

# NEW YORK CITY REGIONAL ADULT EDUCATION NETWORK

## WORKPLAN 2005-2006

### I. NETWORK BUILDING

- Develop networks of NYSED funded adult literacy providers in each local workforce investment area to support the one-stop delivery systems; and
- Assist adult education program providers in aligning adult education with higher education to transition to postsecondary activities.

RAEN ACTIVITIES	TARGETED PARTICIPANTS	TIMEFRAME	OUTCOMES
Adult Literacy Program Managers Network	Program managers of NYSED funded adult literacy, family literacy, and EL-Civics programs	Quarterly meetings, September through June; Periodic offsite meetings (e.g. provider visits to One-Stop Centers); Ongoing electronic communications	<ul style="list-style-type: none"> <li>• Introduce program administrators to key issues in adult literacy education, workforce development, and K12 school reform</li> <li>• Provide forum for policy discussions with State Education Department Adult Education and Workforce Development team members and other key officials</li> <li>• Disseminate information about federal and state policy, funding opportunities, and current trends within the field</li> <li>• Facilitate linkages between literacy programs and the One-Stops, including a more systematic approach to cross-referrals, intake, and information sharing</li> <li>• Facilitate linkages between literacy programs and post-secondary institutions</li> <li>• Facilitate partnerships between literacy programs and schools in need of improvement</li> </ul>
Adult Literacy Practitioners Roundtable	Adult literacy program staff	Quarterly meetings, September through June	<ul style="list-style-type: none"> <li>▪ Discuss strategies for implementing policies introduced at Program Managers sessions with NYSED</li> <li>▪ Share examples of best practices in program administration, assessment, curriculum and instruction</li> <li>▪ Discuss strategies for cultivating partnership with K-12, post-secondary institutions, and the One-Stops</li> </ul>
Non-Aligned Program Managers Forum	Managers of SED-funded adult literacy, family literacy, and EL-Civics programs not affiliated with an LPA	Quarterly meetings, September through June	<ul style="list-style-type: none"> <li>• Discuss issues of federal and state policy; emerging trends and issues in the field; and best practices in program administration, assessment, curriculum and instruction, network building, and coordination of services</li> </ul>



RAEN ACTIVITIES	TARGETED PARTICIPANTS	TIMEFRAME	OUTCOMES
NYC LPA Head Network	Directors of DYCD, CUNY, NYCDOE, LAC, and library literacy programs	Bimonthly meetings, September through June	<ul style="list-style-type: none"> <li>• Discuss issues of federal, state and city policy; emerging trends; and coordination of local services</li> </ul>
Staff Developers Network	DYCD, CUNY, NYCDOE, LAC, CWE, HRA-BEGIN and library staff developers	Quarterly meetings, July through June	<ul style="list-style-type: none"> <li>• Identify strategies and approaches to address local professional development needs</li> <li>• Discuss technical assistance to local programs deemed in need of assistance by SED evaluations and monitoring reports</li> <li>• Provide professional development opportunities to local staff developers</li> <li>•</li> </ul>
Coordination of Services with the One-Stops	One-Stop Center managers	Ongoing	<ul style="list-style-type: none"> <li>• Work with One -Stop Center directors to refer clients in need of adult literacy services to the LAC hotline and online Adult Education Program Locator (AEL)</li> <li>• Refer hotline callers seeking employment and training services to the One-Stops</li> <li>• Explore the integration of the ALIES and One-Stop data collection systems for the purposes of improving the compilation of employment outcomes</li> </ul>

## II. TECHNICAL ASSISTANCE TO HIGH NEED AREAS

- In cooperation with other NYSED-funded networks, provide technical assistance to connect school improvement efforts to adult education, parent involvement, family literacy initiatives and health literacy in the Big Five School Districts (New York City, Buffalo, Rochester, Syracuse and Yonkers) and the school districts of Roosevelt and Wyandanch; and
- Provide targeted technical assistance to adult education programs identified by AEWD team monitoring reports, program performance measured by the NRS and monitoring priorities.
- Implement the AEWD program development review process and technical assistance for adult education providers identified by NRS results

RAEN ACTIVITIES	TARGETED PARTICIPANTS	TIMEFRAME	OUTCOMES
Targeted Technical Assistance to SED Identified Adult Education Programs	Staff of programs that did not meet state NRS targets	Average of two visits per year to 20 programs, 40 visits total	<ul style="list-style-type: none"> <li>• Conduct site visits to assess professional development and technical assistance needs of programs identified by AEWD team monitoring reports</li> <li>• Work with Program Improvement Committees to implement Program Improvement Plans</li> <li>• Provide targeted training, technical assistance, resource development, and follow-up support as needed</li> </ul>



RAEN ACTIVITIES	TARGETED PARTICIPANTS	TIMEFRAME	OUTCOMES
Targeted Technical Assistance to Programs with Faulty Data or Noncompliant Data Systems	Staff of programs with a history of late or incomplete NRS data submissions	As needed	<ul style="list-style-type: none"> <li>Conduct site visits and provide follow-up support to address issues related to: corrective action, misunderstanding of NRS policy, misuse of ALIES software, technical problems, and analysis of NRS data</li> </ul>
Technical Assistance in Health Literacy	Instructors and program managers in SED funded literacy programs participating in Health Literacy project	Ongoing	<ul style="list-style-type: none"> <li>Support instructors and programs in developing health literacy curricula and resources</li> <li>Facilitate partnerships between adult literacy programs and healthcare providers in their communities</li> </ul>
Family Educators Network	Family literacy practitioners and parent coordinators in SED-designated schools in need of improvement in NYC	Four workshops annually	<ul style="list-style-type: none"> <li>Identify and discuss research on best practices in parent education</li> <li>Share resources and examine effective instructional strategies for supporting parental involvement in schools</li> </ul>
Technical Assistance in Family Literacy Assessment Practices	Program managers of SED-funded family literacy programs	As needed	<ul style="list-style-type: none"> <li>Provide professional development and on-site technical assistance on methods of assessing the parent and interactive literacy components of family literacy programs</li> </ul>
Technical Assistance for Parent Coordinators and Other K-12 Staff	Parent coordinators and other staff in SED-designated schools in need of improvement in NYC	As needed	<ul style="list-style-type: none"> <li>Provide workshops for K-12 personnel on such topics as effective communication, understanding ELLs, and connecting to community resources</li> </ul>
Partnerships between Schools in Need of Improvement and Adult and Family Literacy Programs	School-based, districtwide, and regional NYCDOE staff who work with schools in need of improvement	Ongoing	<ul style="list-style-type: none"> <li>Facilitate linkages between Schools in Need of Improvement and ABE, GED, ESOL, EL-Civics, and Family Literacy Programs in their communities</li> </ul>



### III. ACCOUNTABILITY

- Facilitate training on the Adult Literacy Information and Evaluation System/National Reporting System (ALIES/NRS)
- Develop, with NYSED staff, adult education program improvement plans based on analysis of data submitted for the NRS
- Implement the program development review process developed by AEWD team and provide appropriate technical assistance

RAEN ACTIVITIES	TARGETED PARTICIPANTS	TIMEFRAME	OUTCOMES
Troubleshooting the NRS Reports Workshop	Adult literacy program staff responsible for NRS reports	Three sessions in July/August '05	<ul style="list-style-type: none"> <li>• Prepare programs to use ALIES data check reports to troubleshoot NRS data</li> </ul>
ALIES NRS Interactive Report Reviews	Adult literacy program staff responsible for NRS reports	Eight sessions in August '05	<ul style="list-style-type: none"> <li>• Provide one-on-one assistance to troubleshoot NRS reports and improve the quality of the program's data</li> </ul>
ALIES Virtual Knowledge Sharing Sessions	Experienced ALIES users	Six sessions in the fall; Six sessions in the spring	<ul style="list-style-type: none"> <li>• Provide webcast meeting to share ALIES knowledge; discuss software bugs, tips, and tricks; and answer specific ALIES and NRS policy questions</li> </ul>
ALIES Management Strategies for Compliant Data	Adult literacy program managers	Three sessions in the fall	<ul style="list-style-type: none"> <li>• Introduce participants to effective procedures and strategies for managing ALIES</li> </ul>
ALIES Data Entry Refresher	New ALIES users	One session every other month	<ul style="list-style-type: none"> <li>• Provide in-depth, step-by-step introduction to ALIES software and data entry process</li> </ul>
Goal Setting and Outcome Surveying	Adult literacy program managers	Two sessions in the fall	<ul style="list-style-type: none"> <li>• Provide strategies for more effective goal setting, entering goal and outcome data accurately into ALIES, and conducting compliant outcome surveys to maximize outcome "credit" on the NRS report.</li> </ul>



#### IV. STAFF DEVELOPMENT

- Conduct training to support the NYSED adult learning standards found in the Adult Education Resource Guide and Learning Standards and the two supplements (Adult Education Career Development and Occupational Studies, and Citizenship Preparation) and the New York State Education Department Career Plan Commencement Level including family literacy and workplace literacy;
- Conduct professional development to new adult education program directors and teachers using NYSED approved pre-service curriculum;
- Conduct workshops on Bridges to Practice and other educational strategies to address instructional methods to meet the needs of adults with learning disabilities;
- Conduct workshops in NYSED approved assessment instruments; and
- Conduct regional and/or on-line professional development workshops that are grounded in research or evidence-based literature – Study circles.

RAEN ACTIVITIES	TARGETED PARTICIPANTS	TIMEFRAME	OUTCOMES
Preservice Institute	Instructors, program managers, and counselors new to the field of adult literacy	14 hours over two days in September	<ul style="list-style-type: none"> <li>• Introduce participants to key concepts, policies and practices in adult literacy education, including principles of adult learning, language and literacy development; experiences and motivations of adult learners; federal and state policy and reporting requirements; the connections between intake, goal-setting, and instruction; NYS adult learning standards; and instructional planning</li> </ul>
The Nuts and Bolts of TABE	ABE and GED program managers, instructors, and counselors	Three to five sessions annually (including those provided to other RAENs)	<ul style="list-style-type: none"> <li>• Introduce participants to the Test of Adult Basic Education (TABE)</li> <li>• Review test content and scoring tables, discuss effective test administration, and examine the relationship between TABE test scores, NRS levels, class placement, and outcome reporting</li> </ul>
Instructional Methods for the Adult Literacy Classroom	ABE, GED, and ESOL instructors, with priority given to instructors in programs that did not meet state NRS targets	Five sessions annually	<ul style="list-style-type: none"> <li>• Introduce participants to instructional methodologies for the adult literacy classroom. Possible topics include project-based learning, cooperative learning (and other small-group methods), theme-based curriculum planning, multiple intelligence theory, incorporating authentic materials, experiential learning, and integrating instructional technology into the classroom</li> </ul>



RAEN ACTIVITIES	TARGETED PARTICIPANTS	TIMEFRAME	OUTCOMES
Research-Based Reading Instruction Study Circle	ABE Instructors, with priority given to instructors in programs that did not meet state targets in NRS levels 1-4	Two 4-session series; one in summer/fall, one in winter/spring	<ul style="list-style-type: none"> <li>• Introduce participants to research-based approaches to teaching reading through the facilitation of NCSALL Study Circle</li> <li>• Provide follow-up technical assistance to participating instructors on an as-needed basis</li> </ul>
Instructional Techniques for Working with Students with Learning Disabilities	ABE and GED Instructors, with priority given to instructors in programs that did not meet state NRS targets	Two-day institute in the spring	<ul style="list-style-type: none"> <li>• Introduce participants to research-based strategies for working with adult students with LD, based on the National Institute for Literacy's Bridges to Practice model</li> </ul>
Instructional Strategies for the Pre-GED and GED Math Classroom	ABE and GED Instructors, with priority given to instructors in programs that did not meet state NRS targets	Four sessions in the winter/spring	<ul style="list-style-type: none"> <li>• Introduce participants to instructional methods and resources to better facilitate classroom instruction around the four major strands of the GED math test: Number, Data, Geometry, and Algebra</li> </ul>
Health Literacy Study Circles	ABE, GED, and ESOL instructors and program managers	Five study circles (three sessions each) throughout the year	<ul style="list-style-type: none"> <li>• Introduce participants to strategies for developing language and literacy skills by contextualizing instruction around three health-related themes: healthcare navigation, managing a chronic disease, and prevention and wellness</li> <li>• Read and discuss research that examines the link between low literacy and poor health</li> <li>• Develop curricular materials and lesson plans in accordance with AERG learning standards</li> </ul>
Exploring Family Literacy	New family literacy instructors and program managers, parent coordinators, and other K-12 educators	One session in the fall, one session in the spring	<ul style="list-style-type: none"> <li>• Introduce participants to definitions of family literacy, and research-based program models and instructional practices</li> <li>• Familiarize participants with resources and organizations to support family learning</li> </ul>
Integrating the Arts into Family Literacy	Family literacy instructors and program managers	Three sessions in the fall/winter	<ul style="list-style-type: none"> <li>• Introduce participants to cultural institutions and arts programs that offer family education programs</li> <li>• Explore the various ways through which arts education can support literacy learning</li> </ul>
Instructional Strategies for Workforce Preparation	Instructors in adult education and employment programs	Three sessions in the winter/spring	<ul style="list-style-type: none"> <li>• Introduce participants to universal foundation skills, workplace standards, and instructional strategies and resources that support the development of these skills and competencies</li> </ul>
Tri-Library Conference for Volunteer Tutors	Volunteers and staff in NYPL, BPL, QBPL, other volunteer-supported literacy programs	Spring	<ul style="list-style-type: none"> <li>• Provide staff developers and planning support to the one-day professional development conference organized by the City's three library systems and volunteer-based literacy organizations</li> </ul>



## V. ENGLISH LITERACY/CIVICS EDUCATION

- Support English Literacy/Civics Education (EL/CE) grant recipients in each region by:
  - Assessing and identifying instructional needs for local implementation of an integrated English literacy and civics education curriculum,
  - Delivering regional and/or on-line professional development workshops on key issues,
  - Identifying EL/CE best practices based upon criteria developed by NYSED; and
- Provide technical assistance to the EL/CE providers to insure that providers are trained in BEST Plus

RAEN ACTIVITIES	TARGETED PARTICIPANTS	TIMEFRAME	OUTCOMES
BEST Plus Training	ESOL program managers, instructors, and counselors responsible for assessment	2 sessions in the fall, 2 sessions in the spring	<ul style="list-style-type: none"> <li>• Train participants to become CAL certified BEST Plus test administrators</li> </ul>
BEST Plus Score Norming Workshop	ESOL program managers, instructors, and counselors responsible for assessment	2 sessions in the fall, 2 sessions in the spring	<ul style="list-style-type: none"> <li>• Reintroduce certified BEST Plus test administrators to standards for scoring</li> <li>• Discuss the maintenance of consistent and reliable scoring practices across programs</li> </ul>
ESOL Teacher Shares	ESOL instructors, with priority given to instructors in ESOL programs that did not meet state NRS targets	Two sessions in the fall, two sessions in winter/spring	<ul style="list-style-type: none"> <li>• Drawing on the expertise of instructors in AEWD-identified high-performing ESOL programs, participants will be introduced to a variety of instructional strategies and techniques for teaching English Language Learners, including how to develop materials for the beginning level and multilevel classroom, and how to integrate hands-on, experiential learning into ESOL instruction</li> </ul>
Popular Education Study Group	ESOL, ABE and GED instructors	Bimonthly sessions, November to May	<ul style="list-style-type: none"> <li>• Examine approaches for integrating civic engagement and critical thinking into instruction through the exploration of social issues</li> <li>• Review literature on popular, participatory, social justice, and multicultural education</li> <li>• Develop activities for classroom instruction</li> </ul>
ESOL-Civics Conference	ESOL-Civics instructors and program managers	Spring	<ul style="list-style-type: none"> <li>• Provide staff developers and planning support to the one-day professional development conference organized by the Queens ESOL network</li> </ul>



## VI. DISTANCE LEARNING

- Provide technical assistance in the use of distance learning technologies for the classroom and technology planning for program administration; and
- Provide training in distance learning to improve the delivery of adult education and increase the capacity of adult learners

RAEN ACTIVITIES	TARGETED PARTICIPANTS	TIMEFRAME	OUTCOMES
Project IDEAL Final Report	Participating pilot sites	July – August	<ul style="list-style-type: none"> <li>▪ Develop final report on Project IDEAL research findings based on student data and anecdotal reports submitted by participating instructors</li> </ul>
GED Connections/ Telephone Model Training	Distance learning instructors in EPE-eligible programs	One or two sessions annually (if necessary)	<ul style="list-style-type: none"> <li>• Introduce participants to the content of GED Connections for distance learning instruction, and the telephone model management system for distance learning administration</li> </ul>
Skillstutor Training	Instructors at the NYC DOE Skillstutor pilot sites	One session annually (if necessary)	<ul style="list-style-type: none"> <li>• Coordinate a training for instructors at the NYC DOE providing Skillstutor based distance learning</li> </ul>
Instructional Design and Distance Learning	ABE, GED and ESOL instructors	One session in the spring	<ul style="list-style-type: none"> <li>• Introduce participants to research-based practices in distance learning drawn from Project IDEAL</li> </ul>



## VII. INFRASTRUCTURE

- Maintain a database of staff development activities for participants by name, date(s) of participation, program and agency; (submit monthly)
- Disseminate strategies/interventions identified by the AEWD team or other offices within the NYSED to local program;
- Serve as a regional resource to disseminate information in print-based and electronic formats, maintain a regional website and have email dissemination capability to programs within the region;
- Implement technology in the delivery of professional development through Internet and broadband; and
- Facilitate statewide video conferencing.

RAEN ACTIVITIES	TARGETED PARTICIPANTS	TIMEFRAME	OUTCOMES
Literacy Update newsletter	NYC literacy practitioners and programs	Bimonthly	<ul style="list-style-type: none"> <li>• Disseminate research-based information and notice of professional development opportunities to 2,200 local practitioners and programs</li> </ul>
Professional development flier	NYC literacy programs	Monthly	<ul style="list-style-type: none"> <li>• Mail monthly PD event flier to 300 local publicly funded programs by the first of the month</li> </ul>
Website <a href="http://www.lacnyc.org">www.lacnyc.org</a>	NYC literacy programs and practitioners	Ongoing	<ul style="list-style-type: none"> <li>• Maintain enhanced website with calendar of professional development offerings, and a substantial set of resources and weblinks for ABE, GED, ESOL, EL-Civics, and family literacy programs and practitioners</li> <li>• Manage an average of 1200 hits per day</li> </ul>
Literacy Harvest annual journal	NYC literacy programs and practitioners	Fall	<ul style="list-style-type: none"> <li>• Disseminate in-depth information about research and exemplary practices to 500 practitioners and local publicly funded programs</li> </ul>
Videoconferences	NYSED, NYC LPA heads, local program managers	Ongoing	<ul style="list-style-type: none"> <li>• Host videoconferences for NYSED, LPA Heads, and other WIA partners on an as needed basis</li> </ul>
LAC Central Database	NYSED, RAEN	Ongoing	<ul style="list-style-type: none"> <li>• Maintain internal database to collect names and program affiliations of participants in all RAEN professional development activities</li> </ul>



## VIII. GOVERNANCE

- Advisory Board developments
- By-law, mission statement, ethics, conflict of interest
- Monthly meetings (minutes)

RAEN ACTIVITIES	TARGETED PARTICIPANTS	TIMEFRAME	OUTCOMES
Advisory Board	19 NYC adult literacy practitioners and one LAC Board member (in addition to RAEN-affiliated LAC staff)	Four meetings annually, September through June	<ul style="list-style-type: none"> <li>• Identify local professional development and technical assistance needs</li> <li>• Review and comment on the RAEN's annual workplan</li> <li>• Assess the success of the NYC RAEN in addressing local needs</li> <li>•</li> <li>• Meet with RAEN directors and SED Staff to discuss such issues as federal and state policy, RAEN protocols, network partnerships, technical assistance to programs in need of improvement, NRS/ALIES, GED testing, evidence-based instructional practices, assessment, and distance learning</li> </ul>
RAEN Directors Meetings	7 RAEN directors and NYSED AEWD staff	Bimonthly meetings, with 45 minute conference call in off months	

## IX. LOCAL ACTIVITIES (20%)

RAEN ACTIVITIES	TARGETED PARTICIPANTS	TIMEFRAME	OUTCOMES
Student Leadership Initiative	SED-funded programs	Two 2-3 day institutes in the fall/winter with ongoing follow-up support	<ul style="list-style-type: none"> <li>• Provide professional development and technical support to promote student involvement and leadership at the classroom level, program level, systems level, and policy level</li> <li>• Introduce and support a range of possibilities for student involvement and leadership, such as student-led instruction, student newsletters, student councils, student advisory boards, student involvement in program governance and fundraising, student involvement in professional development, student led advocacy groups, and student led public awareness campaigns</li> </ul>

