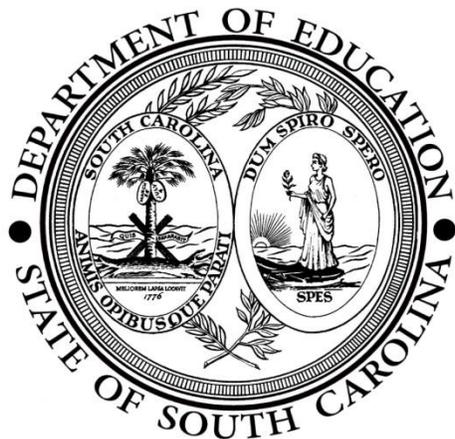


SOUTH CAROLINA TRANSITION STATE PLAN

Adult Education and Family Literacy



Under Title II of the Workforce

Investment Act of 1998

**And Amended July 22, 2014, as Title II of the
Workforce Innovation and Opportunity Act of 2014**

APRIL 1, 2015

For July 1, 2015, through June 30, 2016

Molly M. Spearman

State Superintendent of Education

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APPENDIX B—Governor’s Transmittal

1.0 INTRODUCTION

This plan is an agreement between the state of South Carolina and the federal government to assure that the State's administration of adult education and family literacy programs is consistent with the Workforce Investment Act (WIA) of 1998, U.S. Public Law 105-220 enacted Title II, the Adult Education and Family Literacy Act (AEFLA) of 1998 and the Workforce Innovation and Opportunity Act (WIOA) of 2014 (Public Law 113-128). This plan communicates the scope of the State's commitment to and support of adult education and family and workplace literacy in order to meet the educational needs of its adult citizens and to adhere to the federal regulations. The State Plan is not a regulation. The plan is a guide from which a new regulation will be developed in the next six months.

South Carolina supports and encourages adult education and family literacy through fifty-one school-district programs and five community-based organizations.

The primary function of the South Carolina Department of Education (SCDE), Office of Adult Education (OAE) is to provide technical assistance and consultative services to local adult education programs to enhance the quality of services and ensure that these programs meet their goals and objectives. The OAE has the responsibility to monitor and assess local programs for compliance with state and federal laws and regulations.

A disproportionate number of South Carolinians have very limited literacy skills. This can be attributed to multiple factors including unequal district/county educational systems, social biases, lack of access, apathy, generational poverty, and under education. For those without sufficient education and literacy skills, finding employment is nearly impossible (NCAL, 2008). "The skills needed to get and keep jobs are referred to as *workforce literacy*. In today's New Economy, knowledge-based jobs are driving prosperity... jobs held by individuals with at least two years of college" (Kauffman, 2008, In *Reach Higher, America: Overcoming the Crisis in the U.S. Workforce*).

Last year, 76.6 percent of fourth graders in South Carolina were proficient in reading. Early education and family literacy are major determinants for success later in life, according to the report. As of 2012, 10 percent of South Carolinians ages 16 to 19 were out of school but not working. This was among the higher rates in the U.S. Additionally, just 85 percent of adults aged 25 and older had at least a high school diploma as of 2012, lower than most other states. South Carolina's governor in 2014 unveiled plans to increase funding to poorer school districts as well as to help students struggling to read through *The Read to Succeed Initiative*.

Adult Education in South Carolina offers a range of program accessibility, certified instructors, current curriculum materials, especially computer-based materials, and instructional resources. Programs provide individual learning plans supported by individual instruction. Instruction is delivered in small groups, whole groups, and in contextualized classroom learning. Program staffs consistently monitor attendance and readiness for assessment to move students toward a High School Diploma (HSD), High School Equivalency Degree (HSED), and/or Career Readiness

Certificate (CRC), as well as transition them to post-secondary education and/or employment as expediently as possible.

1.1 Purpose

The purpose of this plan is to promote statewide improvement and expand literacy services offered by adult education throughout the state as well as to qualify South Carolina for federal funds via incorporation of requirements of the AEFLA.

1.2 Mission Statement

Adult education provides opportunities for adult learners to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency, to obtain the educational skills necessary to become full partners in the educational development of dependent children, and to complete a secondary-school education.

1.3 Vision

The vision of adult education is for all South Carolina adults to have a high level of literacy that enables them to access needed information; take independent action; express ideas and opinions; keep up with the changing world; and exercise rights and responsibilities as family members, workers, and community members.

2.0 Eligible Agency Certifications and Assurances

Section 221(1) of the AEFLA requires the State to develop, submit, and implement a state plan, and section 224(b)(5), (6), and (8) require assurances specific to the state plan content.

**UNITED STATES DEPARTMENT OF EDUCATION
Office of Career, Technical, and Adult Education**

The Adult Education and Family Literacy Act

Enacted August 7, 1998, as Title II of the

Workforce Investment Act of 1998 (Public Law 105-220)

And Amended July 22, 2014, as Title II of the

Workforce Innovation and Opportunity Act of 2014 (Public Law 113-128)

The South Carolina Department of Education (SCDE) of the state of South Carolina hereby submits its revised state plan extension to be effective until June 30, 2016. The eligible agency also assures that this plan, which serves as an agreement between state and federal governments under the Adult Education and Family Literacy Act, will be administered in accordance with applicable federal laws and regulations, including the following certifications and assurances.

2.1 CERTIFICATIONS

**EDUCATION DEPARTMENT GENERAL
ADMINISTRATIVE REGULATIONS
(34 CFR Part 76.104)**

- (1) The plan is submitted by the state agency that is eligible to submit the plan.
- (2) The state agency has authority under state law to perform the functions of the state under the program.
- (3) The state legally may carry out each provision of the plan.
- (4) All provisions of the plan are consistent with state law.
- (5) A state officer, specified by title in the certification, has authority under state law to receive, hold, and disburse federal funds made available under the plan.
- (6) The state officer who submits the plan, specified by the title in the certification, has authority to submit the plan.
- (7) The agency that submits the plan, specified by the title in the certification, has authority to submit the plan.
- (8) The plan is the basis for state operation and administration of the program.

2.2 Assurances

WORKFORCE INVESTMENT ACT OF 1998
(Public Law 105-220)
Section 224(b)(5), (6), and (8)
and
Workforce Innovation and Opportunity Act of 2014
(Public Law 113-128)
Section 102(b)(E)(vi) and (vii)

1. The eligible agency will award not less than one grant to an eligible provider who offers flexible schedules and necessary support services (such as child care and transportation) to enable individuals, including individuals with disabilities, or individuals with other special needs, to participate in adult education and literacy activities, which eligible provider shall attempt to coordinate with support services that are not provided under this subtitle prior to using funds for adult education and literacy activities provided under this subtitle for support services.
2. Funds received under this subtitle will not be expended for any purpose other than for activities under this subtitle.
3. The eligible agency will expend the funds under this subtitle in a manner consistent with fiscal requirements in Section 241.

Section 241 Administrative Provisions

- (a) Supplement Not Supplant—Funds made available for adult education and literacy activities under this subtitle shall supplement and not supplant other state or local public funds expended for adult education and literacy activities.
- (b) Maintenance of Effort—
 - (1) In General—
 - (A) Determination—An eligible agency may receive funds under this subtitle for any fiscal year if the Secretary finds that the fiscal effort per student or the aggregate expenditures of such eligible agency for adult education and literacy activities, in the second preceding fiscal year, was not less than 90 percent of the fiscal effort per student or the aggregate expenditures of such eligible agency for adult education and literacy activities, in the third preceding fiscal year.
 - (B) Proportionate reduction—Subject to paragraphs (2), (3), and (4), for any fiscal year with respect to which the Secretary determines under subparagraph (A) that the fiscal effort or the aggregate expenditures of an eligible agency for the preceding program year were less than such effort or expenditures for the second preceding program year, the Secretary—
 - (i) shall determine the percentage decreases in such effort or in such expenditures; and

- (ii) shall decrease the payment made under this subtitle for such program year to the agency for adult education and literacy activities by the lesser of such percentages.
- (2) Computation—In computing the fiscal effort and aggregate expenditures under paragraph (1), the Secretary shall exclude capital expenditures and special one-time project costs.
- (3) Decrease in federal support—If the amount made available for adult education and literacy activities under this subtitle for a fiscal year is less than the amount made available for adult education and literacy activities under this subtitle for the preceding fiscal year, then the fiscal effort per student and the aggregate expenditures of an eligible agency required in order to avoid a reduction under paragraph (1)(B) shall be decreased by the same percentage as the percentage decrease in the amount so made available.
- (4) Waiver—The Secretary may waive the requirements of this subsection for 1 fiscal year only, if the Secretary determines that a waiver would be equitable due to exceptional or uncontrollable circumstances, such as a natural disaster or an unforeseen and precipitous decline in the financial resources of the state or outlying area of the eligible agency. If the Secretary grants a waiver under the preceding sentence for a fiscal year, the level of effort required under paragraph (1) shall not be reduced in the subsequent fiscal year because of the waiver.

South Carolina Department of Education
(State Agency)

1429 Senate Street, 1006 Rutledge Building

Columbia, SC 29201
(Address)

By: _____
(Signature of Agency Head)

State Superintendent of Education
(Title)

March 31, 2015
(Date)

2.3 Assurance for Unified Plans Only

No Unified Plan at this time.

3.0 Needs Assessment

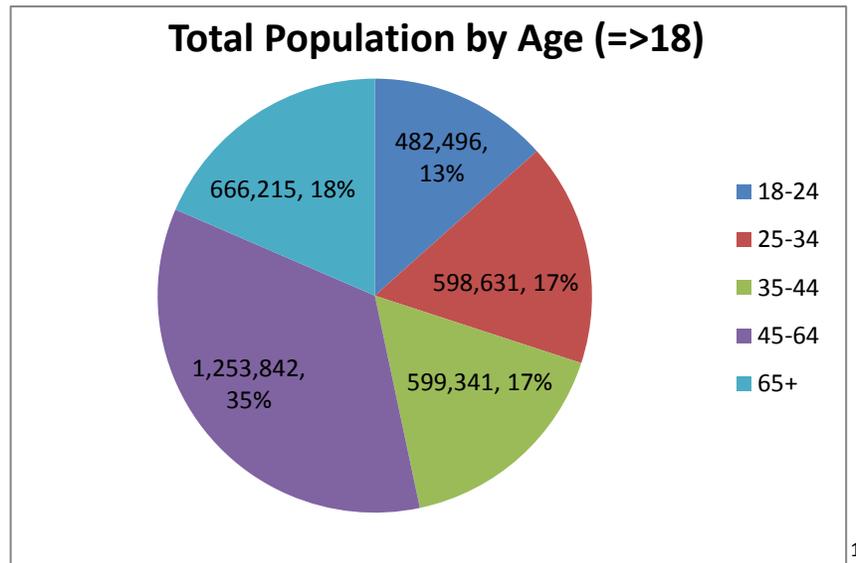
WIA Section 224(b)(1) of the AEFLA requires "an objective assessment of the needs of individuals in the State or outlying area for adult education and literacy activities, including individuals most in need or hardest to serve."

Population Demographics

The 2009 to 2013 five-year estimate published by the American Community Survey reported a population of 3,600,525 adults eighteen years of age and older in South Carolina. Of these adults, 1,726,807 were male and 1,873,718 were female. According to the 2010 Census, total population in South Carolina was 4,625,364. Population projections calculated by the South Carolina Department of Revenue and Fiscal Affairs's Health and Demographics Section are as follows:

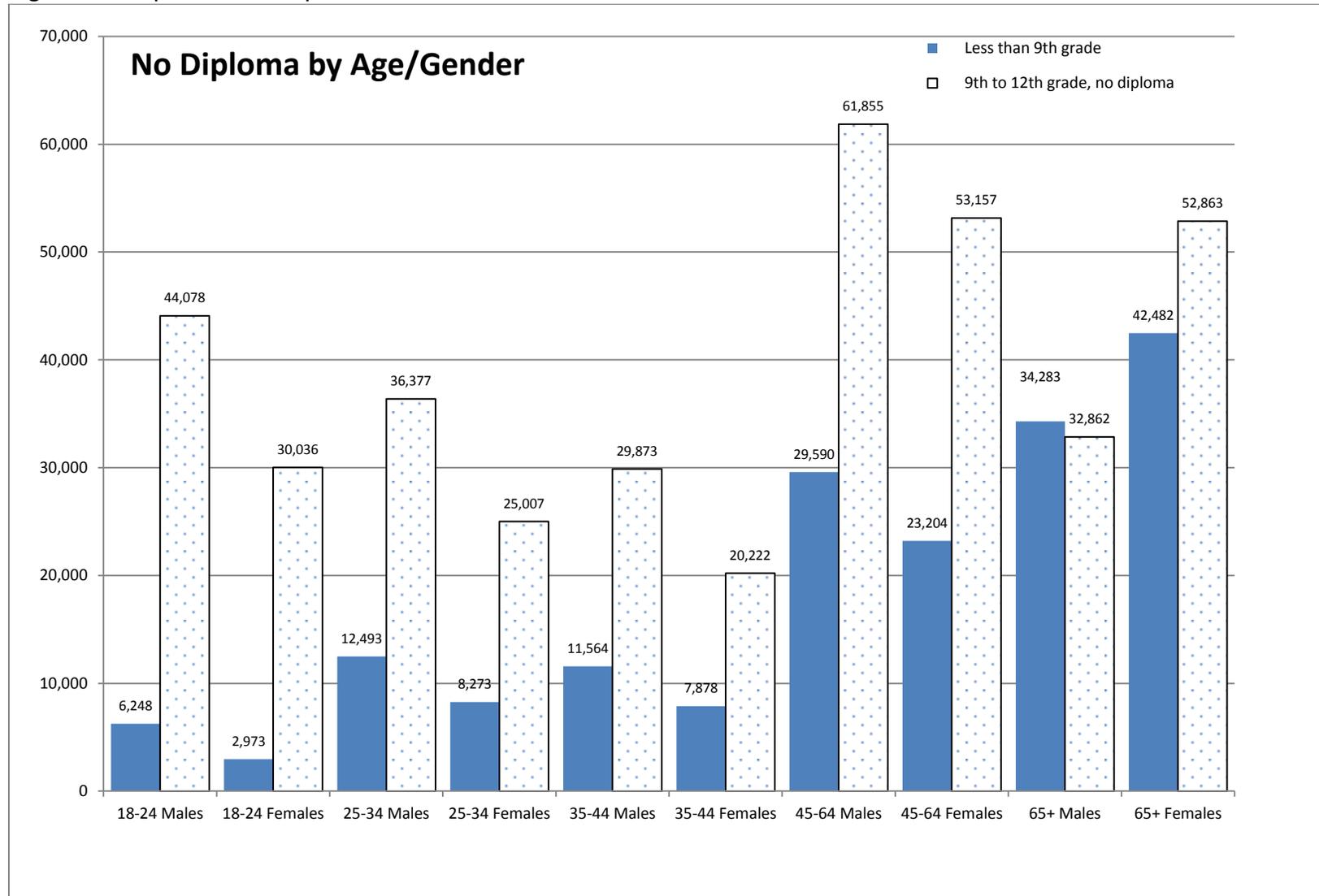
| July 1, 2020 Projection | July 1, 2025 Projection | July 1, 2030 Projection |
|-------------------------|-------------------------|-------------------------|
| 5,020,800 | 5,235,500 | 5,451,700 |

The age-group breakdown for age 18 and above:

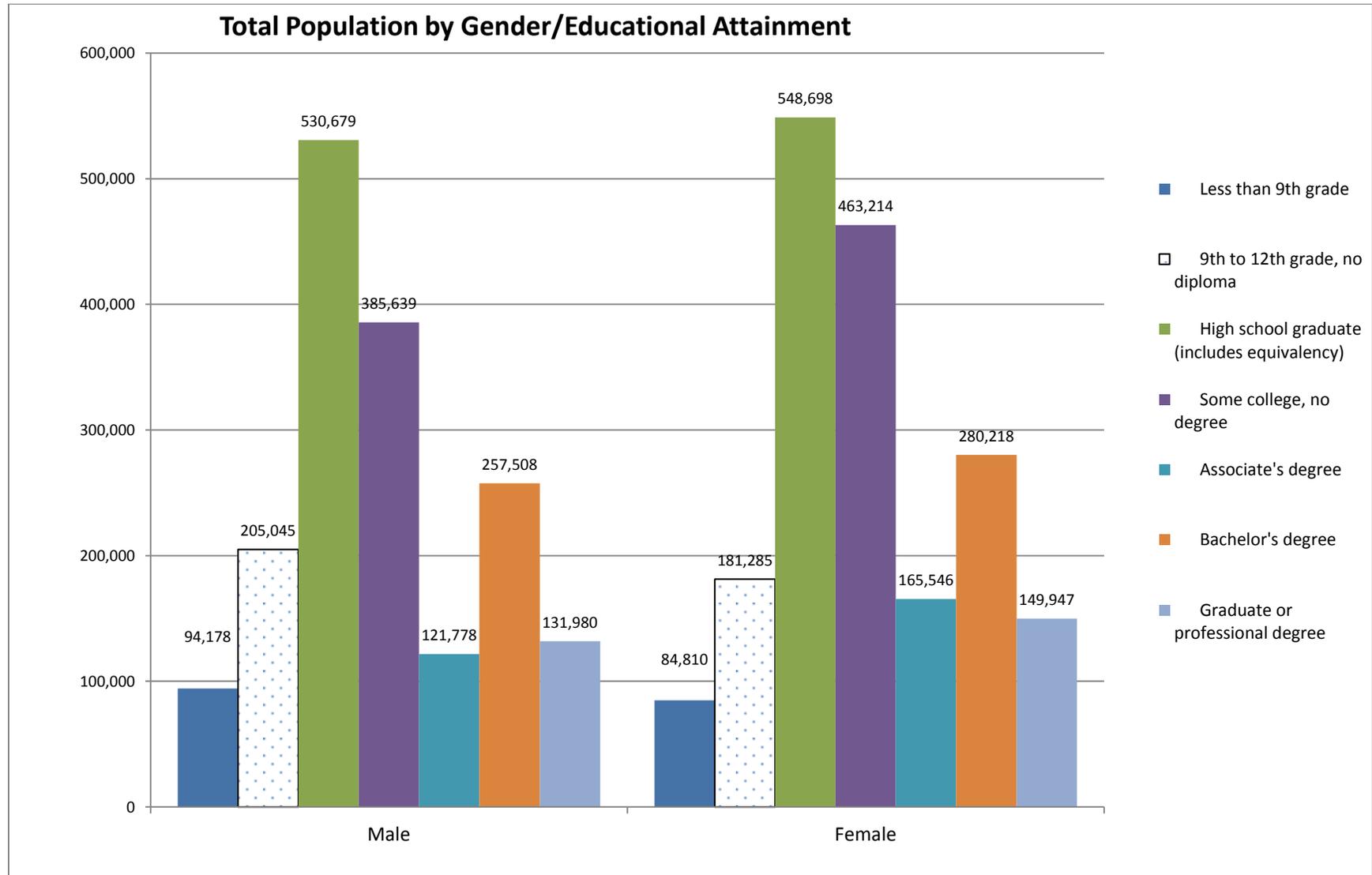


¹ 2009–13 Five-Year Estimate, American Community Survey

Based on the 2009–13 five-year estimate in the American Community Survey, the population age 18 and older who do not have a high school diploma or its equivalent.



Based on 2009–13 five-year estimate from American Community Survey the population of age 18 and older by gender and educational attainment.



3.1 Individuals Most in Need

The foremost task for the OAE is to target the populations identified in the WIA/WIOA and to direct its efforts toward these populations. Demographic information is organized into three primary sections and two secondary sections that correlate to the three identified components of the WIA/WIOA contained in section 202 of the AEFLA. With regard to these targeted populations, the objectives are

- to assist adults in becoming literate and obtaining the knowledge and skills necessary for employment and self-sufficiency,
- to assist adults who are parents to obtain the educational skills necessary for them to become full partners in the educational development of their children,
- to assist adults in the completion of a secondary-school education,
- to assist adults in the transition to post-secondary,
- to assist adults in exiting public assistance,
- to assist adults with special needs, and
- to assist immigrants and other individuals who are English language learners.

3.2 Populations

Disadvantaged persons, the poor, and minorities participate in adult education programs less often than other groups do, even though these are the populations that would benefit the most. Adults who possess higher literacy levels tend to seek further learning and training opportunities more frequently. Because of this fact that those who need it the most are the least likely to participate in an adult education program, more emphasis needs to be placed on identifying, recruiting, and serving these particular groups of adults.

The following population groups have been identified as having unique needs for further education and training and as being the most in need of adult education services:

- untrained or undertrained adults in the workforce,
- adults requiring family literacy services,
- adults with less than a high school education (see 3.0, above),
- adults with less than a ninth-grade education (see 3.0, above),
- adults with special learning needs,
- adults who are criminal offenders in correctional institutions (within a five-year release period) and other institutionalized individuals,
- single parents,
- adults with limited English proficiency, and
- low-income adults who are educationally disadvantaged in the ways mentioned above.

4.0 Description of Adult Education and Literacy Activities

WIA Section 224(b)(2) of the AEFLA requires "a description of the adult education and literacy activities that will be carried out with any funds received under this subtitle."

4.1 Description of Allowable Activities

The allowable adult education activities are those described below, which are divided into the nine purposes of the WIA/WIOA. All academic outcomes will be measured using the performance indicators required by the National Reporting System (NRS).

Adult Education Activities—Adult basic education includes instruction for adults with the lowest skills through eighth grade. Instruction includes English language arts and mathematics. Providers should use various teaching methodologies, such as individualized instruction, peer tutoring, classroom lecture, and computer-assisted instruction to deliver services.

Literacy—The individual's ability to read, write, and speak in English; compute; and solve problems at levels of proficiency necessary to function on the job, in the family of the individual and in society.

Workplace Adult Education and Literacy Activities—Literacy services that are offered for the purpose of improving the productivity of the workplace through the improvement of literacy skills.

Family Literacy Activities—The purpose of Family Literacy is to create a partnership among the federal government, states, and localities to provide, on a voluntary basis, adult education and literacy services in order to assist adults in obtaining the educational skills necessary to become full partners in the educational development of their children. Provisions in the law specify family literacy as a viable option to meet adult education and literacy needs. Family literacy and engagement in education is a research-proven means for families to increase educational and employment prospects for the entire family.

In accordance with the federal definition of family literacy, the following four components are required:

1. Parent Education (PE)—training for adults regarding how to be the primary teacher(s) for dependent children and full partners in the education of children (parenting skills for adults);
2. Interactive Literacy Activities (ILA)—literacy activities that both the child and the adult practice and improve literacy skills (literacy activities that engage both the adult and child);

3. Adult Education (AE)—training that leads to economic self-sufficiency (basic education needs of parents); and
4. Early Childhood Education (ECE)—an age-appropriate education to prepare children for success in school and life experiences (early care and education that incorporates language and math readiness skills).

In order to provide comprehensive family literacy services, the program must integrate all four of the above components. All adult education programs are eligible to participate in the Adult Education Family Literacy Engagement Collaborative (AEFLEC). Adult education programs are encouraged to partner with local school districts and other agencies to deliver all components of family literacy.

English Language Acquisition Activities—This component of adult education provides services for adults with limited English-speaking proficiency. Instruction includes reading, writing, speaking, and listening skills.

Integrated English Literacy and Civics Education—English as a Second Language (ESL) classes also may include life-skills training and language courses to enhance an individual's employability and his or her prospects for job retention or advancement in addition to EL/Civics and/or citizenship instruction. ESL instructors are encouraged to utilize a variety of materials and methods to meet the needs of the ESL student, including technology.

Work-Based Project Learner—The Work-Based Project Learner (WBPL) outcome measure option is limited only to situations that meet these set conditions: programs serving ESL migrant students with a short-term learning course (at least 12 hours but no more than 30) designed to teach specific work-based English listening and speaking skills.

Workforce Preparation Activities—Activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of post-secondary training or employment. OAE plans to work with the consultant instructors of our professional development teacher academy concerning inclusion of workforce preparation activities functioning concurrently with the academic remediation process; to be put into place by July 1, 2016.

High School Equivalency Diploma (HSED)—Instruction is designed to prepare students to successfully complete the HSED examination. Instruction includes language arts,

writing, mathematics, science, and social studies. HSED instruction is conducted by local education agencies and community-based organizations.

High School Diploma—High school diplomas can be earned through adult education programs that are operated by school districts in South Carolina. The SCDE regulates the requirements for instruction and delivery of high school diploma courses. All providers must meet and maintain state requirements. Diploma classes must be taught by teachers who meet South Carolina certification requirements.

4.2 Special Rule

STATE

The following special state rule affects all three identified components of the WIA/WIOA:

Through state legislation, each school district in South Carolina is required to offer adult education services to its constituent citizens. Districts may form consortia to deliver the services. All staff members of adult education programs operated by local school districts are required to meet certification requirements established by the SCDE. Certification is not required for instructors who tutor individual students or small groups in basic skills, ESL, and HSED. However, the OAE limits the number of students allowed in a small group tutoring session to five students or less.

FEDERAL

Funds obtained through OAE are to be used for the specific purpose of supporting new applicants in initiating family literacy programs or continuing applicants in sustaining family literacy programs. Funds must be used to provide adult education students who are parents or guardians an opportunity to improve their parenting skills and to enhance the academic skills of their eligible children.

The parent education component and the adult education component are allowable activities. The early childhood education (ECE) and interactive literacy activities (ILA) between parent and child *must be provided through other resources* and can be considered as a funding match.

Funds must be used to support identified activities that involve the adult learner. Below are the approved activities listed in the statutory requirements under the AEFLA, Section 203(7):

- Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children (Parent Education—may be supported by funds awarded by OAE).

- Parent literacy training that leads to economic self-sufficiency (Adult Education— may be supported by funds awarded by OAE).
- Interactive literacy activities between parents and their children (must be supported by partnerships such as the school district, Head Start, Early Head Start, First Steps to School Readiness, or private partnerships, etc.).
- An age-appropriate education to prepare children for success in school and life experiences (must be supported by partnerships such as the school district, Head Start, Early Head Start, First Steps to School Readiness, and private partnerships, etc.).

While adult education funds are designated to implement the Parent Education component of family literacy, programs may request use of funds for the early childhood and/or interactive literacy components of family literacy. Before the use of adult education funds will be allowed for early childhood/interactive literacy activities, local providers must seek funds from state and local sources (e.g., local district; First Steps to School Readiness; federal sources such as Title I, Head Start, Early Head Start) and other funding sources.

4.3 Description of New Organizational Arrangements and Changes

See Appendix A.

5.0 Annual Evaluation of Adult Education and Literacy Activities

WIA Section 224(b)(3) requires a description of how the eligible agency will evaluate annually the effectiveness of the adult education and literacy activities based on the performance measures described in section 212.

Performance measures to be evaluated:

- Demonstrated improvements in literacy skill levels in reading, writing and speaking the English language; mathematics; problem solving; English language acquisition; and other literacy skills;
- Placement in, retention in, or completion of postsecondary education, training, unsubsidized employment, or career advancement; and
- Receipt of a secondary school diploma or its recognized equivalent.

5.1 Annual Evaluation

All core measures contained in the Workforce Investment Act are evaluated in assessments conducted by the OAE. These core measures are as follows:

- Outcome measures, which include educational gain, entered employment, retained employment, receipt of secondary school diploma or its equivalency, and placement in postsecondary education training; and
- Descriptive measures, including student demographics, reasons for attending, and student status.

All local providers are required to comply with established state standards for each type of core measures. Additionally, the SCDE's OAE will report to the federal Office of Career, Technical and Adult Education (OCTAE) on the core measures required under the National Reporting System (NRS). These core measures are as follows:

- the academic gain of ABE and ESL students,
- the percent of students earning a high school diploma or its equivalency,
- the percent of students who gain employment,
- the percent of students who retain their employment, and
- the percent of students who progress to higher education institutions.

To assure that local programs achieve high standards on the indicators of program quality established for adult education, 100 percent of the adult education programs will be evaluated annually through Performance Monitoring, Financial Monitoring, Assessment Policy Monitoring, and Informal site visits. One-fourth of the local programs will undergo a formal Local Program Review audit annually. The on-site assessment team will consist of state staff members. In addition to being evaluated on core indicators, local programs will be assessed on the basis of the following quality indicators established for adult education and SCDE regulations:

- the extent to which available programs and services (a) are based on and satisfy community/school districts' needs and (b) are coordinated among service providers in an effective and efficient manner;
- the extent to which identified academic and occupational goals of individual adults are being met;
- the extent to which the staff successfully (a) recruits students whom the specific programs and services are designed to serve, (b) assumes responsibility for the success of its students, and (c) provides facilities and resources that enable students to accomplish their program goals;
- the extent to which curricula, including contextual curricula for the workplace, and instructional components of programs adhere to high-quality standards;
- the extent to which a contextual curriculum is utilized in workplace programs; and
- the extent to which local programs adhere to South Carolina State Board of Education (SCSBE) regulations.

In addition, all local providers are required to maintain records on all students in the program. Each record must contain:

- student identification and demographic information,
- attendance record to include date of entry and completion or termination,
- previous schooling and placement level upon entry into the program,
- initial learning goal,
- specified pre- and post-test information, and
- academic and/or occupational progress of student.

6.0 Performance Measures

WIA Section 224(b)(4) of the AEFLA requires *"a description of the performance measures described in section 212 and how such performance measures will ensure the improvement of adult education and literacy activities in the State or outlying area."*

6.1 Eligible Agency Performance Measures

The SCDE previously established performance indicators to measure the effectiveness of local providers. Presently, the SCDE recognizes the Tests of Adult Basic Education (TABE), Best PLUS, and Best Literacy as approved standardized tests used to measure achievement gains. Additional standardized tests may be added as they are evaluated and validated for pre- and post-measurements. The SCDE will continue to evaluate the effectiveness of local providers with present performance measures to ensure continuous improvement of adult education and literacy providers for all three purposes of the WIA/WIOA. All providers must

- collaborate with local agencies, nonprofits, and other providers to ensure non-duplication of services,
- measure academic gains of ABE and ESL students,
- document the number of students that obtain a high school diploma or its equivalency,
- establish recruitment goals of targeted population(s) and retention rate of students, and
- provide professional development for staff and/or enhance quality of curricula and instruction.

6.2 Optional—Additional Indicators

The SCDE has identified additional indicators of performance for local providers during the transition period:

All Programs

- Local programs will identify and serve targeted populations in their service areas identified as priority in section 3.1.

- *Pre and post-test students in compliance with State Assessment Policy.*

Programs may also participate in

- *Work-Based Project Learner Programs*

The Work-Based Project Learner (WBPL) indicator is limited to programs serving English as a Second Language (ESL) migrant students. Performance of these programs is indicated by student completion of a WBPL Activity defined by the objectives as stipulated in each WBPL course outline and measured by a pre- and post-assessment. The administration of BEST Plus will be used for this purpose in adherence to a documented agreement with each employer outlining and defining the specific English listening and speaking objectives that the employer is requesting and with set standards for achievement.

- *Family Literacy Programs*

Based on the federal definition, family literacy programs include four components that are carefully integrated into a meaningful whole:

- interactive literacy activities between parents and their children,
- training for parents regarding how to be the primary teacher for their children and full partners in the education of their children,
- parent literacy training that leads to economic self-sufficiency, and
- an age-appropriate education to prepare children for success in school and life experiences.

Adult education programs are encouraged to work cooperatively with local early childhood and parenting programs in establishing comprehensive family literacy services. However, adult education programs are only accountable for performance measures pertaining to the adult literacy and parent education components of family literacy. Collectively, the providers of a family literacy program should establish performance measures for all four components. Responsibility for performance measures and meeting goals set for components other than parent education is the responsibility of the other providers/partners.

Assessment measures that may be used for components of family literacy, other than the parent literacy component (this is not an exhaustive list), are as follows:

- Parent Education Pre-Survey and Parent Education Post-Survey
- TABE, BEST Plus, or BEST Literacy (for ESL parents)
- Peabody Picture Vocabulary (PPVT) IV
- Ages and Stages Questionnaire (ASQ)

- Phonological Awareness Literacy Screening (PALS PreK)
- Progress Reports and Inventories (for specific skills such as concepts of print, letter knowledge, reading assessment, etc.)

6.3 Levels of Performance

Performance measures will be negotiated annually with the OCTAE, in accordance with the WIA/WIOA. Statewide levels of performance for core indicators during transition year are as follows:

1. Adults who need to become literate and obtain knowledge and skills necessary for employment and self-sufficiency:

- Forty-one percent of students will gain employment.
- Sixty-three percent of students will retain employment.
- Twenty-two percent of students will enter post-secondary or training programs.
- Seventy-six percent of students will complete a high school diploma or its equivalency.

2. Adults sixteen and older who are out of school and whose goal is to complete an educational functioning level leading to a high school credential:

- Forty-seven percent of Beginning ABE Literacy students will complete this level.
- Forty-two percent of Beginning Basic Education students will complete this level.
- Forty percent of Low Intermediate Basic Education students will complete this level.
- Thirty-five percent of High Intermediate Basic Education students will complete this level.
- Thirty-five percent of Low ASE will complete this level.
- Forty percent of High ASE will obtain a high school diploma or GED.
- Forty percent of Beginning ESL Literacy will complete this level.
- Fifty-two percent of Low Beginning ESL will complete this level.
- Fifty percent of High Beginning ESL will complete this level.
- Forty-three percent of Low Intermediate ESL students will complete this level.
- Forty percent of High Intermediate ESL students will complete this level.
- Forty-two percent of Advanced ESL students will complete this level.

The levels of performance for optional additional indicators are that at least

- Programs will concentrate their recruitment efforts to reach 95 percent of their student enrollment from populations identified as "most in need" (Section 3.1).

- Of those post-tested, 90 percent of students will be post-tested in compliance with SCDE OAE Assessment policy’s guidelines regarding the instructional hours required between each test administration.
- 2014–15 is the first pilot year for WBPL with ESL Migrant students. Data from this pilot will inform our performance goals for this optional indicator in subsequent years.
- Ninety-five percent of students participating in family literacy will meet primary and secondary goals set based on the Adult Education Parent Pre and Post Survey results.

6.4 Factors

As reported by the National Assessment of Adult Literacy study of 2003, 15 percent of South Carolina's population is lacking basic prose literacy skills. The state has a large rural population for whom the lack of transportation is an obstacle to their attending educational classes. Enrollment in local programs fluctuates due to the availability of transportation and child care services provided by these local programs. The allocation of funds to local programs is based on a finite amount of funding and fluctuates year to year in accordance with the number of students served as well as performance-based criteria such as level gain, high school credential completion, and census data concerning poverty levels in the local programs’ service areas. More students mean fewer dollars per student. Additionally, each local adult education provider may receive support from other sources such as school district funding, foundation grants, etc.

7.0 Procedures for Funding Eligible Providers

We will not have a grant competition for the fiscal year July 1, 2015–June 30, 2016. We intend to extend our grantees from the previous year. We are planning to have a grant competition for the July 1, 2016–June 30, 2017, fiscal year.

7.1 Applications

7.2 Eligible Providers

7.3 Notice of Availability

7.4 Process

7.5 Evaluation of Applications

7.6 Special Rule

8.0 Public Participation and Comment

We will not have a grant competition for the fiscal year July 1, 2015–June 30, 2016. We intend to extend our grantees from the previous year. We are planning to have a grant competition for the July 1, 2016–June 30, 2017, fiscal year.

8.1 Description of Activities

8.2 Governor's Comments

See Attachment B. Copy of submitted letter or transmittal.

9.0 Description of Program Strategies for Populations

9.1 Strategies

Adults with Limited English Proficiency

To meet the diverse needs of today's adult English language learners, the SCDE OAE's ESL Task Force is beginning the development of ESL content standards, embedding technological skills, and aligning them to our state approved assessments, the NRS EFLs, and the College- and Career-Readiness Standards (CCRS). These standards will be supported with supplemental documents and training that offer appropriate context for a variety of pathways (including career pathways).

The OAE strategy to serve the migrant ESL students in our state includes the creation of a WBPL option, specifically targeting this population, and collaborating with the state Migrant Education Program to offer additional funding and training for the programs serving these students.

The OAE is also focusing program attention on utilizing curriculum that targets specific student needs:

- Career Readiness: Career Ready 101 (CR101) software and other ESL career-based curriculum (construction, nursing, landscaping, painting, plumbing, customer service, etc.)
- Citizenship and Civics Instruction: USCIS, USA Learns, US Citizen Pod, Street Law, OTAN, etc.
- Technology skills: CR101, Rosetta Stone, USA Learns, Reading Horizons, and other software.

To ensure all local programs meet the needs of their students, intensive technical assistance provided by OAE is required for programs with an aggregate performance average of less than 55 percent in the ESL educational functional levels.

Individuals with Disabilities

Because 89 percent of South Carolina’s adult education programs are administered through the K–12 system, they have ready access to district special education services through that system. To further that access and ensure the needs of this population are being met, a special education task force has been initiated to create and deliver training targeted for adult education practitioners servicing students with special needs. This professional development will be delivered at our state training institute and or upon request at the regional or local level. Furthermore, the OAE meets regularly with the SCDE’s Office of Special Education Services to ensure compliance to all special education regulations and to communicate best practices to the field. In addition, South Carolina currently employs twelve Learning-to-Achieve trainers and has trained an additional fifty adult education practitioners in Learning-to-Achieve strategies.

Single Parents

The SCDE is in support of family literacy programs implementing Practical Parent Education (PPP) into family literacy programs throughout the state along with other select curriculums. PPP lessons focus on single parentage along with other relevant parenting topics. Beginning in 2015–16, adult education programs will be encouraged by the OAE to integrate effective curriculums into their parenting and family literacy programs that focus on the challenges of single parent homes. Programs are encouraged to offer parent education in conjunction with adult literacy and WorkKeys classes and to coordinate services offered through adult education with local school district programs to assist parents/students in becoming self-sufficient.

10.0 Integration with other Adult Education and Training

WIA Section 224(b)(11) of the AEFLA says that the state plan is to include "a description of how the adult education and literacy activities that will be carried out with any funds received under this subtitle will be integrated with other adult education, career development, and employment and training activities in the State or outlying area served by the eligible agency."

10.1 Description of Planned Integrated Activities

The SCDE recognizes that WIA/WIOA requires the coordination of adult education, literacy, and workforce development with those of other agencies, institutions, and organizations within the state. The SCDE will continue to participate with other state agencies to meet the three purposes of the WIA/WIOA in shaping programs for educating adult learners, preparing an effective workforce, and holding adult education and workforce preparation programs accountable for results. The SCDE allocates funds to the South Carolina Department of Corrections (SCDC) to provide services to their clients. Many of these collaborations will serve more than one purpose of the WIA/WIOA.

1. Adult education in South Carolina has the objective of assisting adults to become literate and to obtain the knowledge and skills necessary for employment and self-sufficiency.

- The OAE will maintain collaboration with the state's K–12 program to coordinate comparable curricula and establish programs to instruct high school students and adults in employability skills. Additionally, local adult education providers will work in conjunction with local school districts to coordinate services to implement family literacy as mandated by the Act 135 parenting requirement.
- The OAE also funds adult education programs in the sixteen technical colleges throughout the state. These colleges collaborate with other local adult education providers to establish a continuum of services for adults and to avoid duplication of services.
- Adult education programs will be encouraged to meet requirements under Title I of the WIA/WIOA as well as to align with local Workforce Investment Boards to be a provider for one-stop delivery systems.
- Adult education will identify state and community agencies that provide services and additional support for minority populations in workplace training programs and other educational programs.
- Numerous state and local agencies/groups will cooperate and coordinate in delivering adult education services. Local adult education programs will develop collaborative agreements annually with various other agencies/programs. Formal agreements will be developed with the Department of Social Services (DSS), the Department of Health and Human Services (DHHS), the Finance Commission, the United Way, as well as with colleges, universities, and other agencies, in an effort to provide educational and support services to the adults most in need of educational services. Collaborative agreements will establish the services to be rendered by the local adult education program and other entities involved.

2. Adult education in South Carolina has the objective of assisting adults who are parents to obtain the educational skills necessary for them to become full partners in the educational development of their children.

- The OAE will maintain collaboration with the state's K–12 program to coordinate comparable curricula and establish programs to instruct high school students and adults in employability skills. Additionally, local adult education providers will work in conjunction with local school districts to coordinate services to implement family literacy as mandated by the Act 135 parenting program requirement.
- The SCDE will continue to play a major role in providing services to meet the requirements of the recently passed Family Independence Act to remove adults from public assistance and will continue its role in the state's economic

development. Assisted by technical assistance from the OAE, many local programs will collaborate with county offices of the DSS to establish pre-employment training and basic education classes for DSS welfare clients. This initiative will result in an improved educational level and employability of DSS welfare clients in an effort to remove them from public assistance.

- Delivery of family literacy components by adult education programs are closely coordinated with the local school district and participating agencies. Currently the SCDE does not have an office that coordinates the components of family literacy but the OAE, through focus groups, promotes alignment of family literacy with programs that have shared goals and missions such as First Steps to School Readiness, Head Start, Early Head Start, Title I, the DSS, SNAP2 Work Project, DHHS, Children’s Trust, private child care, and other entities that promote parental engagement and literacy.

The OAE extends the efforts of local adult education programs to remove barriers from a student who is a parent and increase their ability to participate in adult education programs. Program participation supports the interwoven goals of adult education and family literacy for adults to enter employment, retain employment, obtain high school certification, move into post-secondary education and training, and obtain the educational skills necessary to become full partners in the educational development of their children. Family Literacy provides tools and resources for educators and parents to create engaging lifelong learning opportunities for the entire family.

- Numerous state and local agencies/groups will cooperate and coordinate in delivering adult education services. Local adult education programs will develop collaborative agreements annually with various other agencies/programs. Formal agreements will be developed with the DSS, DHHS, Finance Commission, and United Way, as well as with colleges, universities, and other agencies, in an effort to provide educational and support services to the adults most in need of educational services. Collaborative agreements will establish the services to be rendered by the local adult education program and other entities involved.

3. Adult education in South Carolina has the objective of assisting adults to complete a secondary-school education.

- The OAE will maintain collaboration with the state's K–12 program to coordinate comparable curricula and establish programs to instruct high school students and adults in employability skills. Additionally, local adult education providers will work in conjunction with local school districts to coordinate services to implement family literacy as mandated by the state's Act 135 parenting program requirement.

- The OAE also funds adult education programs in the sixteen technical colleges throughout the state. These colleges collaborate with other local adult education providers to establish a continuum of services for adults and to avoid duplication of services.
- Adult education programs will identify state and community agencies that provide services and additional support for minority populations in workplace training programs and other educational programs.
- Numerous state and local agencies/groups will cooperate and coordinate in delivering adult education services. Local adult education programs will develop collaborative agreements annually with various other agencies/programs. Formal agreements will be developed with DSS, DHHS, Finance Commission, United Way, colleges and universities, and other agencies in an effort to provide educational and support services to the adults most in need of educational services. Collaborative agreements will establish the services to be rendered by the local adult education program and other entities involved.

10.2 State Unified Plan

Adult education representatives are on committees currently involved in the design of a state unified plan. One organizational meeting has been held to establish committee members. A state-wide memorandum of understanding (MOU) between multiple partners was recently signed by agency and organization heads. This MOU may serve as a foundation for the State Unified Plan.

11.0 Description of the Steps to Ensure Direct and Equitable Access

WIA Section 231(c) of the AEFLA requires that each eligible agency receiving funds under Title II shall ensure that "(1) all eligible providers have direct and equitable access to apply for grants or contracts under this section; and (2) the same grant or contract announcement process and application process is used for all eligible providers in the State or outlying area."

11.1 We will not have a grant competition for the fiscal year July 1, 2015–June 30, 2016. We intend to extend our grantees from the previous year. We are planning to have a grant competition for the July 1, 2016–June 30, 2017, fiscal year.

11.2 Notice of Availability

12.0 Programs for Corrections Education and Other Institutionalized Individuals

WIA Section 225 of the AEFLA requires that each eligible agency carry out corrections education or education for other institutionalized individuals by using the funding made available under section 222(a)(1) for a fiscal year. Section 232(a)(1) allows not more than

10 percent of 82.5 percent of the funding for the cost of educational programs for criminal offenders in correctional programs, for criminal offenders in corrections education, or for other institutionalized individuals. Section 225(c) requires that priority be given to those individuals who are within five years of release from incarceration.

12.1 Types of Programs

South Carolina has twenty-five state-operated correctional institutions. The SCDC operates adult education classes in twenty-four of these institutions. The SCDC receives federal and state funds for basic education, GED, ESL, and pre-employment training.

Some local programs offer workforce preparation and high school equivalency classes at their local detention center or federal prison.

All programs serving institutional individuals must adhere to the same regulations and policies as other approved providers.

12.2 Priority

Each eligible provider using federal funds under this section to carry out a program for criminal offenders in a correctional institution shall give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program. In this transition year and beyond, there are no anticipated changes in the funding of adult education in correctional institutions.

12.3 Types of Institutional Settings

The SCDE will approve funds for programs providing services in the following types of correctional institutions:

- Prisons
- Jails
- Reformatory
- Work Farm
- Detention Centers
- Halfway house, community-based rehabilitation centers, or similar institutions designed for the confinement or rehabilitation of criminal offenders

13.0 State Leadership Activities

WIA Section 223 of the AEFLA requires supporting efforts aimed at capacity building at the state and local levels, such as technical assistance in program planning, assessment, evaluation, and monitoring of activities carried out under this subtitle. WIOA Section 223.

13.1 Description of new required activities

1. The SCDE's OAE program regions have been realigned with the 12 Local Workforce Investment Area (WIA) Board regions and South Carolina's Technical College System. This re-design will facilitate cooperation with other eligible providers to align adult education and literacy activities in the following ways:
 - Establish a common intake process to include, as applicable,
 - Orientation process
 - TABE Assessment process
 - Career Interest Inventory Assessment
 - Develop career pathway activities aligned with employer needs, economic needs, and student interests within the related county or workforce region to be led by adult education, technical colleges, SC Works, and/or employers.

2. The SCDE's OAE professional development is coordinated by the OAE staff through four Regional Adult Education Technical Assistance Centers (RAETAC). Working together, the OAE and RAETAC staff provide state and regional training, professional development, and targeted individual technical assistance to adult education programs. RAETACs offer professional development for directors, teachers, teaching assistants, volunteers, tutors, administrative assistants, test administrators, data entry clerks, intake/testing specialists, and all who work with the adult learner in any capacity. Regional training is custom-designed, based on feedback and evaluation surveys, to meet the specific needs of the programs and to address any deficiencies found in program operation. State-wide training consists of workshops, college credit (re-certification) seminars, or bi-annual conferences.

This professional development system will be reviewed and modified to support the requirements of WIOA in the following ways:

- All professional development training information on participants and events will be kept in a professional development database. This will allow OAE staff, statewide training staff, and local program directors to access training information on any training participant at any time.
- OAE staff working independently and/or with the statewide trainers will work to develop and enhance existing trainings to ensure integration of the following:
 - Workforce preparation activities
 - Digital learning
 - Career pathways
 - Components of reading instruction
 - Specific needs of adult learners

- Models and promising practices
- New Director training

3. To provide technical assistance to eligible providers, the OAE will

- a. Continue to develop and expand the Intensive Technical Assistance Process (ITAP) to include programmatic training targeted to retention, instruction, program design, etc. Additionally, LINCS online courses for career pathways, ELL, learning disabilities, science, technology, and reading will be utilized.
- b. Work with the South Carolina Department of Employment and Workforce (SCDEW) and the local SC Works (one-stop) partners to create a process that will allow adult education to access employment and training information. This information includes employer or economic information that will drive the career development process. Adult Education, SCDEW, Vocational Rehabilitation, and in some cases the Technical Colleges will work to create training around the employment needs of employers.
- c. Work with staff of other eligible agencies to develop an information-sharing process between the core programs. The OAE and the statewide trainers will continue to develop training processes to improve technology skill levels for eligible providers. The Integrating Technology in the Adult Ed Classroom (ITAC I) class at the College of Charleston will be modified to give class participants the digital training they need to help students excel.

Technology will be used to improve system efficiencies in the following ways:

- Professional development system training (Pro-D)—To better track and evaluate professional development activity, the OAE will launch Pro-D which is a staff database.
- Attendance upload process—Currently some eligible providers are piloting the attendance upload process. Prior to this pilot, all attendance information for students was entered into the information system one student at a time. This new upload process allows attendance information for groups of students to be uploaded at one time.
- Digitize Registration form—Eligible providers currently use a paper registration process to enroll students during the intake process. The digitized registration form will allow for more computer practice for students and save the provider money by not using paper.
- State student data system updates—Once the eligible agencies gain access to an information system that allows for communication within each data

system, as students access services within each agency, each agency with a common interest in the student will gain automatic access to the updated student information.

4. Programs are monitored and evaluated for program performance monthly, quarterly, annually, or as needed. Monitoring and evaluation of eligible providers will occur in the following ways:

- Financial Monitoring—desk audits and eligible provider monitoring
- Formal (Local Program Review (LPR)) or Informal monitoring—eligible provider monitoring
- English/Language Civics Program—desk audits and eligible provider monitoring
- Family Literacy Program—desk audits and eligible provider monitoring
- Vocational Rehabilitation—desk audits and eligible provider monitoring
- Program Performance—desk audits; under-performing programs are required to participate in the ITAP process
- Assessment Policy monitoring—data review for compliance

The following trainings are designed to disseminate information about models and proven practices:

- TABE for Practitioners
- Cookbook for Developing or Maintaining a Successful Adult Education Program
- Data Diving
- LACES for Practitioners
- Director's Forums

The OAE will continue to develop these monitoring processes to strengthen eligible provider performance and program improvement.

13.2 Description of Permissible Activities

The OAE will focus on improving the quality of services offered by local providers through state leadership. In an effort to meet the purposes of the WIOA, the OAE will promote staff development, technical assistance, and other activities that will enhance the delivery of educational services in South Carolina and assist local programs to increase their capacity to serve students.

1. To support training efforts across the state, the OAE will modify and create the following processes.
 - To encourage participation in local area county, WIA region, and economic training, the OAE has modified the adult education map to closely align with the twelve region WIA map. Over the next couple of program years, the OAE plans to make additional updates to the current adult education map. The updates include increasing the number of regions from four to twelve.
 - Modify and/or create graduate-level classes to be taught at the College of Charleston and through the state training system.
2. The OAE will work with the statewide trainers to create HSED and HSD remediation that incorporates digital and workforce preparation activities into the instruction. The OAE will also modify the technology class for that is offered through the COC.
3. The OAE will continue to provide training and best practices in the teaching of reading to adults. Previous offerings include reading workshops, dissemination of targeted reading materials, and provision of the publication *News for You* to all programs in both print and online editions.
4. The OAE will collaborate with eligible agencies to create career pathways for in-demand jobs and careers.
5. The OAE will collaborate with eligible agencies to develop monitoring tools that measure the performance and achievement of eligible providers. The OAE will also expand the program improvement (ITAP) process.
6. The OAE will modify the current transition to post-secondary education and/or training of students within eligible providers. The OAE will also collaborate with other eligible agencies to create career pathways.
7. Content for English Language Learner (ELL) training is driven and delivered by an ESL Task Force through the RAETAC (current training system). This system is led by the OAE ESL Specialist and is comprised of the RAETAC Lead Training Specialist and a diverse group of ESL teachers from throughout the state. This group will work to expand the ESL transition training by incorporating occupational skill training into the ELL training process. Other regional face-to-face trainings such as ELL Best Practices and ESL Program Design will allow for expansion of workforce preparation activities into each ESL class session.
8. The OAE has aligned our services to the changes brought with the new 2014 GED assessment. The OAE now offers a new re-certification course blending Common Core

with Technology and is in the process of piloting a state-wide Standards in Action cohort utilizing the College- and Career-Readiness Standards.

9. In July of 2013, in response to the release of the OCTAE's College and Career Readiness Standards (CCRS), the OAE created a two-year strategic plan framework guided by the national priorities of "College and Career Readiness" and "Instructional Quality." Within the focus on Instructional Quality, the OAE set short- and long-term goals for implementing state and local professional development for contextualized instruction. Since both the GED 2014 and TASC are aligned with the Common Core State Standards (CCSS) and SC's standards were created "in-house," the OAE must create a cross-walk between the two.

In response to these priorities, the OAE set a short-term (one-year) goal of adopting OCTAE's CCRS and began a Standards in Action (SIA) pilot (one cohort) and a long-term (two-year) goal of expanding the Standards in Action pilot to another cohort.

10. The OAE is constantly developing and piloting strategies for improving teacher quality and retention including

- Professional development
- Access to current resources and updated technology
- Recognition of successful teaching practices
- Survey of teachers' opinion, needs, etc.
- Encourage eligible providers to implement teacher orientation strategies that provide clear expectations and real time (shadowing) experiences for applicants prior to hiring

11. See section 9.1 (Individuals with Disabilities) and section 13.2.7 (ELL)

13.3 Collaboration

The SCDE's OAE will collaborate with other eligible agencies to operate in the best interest of clients entering all eligible providers in the following ways:

- Shared intake and orientation information
- Common registration and career pathway process
- By sharing the following data
 - Employment
 - Post-secondary and training
 - Credential
 - Employer

- Measurable skill gain
- Median earnings

The SCDE's OAE will also collaborate with other eligible agencies to ensure that efforts to serve clients are not duplicated and to maximize services.

14.0 English Literacy/Civics (EL/Civics)

South Carolina will be extending current EL/Civics grantees in the 2015–16 school year subject to an internal application open to currently approved providers.

To plan for full implementation of IEL/CE, the OAE will begin assessing the eligibility for employment among our students currently served by our EL/Civics grants to include Deferred Action for Childhood Arrivals (DACA) recipients, Deferred Action for Parents of Americans and Lawful Permanent Residents (DAPA) recipients, social security card holders, and employment authorization document (EAD) holders. Using our state database, we will also aggregate statistics by Workforce Investment Areas (WIA) summarizing the highest level of education completed of our foreign-born students. This information will be provided to each local program to use when meeting with their local WIA boards to explore which employers have demands relevant to this population. Using this employer-based information, the ESL Task Force will begin to develop, revise, and/or adopt IEL/CE curriculum to match those needs.

ESL intake training will be developed to re-emphasize the importance of the accuracy of the core student demographic information with respect to employment status, level of education, and identification needed for employment data matching.

Additionally, the annual training institutes will offer sessions on the new legislative requirements in addition to program design and curriculum support.

15.0 Description of Joint Planning and Coordination for Unified Plan

The OAE has not previously operated under a unified plan. The OAE and the other mandated eligible agencies have started the process that will allow for a unified operation that will begin July 1, 2016.

16.0 Description of Activities under Section 427 of the General Education Provisions Act (GEPA)

The OAE ensures equitable access and participation in all WIOA-regulated programs under OAE jurisdiction, to include students, teachers, and other beneficiaries with special needs. Appropriate accommodations are observed and/or verified through on-site monitoring.

All eligible providers will be required to provide all activities and services in accessible formats for all participants, contractors, and evaluators. All project activities will be available through assistive technologies upon request. Eligible providers are mandated by federal law to comply with ADA.

Academic materials and assessment tools will be provided in a variety of modalities upon request including print, Braille, or auditory form.

The OAE will ensure that all buildings and facilities used for program activities, technical assistance, and meetings are ADA-compliant. Eligible providers will not prohibit participation of any particular gender, race, national origin, color, disability, or age.

17.0 One-Stop Participation

The SCDE's OAE as the eligible state agency has encouraged all eligible providers to be one-stop partners. It will be determined by all eligible agencies if eligible providers will specialize in providing specific services and where those services will be located. The OAE will utilize leadership funds to give training and technical assistance to eligible providers so that they can serve effectively as one-stop partners. The OAE will also work with other eligible agencies to create job-driven career pathways.

The RAETAC areas have been realigned to coincide with local Workforce Investment Areas so that eligible providers will have collaborative representation. Current activities conducted by eligible providers for the one-stop partner include

- TABE testing
- GED classes
- WorkKeys classes and testing
- ESL classes
- Diploma classes

APPENDIX A—see attached PDF

APPENDIX B—Governor's transmittal