistance to local eligible providers to make them aware of their responsibilities to provide access to employment, education and training services with an attempt to avoid duplicating services in order to create a more efficient delivery system. The office will work with the state workforce development boards and one-stop system to determine appropriate training needed across partner organizations. RIDE will host statewide technical assistance workshops for adult education providers to enhance and align partnerships in the delivery of services. The new One-Stop Operator has already been and will continue to be successful in making these important connections and referrals between adult education providers, One-Stop Centers and one-stop partners to increase access to employment opportunities for adult learners.

RIDE provides assistance to an adult education provider in establishing an adult education presence in two of the state's One-Stop Centers. This provider assigns teachers to classrooms within the One-Stops on a regular basis to serve One-Stop clients who need basic academic skills, English as a second language instruction, and digital technology skills. This is a successful arrangement, with many of the clients improving their educational functioning levels and therefore becoming eligible for further training through the One-Stop system

3. Assistance in the use of technology, including for staff training, to adult education providers, especially the use of technology to improve system efficiencies;

The award of Incentive Funds under the Workforce Investment Act was the stimulus to focus technology integration efforts into a Technology Advisory Committee which created a set of recommendations for system improvement and the awarding of small "Breakthrough" grants to support local providers' efforts to upgrade technology and participate in new blended learning and basic digital literacy professional development. Perhaps most importantly, all local providers are required to identify a Technology Point Person who attends quarterly professional development events, and transfers technology information between their program and RIDE. There is now an understanding among providers about integrating technology into instruction and real progress towards utilizing technology to improve not only program and staff performance but also learner outcomes. One local provider, the Rhode Island Family Literacy Initiative, has lead the way in creating and co-locating technology and digital trainings and coaching in two public libraries and at two local one-stop centers. This training includes a

digital literacy component leading to North Star Certification for learners and practitioners alike.

State Leadership funds support a RIDE staff member that assists local providers that are now required to integrate digital literacy assessment and training for all learners, as it has become a key employability and life skill and a statewide requirement that all staff be proficient with technology in order to help improve program efficiencies.

The Adult Education staff also provides monthly technical assistance and CALIS Users Group meetings on high quality data collection, data reporting, NRS, and data use for program and class level improvement towards meeting statewide federal targets.

D. Monitor and evaluate the quality of and the improvement of adult education activities and disseminate information about models and proven or promising practices;

RIDE State Leadership funds will be used to support state staff who will continue to monitor and evaluate programs quarterly through a desk audit by collecting data from its web-based database, the Comprehensive Adult Literacy Information System (CALIS). The data which is analyzed includes student demographics, attendance hours, posttest rates, educational functioning level gains, measurable skill gains, employment outcomes, high school credentials, and transitions to postsecondary education or training. Programs that are performing below 80 percent in achieving the federally negotiated outcome measures are targeted for site visits. The state office and local programs design corrective action plans based on findings and recommendations that lead to program improvement (see next section for details on monitoring).

VI. e. 2. – Describe how the State will use the funds to carry out the permissible State Leadership activities under Section 223 of WIOA, if applicable.

At this time, RIDE has many on-going initiatives that it may use these funds to carry out, including a transitions to college initiative, instructional technology, identifying curriculum frameworks and aligning rigorous content standards, improving teacher quality through professional development, and developing services to meet the needs of adult learners with learning disabilities or English language learners.

VI. f. – Assessing Quality

Describe how the eligible agency will assess the quality of providers of adult education and literacy activities under title II and take actions to improve such quality, including providing the activities described in section 223(a)(1)(B) of WIOA.

RIDE evaluates programs quarterly through a desk audit by collecting data from its web-based database, the Comprehensive Adult Literacy Information System (CALIS). The data

which is analyzed includes student demographics, attendance hours, posttest rates, educational functioning level gains, measurable skill gains, employment outcomes, high school credentials, and transitions to postsecondary education or training. RIDE has a data sharing memorandum of agreement with the RI Department of Labor and Training for employment outcomes. RIDE also conducts data matching with the National Student Clearinghouse database for the postsecondary education outcome and with the GED Testing Services database for GED attainment. The RIDE finance office provides the adult education office with a financial analysis of the amount and percentage of funds expended.

The CALIS database has the full array of National Reporting System (NRS) tables for adult education as well as several customized reports that both the state office as well as local program providers can run to check performance at the state level, program level, teacher level, and student level. These reports can determine areas of both strengths and weaknesses. The state office uses an Educational Functioning Level (EFL) Performance Review spreadsheet as a program-level report card that captures the real time EFL data from local providers in relation to the federally negotiated EFL targets. This spreadsheet allows the state office to determine how programs are doing at any moment in meeting and exceeding the state's negotiated core indicator of EFL performance. Results for educational gains and follow-up outcome measures are calculated and then weighted by the number of students in each level, or cohort group, and converted into a final percentage expressing the provider's ability in meeting or exceeding the core indicator targets.

The state has set a minimum of 80% achievement on the EFL Performance Review on the program's final annual performance results. The EFL Performance Review is also checked in the middle of the fiscal year after the first semester posttests have been administered. Programs that fall below 80% receive technical assistance from the state office to ensure quality improvement. The lowest performing programs are targeted for two-day on-site program reviews, which include a review for compliance with federal and state laws and policies, classroom observations, interviews with program staff and students, and a full financial review. Following the site visit, the programs receive a report from the state office that indicates findings, recommendations, and commendations. Programs that receive any findings are required to submit a Corrective Action Plan on their process for correcting the findings. The Corrective Action Plan is tracked by the state office on a regular basis until all findings are addressed and corrected, the quality of the program improves, and the Corrective Action Plan is closed. The state offers high quality professional development opportunities to assist program directors to ensure program quality improvement and data analysis. Quarterly Leadership Institutes (all directors meetings) and monthly CALIS Users Group meetings are both facilitated by the state office.

The office of adult education also supports a statewide literacy resource center, the RI Adult Education Professional Development Center (PDC), established to improve instruction at all of the AEFLA-funded agencies in the state. The PDC has developed, in collaboration with the state office, a statewide system of professional development to support local activities, including specific focus points on reading instruction, contextualized curriculum as a component of a statewide Career Pathways system, the development of literacy volunteer training, and the increasing ability to virtually share promising practices and research based models. The PDC conducts several Professional Learning Community opportunities for

program directors, instructors, and volunteers. Particular attention is given to program quality, proficiency based teaching and learning, transitions to college, learning disabilities, reading strategies and English language teaching strategies.

The PDC uses various evaluation methodologies, both formative and summative, depending on the activity type, to determine the effectiveness of programming. Use of these methodologies also ensures that continuous improvement remains a priority.

Activity Types and Evaluation Methods

<u>Activity Type</u>	<u>Formative Assessment Tools</u>	<u>Summative Assessment Tools</u>	<u>Guskey/AALPD alignment</u>
<u>Professional Learning Communities (PLC's)</u>	<u>Ongoing feedback through direct questioning throughout activities</u>	<u>Annual Survey to evaluate the past year's curriculum, and to plan for following year's agenda and curriculum</u>	<u>Guskey: 1 & 2</u> <u>AALPD Standards: 1, 2, 3, 5, 6, 8, 9, 10 (and 11 for the Directors')</u>
<u>One Time Workshops & Annual Conference</u>	<u>Ongoing feedback through direct questioning throughout activities</u>	<u>• PD Center evaluation forms to assess reactions, learning, plans for implementing, and future needs for PD</u>	<u>Guskey: 1, 2, 3</u> <u>AALPD Standards: 1, 3, 5, 7, 8</u>
<u>Institutes (STAR, LEA*, etc.)</u>	<u>• Ongoing feedback through direct questioning throughout activities</u> <u>• Evaluation after each f2f session</u>	<u>• Minutes from follow-up meetings</u> <u>• Questionnaires</u> <u>• Structured interviews with participants and directors/managers</u> <u>• Participant portfolios</u> <u>• Video or audio tapes</u>	<u>Guskey: 1, 2, 3, 4 (and 5, if participants track the classroom outcomes of students through CALIS)</u> <u>AALPD Standards: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</u>
<u>Agency-based TA/ PD</u>	<u>• Setting agenda beforehand to identify targeted needs</u>	<u>• PD Center evaluation forms to assess reactions, learning, plans for implementing, and</u>	<u>Guskey: 1, 2, 3 (and 4 if follow-up sessions occur-implementation can then be</u>

	<ul style="list-style-type: none"> • <u>Direct questioning of participants throughout</u> 	<u>future needs for PD</u>	<u>identified and assessed)</u> <u>AALPD Standards: 1, 2, 3, 4, 5, 7, 8, 9 (and 6 if follow-up sessions occur)</u>
<u>On-line surveys/reports:</u> <ul style="list-style-type: none"> • <u>Annual Needs Assessment</u> • <u>Annual Survey of Deeper Learning by participants</u> • <u>Questions on Quarterly Reports to RIDE</u> 		<ul style="list-style-type: none"> • <u>Using self-assessment tool aligned with Practitioner Standards, agencies develop priorities for PD for the coming year and submit</u> 	<u>Guskey: 1, 2, 3, 4</u> <u>AALPD Standards: 3, 8, 10, 11</u>

*Student Achievement in Reading, Leadership Excellence Academy

The current plan on resource sharing includes an annual dissemination and continual curation of proven models – primarily through an annual calendar which includes standards based initiatives, trainings on required standardized assessments and contextualized curriculum, New Practitioner Orientations, and professional learning communities among many other offerings.