CONNECTICUT STATE DEPARTMENT OF EDUCATION

CONNECTICUT STATE PLAN
FOR
ADULT EDUCATION AND FAMILY LITERACY,
TITLE II OF THE WORKFORCE INVESTMENT ACT
PUBLIC LAW 105-220

FISCAL YEARS 2001-2004

DRAFT
December 1999

TO: **All Readers of the Connecticut State Plan for Adult Education and Family Literacy, Title II of the Workforce Investment Act**

FROM: **Roberta Pawloski, Chief of the Bureau of Career and Adult Education**

DATE: **December 1, 1999**

Enclosed please find a copy of the State of Connecticut's federal plan for adult education. This plan is written in response to new legislation called the Workforce Investment Act. Title II of this Act, entitled the ***Adult Education and Family Literacy Act***, outlines the requirements that the State of Connecticut must meet is designing and implementing federally funded adult education programs. The attached plan is our response to this legislation.

It is important to note that Connecticut also funds adult education programs with a combination of state and local dollars. Through state legislation, each school district is required to provide, or make arrangements to provide, specific classes free of charge to qualifying adults. These classes are Citizenship, English as a Second Language, Adult Basic Skills and secondary completion, including GED test preparation. Any adult who is sixteen years of age or older and no longer in day school may qualify for these programs.

In Connecticut, federal funds will be used to expand adult education programs in order to give school districts, community-based organizations, family literacy centers, work-sites and other settings the opportunity to offer locally-responsive programs. It is the intent of the Workforce Investment Act that programs assist adults to accomplish educational goals, obtain or advance employment, advance to postsecondary education, and participate in the education of their children. We believe that Connecticut's plan accomplishes those goals.

We welcome your comments regarding this plan. You may respond in writing or by attending a public hearing. Public Hearings will be held at two locations:

- January 20, 2000 - Gateway Community-Technical College at the North Haven Campus, 88 Bassett Road, North Haven, CT, 6:30 – 8:30 PM. (Snow day – January 21, 2000.)

- January 25, 2000 - Capital Region Education Council (CREC), 111 Charter Oak Avenue, Hartford, CT, 4:00 – 6:00 PM. (Snow day – January 26, 2000.)

On this web site, please refer to the Bureau of Career and Adult Education's **Main Menu** and click on the entry entitled ***Comment Page – State Plan for Adult Education and Family Literacy***. This page provides specific directions for responding via mail, E-mail or through public hearings. Thank you for your contribution.

Table of Contents

Chapter		**Page**
1.0	Certifications and Assurances	1
2.0	Needs Assessment	4
3.0	Description of Adult Education and Literacy Activities	16
4.0	Annual Evaluation of Adult Education and Literacy Activities	21
5.0	Description of How Performance Measures Will Ensure the Improvement of Adult Education	22
	Core Indicators of Performance	23
	Additional Indicators of Performance	29
6.0	Procedures and Process for Funding Eligible Providers	31
7.0	Public Participation	38
8.0	Description of Program Strategies to Serve Populations Most In Need of Literacy Services	41
9.0	Integration with Other Adult Education and Training Activities	43
10.0	Direct and Equitable Access	45
11.0	Programs for Corrections Education and Other Institutionalized Individuals	46
12.0	State Leadership Activities	47
	Section 427 GEPA	49
	One Stop Participation	50
Appendix A – Goals and Objectives		53
Appendix B – Public Comment		61

UNITED STATES DEPARTMENT OF EDUCATION
Office of Vocational and Adult Education

Adult Education and Family Literacy Act
Enacted August 7, 1998 as Title II of the
Workforce Investment Act of 1998 (Public Law 105-220)

The State Department of Education of the State of Connecticut hereby submits its Five-Year State plan to be effective until June 30, 2004. 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:

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 has adopted or otherwise formally approved the plan.

8. The plan is the basis for State operation and administration of the program.

ASSURANCES

WORKFORCE INVESTMENT ACT OF 1998
(Public Law 105-220)

(Section 224 (b) (5), (6), and (8)

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.

SEC. 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.

_____
(State Agency)

_____

_____
(Address)

By: _____
(Signature of Agency Head)

_____
(Title)

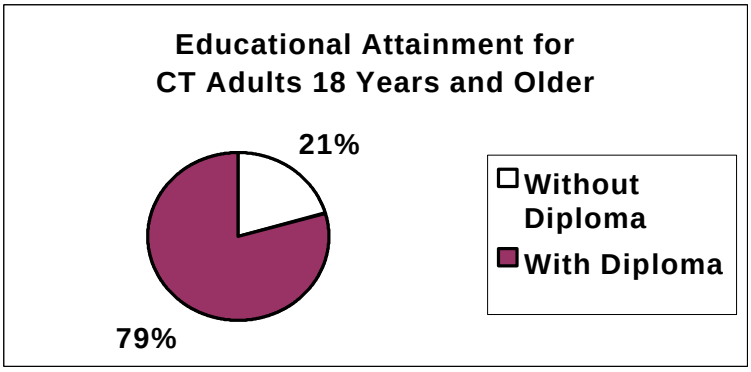
_____
(Date)

2.0 Needs Assessment

This section of the plan documents the need for adult basic education in Connecticut providing an information base for planning and program development. It provides information regarding the educational attainment levels of Connecticut adults; an overview of current labor market trends; the educational and economic status of specific population groups most in need of services; and significant findings from Connecticut State Department of Education formal needs-assessments.

Statewide Education Attainment

On the basis of educational attainment, Connecticut ranks high in the nation yet still faces a significant challenge in meeting the needs of undereducated adults. According to 1990 census data, Connecticut has a population of 3,287,116 residents with 2,537,535 adults over the age of eighteen. More than 520,350 individuals, or 20.5% of the adult population, do not have a high school diploma: 190,800 individuals have less than a ninth grade education and 329,500 have some high school education but no diploma. At a time when economic and labor trends all point to the importance of education and training for self-sufficiency, the number of undereducated adults in Connecticut approximates its entire K-12 population.



According to the State Department of Education's Adult Education Database Management System (AEDBMS), adult education programs served 37,001 students (16,172 males and 20,829 females), or 7% of the total undereducated population during 1998-99. Of this number, 48%, were employed in full or part-time jobs, 46%, were unemployed, and 6%, were not actively seeking employment. Performance indicators are positive for individuals who attend adult education programs, but the fact remains that only 7% of undereducated adults have enrolled in these programs. This disparity, which is mirrored on the national level, indicates that adult education providers must focus on outreach and retention efforts for populations most in need of literacy services.

Labor Market Trends

Economically, as well as educationally, Connecticut is a state of contrasts. Since 1986, Connecticut has ranked first in per capita income, yet it currently has three of the top-ten poorest cities in the nation– Hartford, Bridgeport and New Haven. While the overall unemployment rate for Connecticut is 2.1% (August 1999), rates are higher in the urban centers of Bridgeport (3.7%) and Hartford (3.8%). Unemployment rates were also significantly higher for minority populations who represent approximately 18% of the population but nearly one third of the unemployed statewide.

There has also been a significant increase in Connecticut firms hiring part-time and temporary workers. Between 1993 and 1995, the number of part time workers in the state increased 6.7% while the number of full-time workers dropped 6.2% (Mapping Change). Temporary service employment increased 67% between 1990 and 1998 and currently accounts for more than 30,000 workers (Choices Today.. A High Performance Workforce Tomorrow, Office of Research, Connecticut Department of Labor, June 1999). While temporary employment does serve as a way to reenter the workforce, the lack of health and other benefits coupled with a lack of job security and associated promotion significantly impacts the employee's ability to move toward self-sufficiency.

Low-Skill, Low-Wage Trends

Currently, in Connecticut, labor market trend growth is split between high-wage, high-skill opportunities and low-wage, low-skill jobs. High wage jobs, which assure self-sufficiency and personal financial growth, increasingly demand technical training and post-secondary degrees. Conversely, low-skill jobs, which are the jobs secured by undereducated adults, are centered in clerical, sales and service occupations and pay substantially less than the low-skill manufacturing jobs of the past. The following chart details some of the low-skill jobs that will be in greatest demand from 1997-2005 and cites current wages paid for these jobs. It is clear that these jobs will not provide self-sufficiency for most adults, especially single parents or parents with larger families.

Jobs	1996 Average Weekly Earnings	Job Openings Per Year 1997-2005
Cashiers	$234	56,200
Janitors	$328	55,900
Child Care Workers	$177	24,800
Home Health Aides	$329	44,500
Waiters/Waitresses	$287	47,900

Source: Giving Children Hope and Skills For the 21st Century, 1997.

High-Skill, High-Wage Trends

Connecticut currently has a serious shortage of technically skilled employees and this shortage is projected to increase. There are presently fewer program graduates than job openings available in areas such as engineering, health related therapy, business and finance, and computer programming. Nearly one forth of the state's 1,746,100 workers are currently in professional, technical or paraprofessional occupations and this category will experience a 15.9% growth rate by 2006 (Connecticut Forecast 2006, Office of Research Connecticut Department of Labor, March 1998). Nationally 79% of the new job openings through 2005 will require secondary completion or higher educational levels with paraprofessional and paratechnical jobs among the fastest growing occupations.

Moreover, Connecticut is facing a population decline in the 25 to 44 age cohort, the age group that has traditionally filled newly created technical, paraprofessional and professional positions, and an increase in the 45+ age cohort, the age group that will have a significant need for retraining for higher level technical jobs. The following table shows population projections by age cohort using data from CT Population Projections: Population Projections for Connecticut and Its Municipalities by Age and Sex 1995-2020, from the Office of Policy and Management, September 1995.

Population Projections By Age Cohorts for Connecticut to the Year 2020				
Year	Age Cohort 18 – 24	Age Cohort 25 – 44	Age Cohort 45 +	Census
1990	336,333	1,094,878	1,097,224	Estimated
2000	259,429	994,175	1,250,366	Projected
2010	320,397	850,682	1,473,421	Projected
2020	309,830	907,060	1,570,810	Projected

High-Skill Labor Shortages

An analysis of the current labor situation in Southwest Connecticut done by The Workplace, Inc. (Southwestern Connecticut's Regional Workforce Development Board) illustrates Connecticut's high-skill labor shortage. The Southwest Service Delivery Area covers 20 towns, including two Labor Market Areas of Bridgeport and Stamford. This area is home to 768,000 people and more than 390,000 jobs. While it houses the urban area of Bridgeport, identified as one of the poorest in the nation, it also houses some of the wealthiest towns in Connecticut and is a primary site for Connecticut's high-technology industries.

According to this analysis, The Needs Assessment Update – 1998, Southwest Connecticut is running out of skilled people to fill job openings. Population growth in the area is flat and projected to grow by less than 4% by 2010; working population will actually decrease by 0.30% by 2005. Yet, the area can expect job growth of 40,695 new jobs (10.5%) through 2005, with an additional 80,000 jobs that will need to be refilled. At the same time, twenty to thirty thousand Southwestern Connecticut residents currently face barriers to employment in these newly created jobs as disadvantaged workers, individuals with disabilities, dislocated workers, probationers or new workforce entrants. If all of these residents were trained tomorrow, the area would still lack trained employees to fill projected openings. Clearly, they won't all be trained tomorrow, but it is obvious that both the state economy and these individuals need immediate education and training.

Specific Populations Most in Need of Literacy Services

The following sections provide information regarding the needs of specific population groups in Connecticut and highlight the challenges that adult education must address in planning programs that are responsive to each student's need for education and economic self-sufficiency as well as each community's need for economic growth and stability.

Out of School Youth

Of critical concern to adult education is the drop out rate of Connecticut's urban youth. During the seven-year period from 1991-1998, more than 40,400 Connecticut youth dropped out of school. For the Class of 1998, the statewide cumulative dropout rate (the percentage of students who dropout at some point during their four years of high school) was 15.1%; however, the cumulative dropout rates for urban areas were significantly higher (as shown in the table below). Currently, these urban areas have a population that includes a significant number of minority students, indicating an ongoing disparity between white and minority dropout rates.

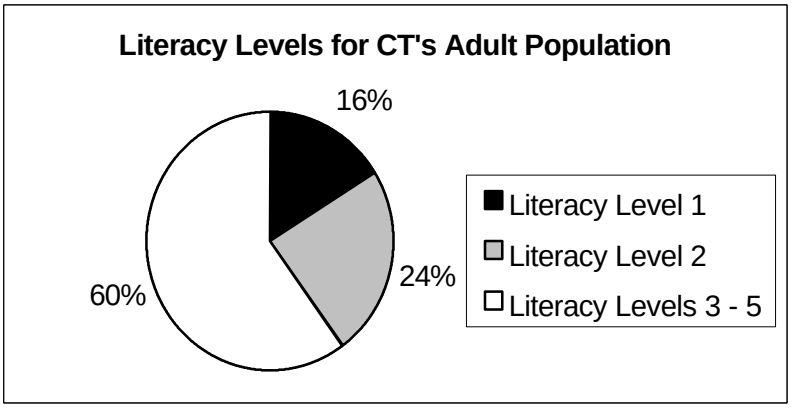
Cumulative Dropout Rates for Connecticut Urban Areas				
Location	**Class of 1995**	**Class of 1996**	**Class of 1997**	**Class of 1998**
Statewide	*17.4*	*16.4*	*15.7*	*15.1*
Bridgeport	39.7	30.3	26.3	25.8
Hartford	43.6	48.9	44.1	51.0
New Britain	38.6	27.9	25.0	31.8
New Haven	30.3	25.9	29.5	29.7
New London	35.8	38.4	19.3	32.7
Waterbury	40.8	37.1	38.4	35.6
Windham	51.3	30.7	31.5	33.5

Source: Data Bulletin May 1999: High School Drop Out Rates in CT (Bureau of Research, Evaluation and Student Assessment, Connecticut Department of Education)

During FY 1998-99, Connecticut adult education programs served 13,336 students under age twenty-two (up from 12,538 in 1997-98) with the majority of young adults attending programs in the urban areas. Seventy-six percent of the 6,806 students enrolled in the Adult High School Credit Diploma Program (AHSCDP) were under age twenty-two as were 48% of the 6,936 students enrolled in GED preparation classes. For 1998, 6,907 residents took the GED Test, with 42% under age twenty-one. Adult education programs are currently targeting and reaching some urban youth, but the majority of recent dropouts are not enrolling in education programs. These young adults face serious barriers to employment as they attempt to compete in a labor market that demands interpersonal, problem-solving and technical skills, even at entry-level positions.

Adults with Low Literacy

The National Adult Literacy Survey (US Department of Education, National Center for Education, 1993) focused on how well American adults performed the literacy tasks necessary to function on-the-job and in society. A subsequent analysis in The State of Literacy in America (National Institute For Literacy, 1998), reported that 16% of Connecticut's adult population (approximately 526,000 adults) function at Literacy Level 1, the lowest of five identified levels. Adults at this level display difficulty using reading, writing and computational skills considered necessary for functioning in everyday life. For example, Level 1 adults cannot enter background information on a Social Security card application or locate an intersection on a street map.



Nationally, 43% of all adults at Literacy Level 1 live in poverty. Seventy percent have no job or a part time job, working an average of 19 weeks per year. Their median income is $240 per week compared to $681 for adults at Level 5. The following table compares literacy and poverty levels for the urban areas of Bridgeport, Hartford and New Haven. Rates for Stamford and Waterbury are similar.

Comparison of Poverty and Literacy Levels in Connecticut Urban Areas		
Location	Percent of *Adult* Population at Literacy Level 1*	Percent of *Total* Population Living Below Poverty Level**
Bridgeport	34%	18%
Hartford	41%	28%
New Haven	30%	21%

*Source: NALS; ** Source: Economic Data Planning Guide 1997-98 (CT Dept. of Labor).

Connecticut adult education programs served 6,708 adult basic skills and 14,209 English as a second language students in FY 1998-99. Clearly, adults with low literacy, especially those with other barriers to education, are the hardest to reach and most in need of literacy services. The following subsections provide statistical information regarding some population groups with low literacy and/or other barriers to education.

Limited English Proficient

Many adults at Literacy Level 1 are limited English proficient speakers who do not have the language or literacy skills to perform basic day-to-day functions related to health, home management or employment. More than 466,000 Connecticut residents speak a language other than English: 167,000 speak Spanish, 26,747 speak Asian or Pacific Islander languages, and 272,421 speak all other non-English languages combined. More than 72,000 of these non-native speakers indicate that they speak English "very little or not at all." (1990 Census Data.)

According to The Connecticut Economy (University of Connecticut Quarterly Review, Winter '98), net international migration brought an estimated 49,700 people to Connecticut between 1990 and 1997, and our Hispanic population grew by about 40,000 residents (19%) between 1990 and 1996. Connecticut Strategic School Profiles for 1997-98 (Connecticut State Department of Education) indicate that a high percentage of urban students in the K-12 system live in households that speak limited or no English. In Hartford, 54% of PK-12 students live in homes where English is not the primary language and 51.9% of the school population is Hispanic. For Bridgeport, 38% of PK-12 students live in homes where English is not the primary language and 42.3% of the school population is Hispanic.

Individuals with Disabilities

The 1990 census data indicates that 178,721 adults between the ages of 16 and 64 (8.4% of the CT population) have a work disability, mobility limitation or a self-care limitation. NALS states that a significant percentage of surveyed adults with disabilities operate at Literacy Level 1. While 21% of the general population function at Level 1 in the "prose" literacy scale, the following table shows higher percentages for persons with disabilities.

Percentage of Disabled Adults with Significant Literacy Needs	
Type of Disability	Adults at Literacy Level 1
Mental Retardation	87%
Learning Disability	58%
Visual Difficulty	54%
Speech Disability	53%
Mental or Emotional Condition	48%
Physical, mental other handicapping condition	46%
Physical Disability	44%

Many adults seeking literacy services are likely to be unaware of their disabilities since they left the educational system before diagnostic services were provided. In 1996, the State Department of Education conducted a survey of adult education providers to estimate the number of adults served with identified or suspected disabilities. Fifty-six programs responded. The results, published in the Connecticut Resource Guide for Individuals with Disabilities on Adult Education Programs, Third Edition, (CSDE, January 1997), indicated that adult education providers served 2,157 individuals with identified disabilities and another 1, 891 with suspected disabilities. This 4,048 total represents approximately 12% of the total enrollment in adult education programs. Special Education Profiles for 1996-97 (CSDE) indicate that the state prevalence rate for K-12 students identified with all types of disabilities is 13.7% of the total student population. This figure supports the 12% figure estimated for adult education student and indicates that this figure may increase.

Temporary Family Assistance (TFA) Recipients

Over 60% of those who spend more than 5 years on TANF enter with less than a high school education while more than 65% of those who have a high school diploma leave welfare within two years. Nationally, 70% of welfare recipients are in the lowest two literacy levels, below the level that the

National Education Goals Panel states is necessary to succeed in our economy and society (NALS). Data published through the Connecticut Department of Social Services, Temporary Family Assistance Program Summary Report(s) indicate that approximately 50% of Connecticut TFA clients lack a high school diploma.

Connecticut's implementation of a jobs-first approach to welfare reform is currently aided by a strong economy. In April 1997, Connecticut had a total TFA caseload of 53,511 with 38,909 time-limited cases. In June 1999, this caseload decreased to a total TFA caseload of 30,676 with 16,960 time-limited cases. The placement success rate is expected to decrease, however, as Connecticut attempts to place clients with low literacy skills into a high-skill labor market already crowded with low and semi-skilled workers. Additionally, Connecticut's tight labor market now demands diplomas for jobs that were previously reserved for under-educated adults. In effect, we are experiencing credential inflation because the market is glutted with low and semi-skilled workers competing for fewer low-skill jobs.

Moreover, when TFA clients or dislocated workers gain employment, they often do not earn enough to raise themselves and their families out of poverty. The TFA Program Summary Report (July 29, 1999), indicates that average earnings for TFA time-limited clients is $6.39 per hour and $693 per month. This monthly average, which amounts to $8,316 per year, is well below poverty level for a family of four. The following table shows the relationship between educational attainment and wages earned and the disparity in earning power between white males and minority females, highlighting the critical need for adult education to reach low income women and families.

Average 1996 Earnings by Educational Attainment, Gender and Race For Population Ages 18 and Over

Characteristic	Not a H.S. Graduate	H.S. Graduate	Some College or Associate Degree
Total	$15,011	$22,154	$25,181
Male	$17,826	$27,642	$31,426
Female	$10,421	$16,161	$18,933
White	$15,358	$22,782	$25,511
Black	$13,110	$18,722	$23,628
Hispanic	$13,287	$18,528	$22,209

Source: U.S. Bureau of the Census, Current Population Survey, March 1997
(as shown in Vocational Training News, September 17, 1998)

Low Income Families

One in five Connecticut children lives in poverty, and 78% of Connecticut residents living in poverty are women and children (Mapping Change). While the national poverty rate has fallen by almost a percentage point since 1991-92, Connecticut's rate has increased from 9.2% in 1991-92 to 10.7% in 1995-96. (The Connecticut Economy, University of Connecticut Newsletter, Winter '98). For the years 1985 through 1996, Connecticut had the fastest growing income inequality in the nation among households with children. During this period, the average income of families in the bottom quintile dropped 30.9% while the average income for families in the state's top quintile grew 11.2%. Connecticut's relative deterioration in the distribution of income had more to do with a decline at the bottom, so it wasn't that the rich were getting richer, rather the poor were getting poorer. (The Connecticut Economy, Winter '98.)

The State of Connecticut One Hundred and Forty Ninth Registration Report (CT Department of Public Health, 1996), indicates that approximately 31% of resident births in 1996 were to unmarried mothers, up from 19% in 1986. Teenagers accounted for 8% of resident births with 50% of teenage mothers living in the four urban areas of Hartford, Bridgeport, New Haven and Waterbury. Hispanic and black populations, which account for approximately 18% of the total population, accounted for 59% of teenage births. As stated in Connecticut's Children: Increasingly Poor, 47.1% of children under the age of six that are born to teenage mothers live in poverty, as do 54.8% of children under the age of six living only with their mother.

There is a critical need to provide adult education and family literacy services to undereducated parents and their children, especially in urban areas, in order to address immediate health, education and economic problems. According to NALS, children of parents who are unemployed and have not completed high school are five times more likely to drop out of high school, and one of the most important predictors of children's success in school is having a mother who completed high school. On the other hand, children participating in family literacy programs in 15 cities nationally made gains at least three times greater than would have been expected based on their pre-enrollment rate of development. Fifty-one percent of adults participating in family literacy programs earned their GED or the equivalent and 43% became employed compared with 14% before enrolling.

In 1996, an estimated 3,887 families participated in Connecticut programs designed to improve family literacy: 3,634 families in Family Resource Centers, 125 families in Even Start programs and 128 families in Family Literacy programs. In 1998, adult education supported family literacy through nine

adult education Program Improvement Project grants, 5 Even Start Programs and 40 Family Resource Centers. Adult Education at the state and local level has embraced the Family Literacy platform and will continue to collaborate with other agency providers to focus on educating parents and their families.

Adults in Corrections

NALS finding indicate that seven out of ten prisoners in the United States perform in the lowest two literacy levels and are not adequately equipped to perform tasks like explaining an error on a credit card bill or reading a bus schedule. Eleven percent of prisoners self-report having learning disabilities as compared with three percent of the general population. According to Connecticut Department of Correction statistics there were about 15,909 men and women incarcerated in state correctional facilities (14,790 men and 1,119 women) during 1998, with an estimated 11,000 eligible for release or parole within five years. Approximately 2,914 inmates were aged twenty-one or below. According to Unified School District #1 (Correction) reports, approximately 12, 000 individuals without a diploma are incarcerated in Connecticut state correctional facilities each year with 3,000 inmates attending adult education classes each day. By assessed grade level, inmates fall into the following categories:

Connecticut Inmate Population by Assessed Grade Level for 1998	
Below grade 4	3,100 inmates
Grades 4-6	3,341 inmates
Grades7-9	3,659 inmates
Grades 10-12	1,750 inmates
Above Grade 12	3,977 inmates

Source: Department of Correction statistical reports 1998

Initial follow-up studies conducted by Unified School District #1 indicate that recidivism drops when inmates attend school while incarcerated. Poor literacy and communication skills prevent inmates and ex-offenders from learning about and obtaining effective services when released from incarceration, thereby impeding their ability to make a successful transition to society. A lack of skills also obstructs chances for gainful employment increasing the risk of welfare dependency for the ex-offender's family.

According to the September 1998 Alternative Incarceration Center Report, 6,930 clients entered the Connecticut Alternative Incarceration Center (AIC) during FY 1997-98. Of this number, 1,807 clients were aged 16 – 18 and 1,087 clients were aged 19 – 21. A three-year study prepared by the Justice Education Center, Inc. provides information about the outcomes of pretrial and sentenced clients. The Longitudinal Study Alternatives to Incarceration Sentencing Evaluation, Year 3 (September 1996) indicates that 64% of AIC clients with diplomas were arrest free after two years, compared with 44% of those with less than a high school education. Over half of AIC clients with diplomas were arrest-free after three years compared to 33% of those with less than a high school education.

Other Institutionalized Adults

Statistics generated by Department of Mental Retardation in October 1998 indicate that approximately 1,051 DMR clients are institutionalized in CT. Thirty-four clients are aged 16-21 with the majority attending the Residential School and Day Program; some of these clients may have need for adult basic education in the near future. The remaining 1,017 DMR clients are aged 22 and older with 267 attending Regional Centers, 16 attending Residential Schools and 734 attending Training Schools. For SFY 1998, Department of Mental Health and Addiction Services statistical reports indicate that 7,104 clients were enrolled in services: 5%, were aged 16-20; 77%, were aged 21-44; and 18%, were aged 45 and over. In all age cohorts, 34% had less than a high school diploma. Clearly, many of these clients will need education and training to facilitate a successful transition to community life, employment and self-sufficiency.

Needs Assessment Surveys and Program Planning Guidelines

In 1997, The Connecticut State Department of Education conducted a needs assessment survey to determine which skills were defined as critical for adult learners. The survey, Targeting Education: The Connecticut Adult Basic Skills Survey, collected information on the skills learners were trying to acquire, the skills employers were seeking, the skills educators were teaching, and the skills program operators were setting as the focus of their efforts. One critical finding indicated a divergence in the priorities of learners and business providers. Learners ranked health first and computation last, yet business ranked computation fourth and health fifth. Instructional providers' rankings were similar to those of learners, indicated that these providers were responsive to students' needs but were not addressing employer and labor market needs.

In 1998, the Connecticut State Department of Education also conducted a study of the Adult High School Credit Diploma Program (AHSCD), one of three diploma options offered by the State of Connecticut. The AHSCD provides a systematic method of awarding credits for a local high school diploma and is currently offered by 29 adult education programs serving 133 of 169 towns. The study, Toward a First Class Second Chance, Recommendations for Improving Connecticut's Adult High School Credit Diploma Program (Holt, Wexler & Farnum, June 1998), showed that over 53% of the students aged 16 to 18 indicated completion of grades 9 or 10 only. Moreover, over 70% of incoming students needed more than 6 credits to graduate, a 10% increase from 1996-97. Instructional providers also indicated that more students lacked job skills and job readiness, and were not successful in the K-12 system because of inability to meet attendance requirements.

These studies and the information presented in Section 2, highlight the challenges that adult education will face in creating programs that are responsive to each student's need for education and self-sufficiency as well as each community's need for economic growth and stability. Findings indicate that adult education must serve as a designer and provider of services which impress upon each learner the importance of skills essential for employment. Many adult education clients face racial, language, transportation, childcare and skill-level barriers, and some face disabilities, mental health or physical violence barriers as well. There is an immediate need to provide the necessary services to students with multiple barriers to self-sufficiency if they are to raise themselves and their families out of poverty. The remainder of this plan speaks to the activities and strategies that this agency intends to implement to help us met these challenges.

3.0 Description of Adult Education and Literacy Activities

In response to the population needs described in the previous chapter, the eligible agency will fund adult education programs and activities which target individuals most in need of literacy services and focus on individual self-sufficiency, community growth and workforce productivity.

Overview

Adult education and literacy activities funded through the Workforce Investment Act, Title II, will supplement, not supplant, those adult education programs offered through state/local funding. Currently, Connecticut General Statute (CGS) Section 10-69 mandates that "each local and regional board of education establish and maintain a program of adult classes or provide for the participation in a program of adult classes for its adult residents." Mandated programs, provided free of charge to any person sixteen years of age or over who is no longer enrolled in public school, are: Citizenship, English for adults with limited English proficiency, elementary (basic) skills, and secondary completion. Connecticut provides three secondary completion options: GED Preparation, Adult Credit Diploma Program and the External Diploma Program. For FY 2000, the state has 51 adult education providers funded through state/local contribution who offer mandated programs for all of Connecticut's school districts.

Federal funds under this subtitle will enhance the adult education services described above in the following ways:

- give community-based organizations and other eligible agencies the opportunity to provide locally-responsive adult education and family literacy programs;
- allow LEA providers to offer enhanced adult education and family literacy programming options (especially programs that facilitate transition to employment and self-sufficiency); and,
- provide core services to the Connecticut One-Stop system (See sec. 134(d)(2)) which are applicable to and in accordance with the requirements of Title II.

To help assure program effectiveness, the eligible agency will continue to utilize the Connecticut Competency System (CCS) which integrates curriculum, instruction and assessment into a competency-based delivery system which links basic skills with applied employability and/or life skills.

3.1 Description of Programs:

The eligible agency will fund the following programs and activities under the Workforce Investment Act, Title II:

Workforce Education Programs –These programs will provide literacy instruction (ESL, ABE or secondary completion) in an employability context to promote job readiness. Courses will include employability skills, career development activities and will provide a process to link education to training, post secondary education and/or employment and to link students to services provided through CT One-Stop Centers.

Worksite Education Programs – These programs will provide literacy instruction for employed individuals in order to support entry-level performance, job retention or career advancement. Programs will be built upon partnerships with business and industry and provide customized literacy instruction to assist employees in performing job tasks and increasing productivity. On-site programs can be offered by local providers trained in workplace education practices through the professional development opportunities provided by the eligible agency.

Family Literacy Programs – These programs will be offered through a variety of program providers and in collaboration with Head Start, Even Start and Family Resource Centers in Connecticut. Family Literacy programs will require links with area K-12 schools, social service agencies and One-Stop centers. These programs will help parents maximize their own potential and participate in their children's education by integrating the following activities:

- interactive literacy activities between parents and children;
- training for parents to be primary teachers and full partners in the education of children;
- parent literacy (ESL, ABE, secondary completion) that leads to economic self-sufficiency;
- age-appropriate education to prepare children for success in school and life experiences.

Adult Basic Education (ABE) –ABE offers literacy instruction in a life skills or employability context to adults who are unable to read, write, compute and problem-solve at levels of proficiency necessary to function on the job, in the family and/or in society. Through the Employability Competency System (ECS), the focus of these programs will be mastery of basic and employability skills to facilitate employment.

English as a Second Language (ESL) –ESL offers literacy instruction in a life skills or employability context for adults who have limited proficiency in the English language as well as difficulty in numeracy, computing and problem solving at levels of proficiency necessary to function on the job, in the family or in society. Through the ECS system, the focus of these programs will be mastery of basic and employability skills to facilitate entry or advanced-level employment.

Secondary completion options - Connecticut has three secondary completion options which allow adults to earn a high school diploma or its equivalent:

> **Adult High School Credit Diploma Program (AHSCDP)** –AHSCDP offers academic instruction which allows adults to earn credits toward a local high school diploma through a prescribed plan of classroom and independent studies. In response to the Workforce Investment Act, courses will feature instruction that includes employability and technology skills, career exploration activities, and transition counseling to link participants with post secondary education or training.
>
> **External Diploma Program (EDP)** – the EDP is an alternative secondary credential designed for adults who have gained secondary level skills through life experiences and can demonstrate competence in five task areas as well evidence of advanced academic, occupational/vocational or specialized skills. In response to the Workforce Investment Act, program providers will focus on providing transition counseling which facilitates movement to another level of education, training or employment.
>
> **General Educational Development (GED)** – the GED option allows adults to demonstrate, through the five-part written examination, the attainment of academic skills and concepts normally acquired through completion of secondary school. Program providers will focus on providing transition counseling which facilitates movement to another level of education, training or employment.

Initial Assessment, Referral to Support Services, Performance Information (Core Services applicable to AEFLA) –Adult Education program providers and One-Stop centers will conduct an intake procedure which will include an initial assessment of skill levels, aptitudes and supportive service needs. Additionally, providers will have a system to provide accurate information relating to the availability of area supportive services, including childcare and transportation, and referral to such services, as appropriate. Performance information will be reported by each program provider through the Adult Education Database Management System and a formalized data-sharing follow-up process. Performance reports which meet federal and state requirements will be published by the eligible agency and distributed to local providers and the One-Stop system to provide additional information to potential participants.

3.2 Special Rule

The eligible agency awarding a grant or contract under this section shall not use any funds made available under this subtitle for adult education and literacy activities for the purpose of supporting or providing programs, services, or activities for individuals who are not described in subparagraphs (A) and (B) of Section 203(l), except that such agency may use such funds for such purpose if such programs, services, or activities are related to family literacy services. In providing family literacy services under this subtitle, an eligible provider shall attempt to coordinate with programs and services that are not assisted under this subtitle prior to using funds for adult education and literacy activities other than adult education activities (Sec. 231) (d). Programs applying for grant funding for Family Literacy programs will be required to describe links to K-12 schools and other community agencies which provide services to children and parents and assure that activities funded under this subtitle will supplement not supplant activities that are not assisted under this subtitle.

3.3 Description of New Organizational Arrangements and Changes

The State Department of Education is the state eligible agency for Title II of the Workforce Investment Act. The organizational charts diagrammed on the following two pages detail the current structure of the State Department of Education and the Bureau of Career and Adult Education and indicate the line of authority from the authorized State official signing the plan (Commissioner of Education) to the State Director of Adult Education (Bureau Chief of Career and Adult Education).

ORGANIZATION CHART FOR THE STATE DEPARTMENT OF EDUCATION

STATE BOARD OF EDUCATION

INTERNAL AUDIT

OFFICE OF THE COMMISSIONER

COMMISSIONER OF EDUCATION

OFFICE OF LEGAL GOVERNMENTAL AFFAIRS

Division of Grants Management	**Division of Finance and Administrative Services**	**Division of School Improvement**	**Division of Teaching and Learning**	**Division of Evaluation and Research**	**Division of Educational Programs and Services**	**V-T School System**
School Facilities	Information Systems	School Family, Community Partnerships	Curriculum and Instruction	Students Assessment and Research	Career and Adult Education	Vocational Technical School System
Process and Quality Control	Human Resources	Equity and Choice	Certification and Professional Development	Program and Teacher Evaluation	Special Education and Pupil Services	17 Schools
Grants Calculation and Analysis	Fiscal Services	Federal Programs Unit			Early Childhood Education and Services	

Division of Educational Programs and Services
Bureau of Career and Adult Education

Unit #3210
Bureau Chief
Roberta Pawloski #0167

Nadine Dube #6214
Administrative Assistant NP-3

Santina McMillan #8609
Assoc. Fiscal Admin. Officer

CONNECTICUT LEARNS
UNIT 3220

ADULT EDUCATION AND
TRAINING UNIT 3230

Consultant
Stephen Hoag #2519
Vacant

Secretary 2
Patty Specter #2532

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Jim Harrison #2681
Associate Consultant
Lori Talevi-Ferreira #2136

Associate Consultants
Ann Gaulin #4488
Judith Andrews #8851
Consultants
Joseph Pertrone #0192
Milton Natusch #0195

Secretary 2
Gina Gromak #4025

Associate Consultant
June Sanford # 2474

Secretary 2
Bhagya Kommarla #3760

Consultants
Gail Brooks-Lemkin #6212
Sally Connolly #0376
Valerie Marino #2520

Associate Consultant
Robyn Proto #0882

Secretary 2
Ann Suprynowicz #0158

Consultants
Ronald DeGregory #4648
Richard Wharton #2268
Associate Consultant
Jan Snow #0172

Processing Technician
Idalia Thayer #4952

Consultant
Carl Paternostro #6279

Description of New Organizational Arrangements and Changes (cont.)

The eligible agency is currently involved and will continue to participate in Connecticut's Workforce Development System on the state and local level as required to fulfill responsibilities for Title II as well as responsibilities to Title I, II and V, in accordance with Title II requirements. *The process for fulfilling these responsibilities is summarized below and presented in detail in Section 12.4 of this plan.*

Using the guidelines explained in OVAE-99-14, the eligible agency will:

- be represented on the State Workforce Investment Board through the Commissioner of Education and the State Director's participation in several workgroups;
- be represented on the Local Workforce Investment Boards;
- enter into a Memorandum of Understanding with each Local Workforce Investment Board relating to the operation of the One-Stop system;
- ensure that the core services *applicable to AEFLA* are made available to participants through the One-Stop delivery system within each local area either in lieu of or in addition to making these services available at the site of an assisted program;
- ensure that a portion of the funds available under Section 231 is used, by providing services or through other means, to create and maintain the One-Stop system and to provide applicable core services through the One-Stop system.

- **4.0 Annual Evaluation of Adult Education and Literacy Activities**

To ensure the quality and effectiveness of the programs and activities described in Chapter 3, the eligible agency will provide for reviews and evaluations of all state-administered adult education programs, services and activities funded under Title II of the Workforce Investment Act.

4.1 Overview of the Evaluation Process

In its efforts to improve the quality and effectiveness of adult education programs, the eligible agency will conduct two evaluation processes: an annual desk-audit for all providers, and an on-site monitoring evaluation for selected providers. For the annual desk audit review, each provider will submit an assessment of Performance Measures and individual program goals as well as an annual expenditure report including all relevant fiscal records to facilitate an effective audit. Each program will also be required to submit data containing all program and student information stored in its Adult Education Database Management System: including demographic, assessment and outcome data for each student enrolled.

Monitoring Evaluation

An on-site monitoring evaluation will be conducted for a minimum of twenty-five percent of federally funded adult education programs each year to determine the effectiveness of adult education and literacy programs and activities. All newly funded programs will be monitored, as will all programs which had non-compliance or RFP Requirement issues during the previous year's monitoring. These evaluations shall, at a minimum, consist of assessment of the following areas:

a. compliance with all applicable laws and RFP guidelines, including ADA 504 and Section 427 GEPA;
b. program management and operations including scheduling and locations as well as staff credentials.
c. outreach, recruitment and retention practices including individuals with multiple barriers to education;
d. curriculum and instruction and use of technology;
e. support services including counseling and transition services;
f. professional development opportunities;
g. student intake, assessment and documentation procedures;
h. documentation of the program's ability to assist adults in gaining employment, achieving self-sufficiency, and/or developing family literacy practices;
i. documentation of the program's progress in meeting the Performance Measures set for each applicable Core Indicator of Performance;
j. documentation of the program's ability to meet the Additional Indicator's of Program Quality.

5.0 Description of How Performance Measures Will Ensure the Improvement of Adult Education and Literacy in the State

Central to the evaluation process is an assessment of the Performance Measures established by the eligible agency to focus on continual progress, successful completion of the program area, and successful transition to a next step of employment, post secondary education, or occupational training. As an example, our performance measures for secondary completion programs focus on measuring interim student progress by requiring providers to report on the number of students who pass one or more subsections of the GED practice test or earn one or more credits toward an adult high school diploma, as well as requiring them to report on the number of students who earn a diploma or its recognized equivalent. Incorporating this performance measure into the evaluation process will ensure that the eligible agency and the local provider assess each student's progress toward program completion and analyze significant changes indicated by this interim progress indicator.

The eligible agency has also developed five Additional Indicators of Program Performance which require providers to address all aspects of program operation: planning, recruitment, curriculum and instruction, support services and professional development. These additional indicators assure that programs will focus on long-term planning for program development and community responsiveness rather than focusing solely on current year issues and achievements. These indicators also assure that adult education providers develop learner and community-responsive programs and curricula so they can become an integral part of the local education system as it works toward lifelong learning and self-sufficiency for all community members, especially those most in need of literacy services. Core and Additional Indicators of Performance will become a focal point for annual and on-site monitoring reviews and the basis for formative evaluation.

5.1 Adult Education Core Indicators of Performance

Core Indicator #1: Demonstrated Improvements in literacy skill levels in reading, writing, and speaking the English language, numeracy, problem solving, English language acquisition, and other literacy skills.				
Performance Measure	Performance Standards 2000-2001	Performance Standards 2001-2002	Performance Standards 2002-2003	Performance Standards 2003-2004
Adult Basic Education (ABE)				
The percentage of adult learners enrolled twelve hours or more in **Beginning Literacy** who will complete that level.	38% of Beginning Literacy adult learners will acquire the level of basic skills needed to complete the educational functioning level as evidenced by a CASAS scale score of 200 or above.	39% of Beginning Literacy adult learners will acquire the level of basic skills needed to complete the educational functioning level as evidenced by a CASAS scale score of 200 or above.	40% of Beginning Literacy adult learners will acquire the level of basic skills needed to complete the educational functioning level as evidenced by a CASAS scale score of 200 or above.	41% of Beginning Literacy adult learners will acquire the level of basic skills needed to complete the educational functioning level as evidenced by a CASAS scale score of 200 or above.
The percentage of adult learners enrolled twelve hours or more in **Beginning ABE** who will complete that level.	38% of Beginning ABE learners will acquire the level of basic skills needed to complete the educational functioning level as evidenced by a CASAS scale score of 210 or above.	39% of Beginning ABE learners will acquire the level of basic skills needed to complete the educational functioning level as evidenced by a CASAS scale score of 210 or above.	40% of Beginning ABE learners will acquire the level of basic skills needed to complete the educational functioning level as evidenced by a CASAS scale score of 210 or above.	41% of Beginning ABE learners will acquire the level of basic skills needed to complete the educational functioning level as evidenced by a CASAS scale score of 210 or above.
The percentage of adult learners enrolled twelve hours or more in **Low Intermediate ABE** who will complete that level.	28% of Intermediate ABE learners will acquire the level of basic skills needed to complete the Low Intermediate functioning level as defined by a CASAS scale score of 220 or above.	29% of Intermediate ABE learners will acquire the level of basic skills needed to complete the Low Intermediate functioning level as defined by a CASAS scale score of 220 or above.	30% of Intermediate ABE learners will acquire the level of basic skills needed to complete the Low Intermediate functioning level as defined by a CASAS scale score of 220 or above.	31% of Intermediate ABE learners will acquire the level of basic skills needed to complete the Low Intermediate functioning level as defined by a CASAS scale score of 220 or above.
The percentage of adult learners enrolled twelve hours or more in **High Intermediate ABE** who will complete that level	28% of Intermediate ABE learners will acquire the level of basic skills needed to complete the High Intermediate educational functioning level as evidenced by a CASAS scale score of 235 or above.	29% of Intermediate ABE learners will acquire the level of basic skills needed to complete the High Intermediate educational functioning level as evidenced by a CASAS scale score of 235 or above.	30% of Intermediate ABE learners will acquire the level of basic skills needed to complete the High Intermediate educational functioning level as evidenced by a CASAS scale score of 235 or above.	31% of Intermediate ABE learners will acquire the level of basic skills needed to complete the High Intermediate educational functioning level as evidenced by a CASAS scale score of 235 or above.

Core Indicator #1: Demonstrated Improvements in literacy skill levels in reading, writing, and speaking the English language, numeracy, problem solving, English language acquisition, and other literacy skills. (cont.)				
Performance Measure	Performance Standards 2000-2001	Performance Standards 2001-2002	Performance Standards 2002-2003	Performance Standards 2003-2004
Adult Basic Education (ABE)				
The number of adult learners enrolled twelve hours or more in **Low Adult Secondary** who will complete that level.	25% of students in GED will pass one or more subsections of the GED practice or the GED test per reporting period.	26% of students in GED will pass one or more subsections of the GED practice or the GED test per reporting period.	27% of students in GED will pass one or more subsections of the GED practice or the GED test per reporting period.	28% of students in GED will pass one or more subsections of the GED practice or the GED test per reporting period.
	25% of students in Credit Diploma Program will have earned 10 credits towards a CDP diploma.	26% of students in Credit Diploma Program will have earned 10 credits towards a CDP diploma.	27% of students in Credit Diploma Program will have earned 10 credits towards a CDP diploma.	28% of students in Credit Diploma Program will have earned 10 credits towards a CDP diploma.
	22% of students enrolled in External Diploma Program will move from diagnosis into assessment and/or complete one task.	23% of students enrolled in External Diploma Program will move from diagnosis into assessment and/or complete one task.	24% of students enrolled in External Diploma Program will move from diagnosis into assessment and/or complete one task.	25% of students enrolled in External Diploma Program will move from diagnosis into assessment and/or complete one task.
The number of adult learners enrolled twelve hours or more in **High Adult Secondary** who will complete that level.	25% students enrolled in secondary programs (GED,CDP, EDP) will earn a diploma. (See Core Indicator Three.)	26% students enrolled in secondary programs (GED, CDP, EDP) will earn a diploma. (See Core Indicator Three.)	27% students enrolled in secondary programs (GED, CDP, EDP) will earn a diploma. (See Core Indicator Three.)	28% students enrolled in secondary programs (GED, CDP, EDP) will earn a diploma. (See Core Indicator Three.)

Core Indicator #1: Demonstrated Improvements in literacy skill levels in reading, writing, and speaking the English language, numeracy, problem solving, English language acquisition, and other literacy skills. (cont.)				
Performance Measure	Performance Standards 2000-2001	Performance Standards 2001-2002	Performance Standards 2002-2003	Performance Standards 2003-2004
English as a Second Language (ESL)				
The percentage of adult learners enrolled twelve hours or more in **Beginning ESL Literacy** who will complete that level.	38% of Beginning ESL Literacy adult learners will acquire the level of basic skills needed to complete the educational functioning level as evidenced by a CASAS scale score of 180 or above.	39% of Beginning ESL Literacy adult learners will acquire the level of basic skills needed to complete the educational functioning level as evidenced by a CASAS scale score of 180 or above.	40% of Beginning ESL Literacy adult learners will acquire the level of basic skills needed to complete the educational functioning level as evidenced by a CASAS scale score of 180 or above.	41% of Beginning ESL Literacy adult learners will acquire the level of basic skills needed to complete the educational functioning level as evidenced by a CASAS scale score of 180 or above.
The percentage of adult learners enrolled twelve hours or more in **Beginning ESL** who will complete that level.	38% of Beginning ESL learners will acquire the level of basic skills needed to complete the educational functioning level as evidenced by a CASAS scale score of 200 or above.	39% of Beginning ESL learners will acquire the level of basic skills needed to complete the educational functioning level as evidenced by a CASAS scale score of 200 or above.	40% of Beginning ESL learners will acquire the level of basic skills needed to complete the educational functioning level as evidenced by a CASAS scale score of 200 or above.	41% of Beginning ESL learners will acquire the level of basic skills needed to complete the educational functioning level as evidenced by a CASAS scale score of 200 or above.
The percentage of adult learners enrolled twelve hours or more in **Low Intermediate ESL** who will complete that level.	28% of Intermediate ESL learners will acquire the level of basic skills needed to complete the Low Intermediate functioning level as evidenced by a CASAS scale score of 210 or above.	29% of Intermediate ESL learners will acquire the level of basic skills needed to complete the Low Intermediate functioning level as evidenced by a CASAS scale score of 210 or above.	30% of Intermediate ESL learners will acquire the level of basic skills needed to complete the Low Intermediate functioning level as evidenced by a CASAS scale score of 210 or above.	31% of Intermediate ESL learners will acquire the level of basic skills needed to complete the Low Intermediate functioning level as evidenced by a CASAS scale score of 210 or above.
The percentage of adult learners enrolled twelve hours or more in **High Intermediate ESL** who will complete that level.	28% of ESL learners will acquire the level of basic skills needed to complete the High Intermediate educational functioning level as evidenced by a CASAS scale score of 220 or above.	29% of ESL learners will acquire the level of basic skills needed to complete the High Intermediate educational functioning level as evidenced by a CASAS scale score of 220 or above.	30% of ESL learners will acquire the level of basic skills needed to complete the High Intermediate educational functioning level as evidenced by a CASAS scale score of 220 or above.	31% of ESL learners will acquire the level of basic skills needed to complete the High Intermediate educational functioning level as evidenced by a CASAS scale score of 220 or above.

Core Indicator #1; Demonstrated Improvements in literacy skill levels in reading, writing, and speaking the English language, numeracy, problem solving, English language acquisition, and other literacy skills. (cont.)				
Performance Measure	Performance Standards 2000-2001	Performance Standards 2001-2002	Performance Standards 2002-2003	Performance Standards 2003-2004
English as a Second Language (ESL)				
The percentage of adult learners enrolled twelve hours or more in **Low Advanced ESL** who will complete that level.	23% of Advanced ESL learners will acquire the level of basic skills needed to complete the educational functioning level as evidenced by a CASAS scale score of 235 or above.	24% of Advanced ESL learners will acquire the level of basic skills needed to complete the educational functioning level as evidenced by a CASAS scale score of 235 or above.	25% of Advanced ESL learners will acquire the level of basic skills needed to complete the educational functioning level as evidenced by a CASAS scale score of 235 or above.	26% of Advanced ESL learners will acquire the level of basic skills needed to complete the educational functioning level as evidenced by a CASAS scale score of 235 or above.
The percentage of adult learners enrolled twelve hours or more in **High Advanced ESL** who will complete that level.	Please refer to ABE/secondary completion educational functioning levels. Students scoring above 235 in CASAS ESL testing are referred to ABE/ secondary completion as appropriate.	Please refer to ABE/secondary completion educational functioning levels Students scoring above 235 in CASAS ESL testing are referred to ABE or secondary completion as appropriate.	Please refer to ABE/secondary completion educational functioning levels Students scoring above 235 in CASAS ESL testing are referred to ABE or secondary completion as appropriate.	Please refer to ABE/secondary completion educational functioning levels Students scoring above 235 in CASAS ESL testing are referred to ABE or secondary completion as appropriate.

Core Indicator #2: Placement in, retention in, or completion of postsecondary education, training, unsubsidized employment or career advancement.				
Performance Measure	Performance Standards 2000-2001	Performance Standards 2001-2002	Performance Standards 2002-2003	Performance Standards 2003-2004
Retention in or job advancement The percentage of employed adult learners enrolled twelve hours or more who retain employment or advanced on the job.	25% of all employed students enrolled in adult education programs will retain or advance their current position.	26% of all employed students enrolled in adult education programs will retain or advance their current position.	27% of all employed students enrolled in adult education programs will retain or advance their current position.	28% of all employed students enrolled in adult education programs will retain or advance their current position.
Placement in postsecondary education or training The percentage of adult learners having post secondary education as a goal and enrolled twelve hours or more who enter other academic or vocational programs.	13% of students with post secondary education as a goal enrolled in adult education programs will enroll in further academic or vocational programs.	14% of students with post secondary education as a goal enrolled in adult education programs will enroll in further academic or vocational programs.	15% of students with post secondary education as a goal enrolled in adult education programs will enroll in further academic or vocational programs.	16% of students with post secondary education as a goal enrolled in adult education programs will enroll in further academic or vocational programs.
Placement in unsubsidized employment The percentage of unemployed adult learners enrolled twelve hours or more who obtain unsubsidized employment.	13% of unemployed students enrolled in adult education programs will obtain unsubsidized employment.	14% of unemployed students enrolled in adult education programs will obtain unsubsidized employment.	15% of unemployed students enrolled in adult education programs will obtain unsubsidized employment.	16% of unemployed students enrolled in adult education programs will obtain unsubsidized employment.

Core Indicator # 3: Receipt of a secondary school diploma or its recognized equivalent.				
Performance Measure	Performance Standards 2000-2001	Performance Standards 2001-2002	Performance Standards 2002-2003	Performance Standards 2003-2004
High School Completion The percentage of adults enrolled who earned a high school diploma or recognized equivalent	25% adults enrolled in secondary completion programs will earn a diploma or recognized equivalent at the end of a standard reporting period.	26% adults enrolled in secondary completion programs will earn a diploma or recognized equivalent at the end of a standard reporting period.	27% adults enrolled in secondary completion programs will earn a diploma or recognized equivalent at the end of a standard reporting period.	28% adults enrolled in secondary completion programs will earn a diploma or recognized equivalent at the end of a standard reporting period.

5.2 Adult Education Additional Indicators of Performance	
Performance Measure	Performance Standard
Program Planning and Operations Programs funded have an ongoing planning process which is responsive to community and participant needs, includes interagency collaboration, and is based on demographic and labor market needs.	Program has an advisory board which is representative of the community and meets on a scheduled basis with a minimum of two meetings per year to review program planning. Program has written goals and objectives which are updated and reported annually as to the progress attained.
Recruitment Programs funded target their recruitment efforts to populations most in need of literacy and training services.	Program has a recruitment plan in place which targets populations most in need of literacy and training services, including individuals with disabilities, low income adults, single parents and displaced homemakers, and individuals with multiple barriers to education.
Curriculum and Instruction Programs funded provide instruction which assist adults to become literate and obtain the knowledge and skills necessary for employment, self-sufficiency and/or effective parenting.	Program provides students with a formal assessment as to their academic functioning. Program has on file a comprehensive curriculum for each program area offered, including ABE, ESL, secondary completion, family and workplace literacy . Program has on file a sampling of teacher prepared lesson plans which are coordinated with the appropriate curriculum and intended to address individual learning styles and needs.
Support Services Programs funded provide the necessary support services and/or referrals designed to assist students in meeting educational goals.	Program has a plan for assessing and implementing support service needs of students. Program provides and/or formally collaborates with other agencies to provide support services to students. Program has on file documentation that the support service needs of students have been identified and addressed.
Professional Development Programs funded provide an ongoing professional development and training process to improve teacher effectiveness and program quality.	Program participates in statewide adult education professional development and technology assistance opportunities. Program submits and executes a local staff development plan that addresses identified training needs.

5.3 Levels of Performance for First Three Years

Based on current data analysis, continuous improvement is demonstrated by increased levels for each performance measure in years two through five.

5.4 Factors

Through the Adult Education Database Management System, the eligible agency collects demographic, assessment and performance data for each funded provider and has done so for seven years. Funded providers include those that serve DOL/TFA, DSS and other agency clients through federal adult education and state/local funded mandated adult education programs. In determining levels of performance for Core Indicator 1, educational functioning level, the eligible agency analyzed two years of matched-pair test data for funded providers. For Core Indicator 2, employment and post-secondary education, the eligible agency analyzed two years of program reported data regarding employment and further education. This data did not involve follow-up procedures newly defined by the National Reporting System. For Core Indicator 3, receipt of a secondary diploma or equivalent, the eligible agency analyzed two years of program and GED test data.

6.0 Procedures and Process of Funding Eligible Providers

This section of the plan describes how the eligible agency will fund local activities in accordance with the considerations described in Section 231(e). It describes the procedures for submitting applications to the eligible agency and for ensuring direct and equitable access to all eligible providers.

Required Activities

Through the Program Improvement Projects RFP, the eligible agency shall award multi-year (two-year) grants to eligible providers as defined in Section 203 (5). The RFP will offer direct and equitable access to all eligible providers defined under this subtitle. Grants shall be awarded on a competitive basis to enable eligible providers to develop, implement and improve adult education and literacy activities (Section 231), including carrying out corrections education and education for other institutionalized individuals (Section 225). The eligible agency shall not use less than 82.5% of the funds awarded under Title II to award grants under Section 231 and to carry out Section 225, of which not more than 10 % of the 82.5% shall be available to carry out Section 225. As directed in Program Memorandum OVAE 99-14, a portion of the funds available under Section 231 awarded to all programs will be used, by providing services or through other means, to create and maintain the One-Stop delivery system and to provide applicable core services through the One-Stop delivery system. The expenditure of Section 231 funds related to One-Stop participation will be consistent with the provisions of AEFLA.

Procedures for Funding Eligible Providers

The Program Improvement Project RFP will offer funding through priority areas developed in accordance with Title II of WIA and in conjunction with the needs of each Service Delivery Area and the goals of each local Workforce Investment Board. Priority areas will include the following:

Workforce Education Services-to provide workforce preparation skills including literacy instruction, employability skills, career exploration and development, and links to employment, employment services and other options in order to respond to the evolving needs of the business community and promote individual self-sufficiency. Workforce readiness programs offer instruction to support transition to work, entry-level employment, and reentry into the workforce for unemployed individuals.

Worksite Education Services-to provide literacy instruction for employed individuals in order to support entry-level performance, job retention or career advancement. Programs will provide customized literacy instruction to assist employees in performing specific job tasks and increasing

productivity. Programs are focused on partnerships with business and industry and are aimed at promoting a workforce that is literate, technically skilled and creative, a workforce that is prepared to respond to the evolving needs of the business community and the infusion of technology into the workplace.

Family Literacy Services-to integrate the following activities: interactive literacy activities between parents and their children; training for parents regarding how to be the primary teacher for their children; parent literacy training that leads to economic self-sufficiency; and, age-appropriate education to prepare children for success in school and life experiences. Family Literacy Services are to benefit the child, the parent and the community. Program services will focus on enabling parents to become full partners on the education of their children. Services will be of sufficient intensity and duration to make sustainable changes in the family.

Adult Education Services in Non-Traditional Settings-to provide accessible adult education programs in order to serve individuals with multiple barriers to education and to assist in their transition to the community, employment or continued education. Programs focus on adult with multiple barriers, including individuals with disabilities; individuals who reside in shelters, public housing projects, group homes, institutions of correction or who participate in sheltered workshops. Programs are designed to integrate literacy with functional life and employability skills and incorporate technology as part of the instructional process. This priority area includes Corrections Education as defined in Section 225.

6.1 Applications

Each eligible provider shall include the following information in the RFP application:

- information and assurances as the eligible agency may require, including a description of how funds awarded under this subtitle will be spent;
- 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 meet each consideration described on Section 231(e),
- a description of the steps the eligible provider will take to ensure equitable access to and equitable participation in the activity conducted with federal adult education assistance (Section 427 of GEPA);

- assurances that information concerning provision of education and support activities will be made available to local One-Stop Centers;
- assurance that a portion of funds allocated to program operators will be reserved to fulfill the requirement to create and maintain a One-Stop system.

6.2 Eligible Providers

The Program Improvement Project RFP is issued from the Connecticut State Department of Education (CSDE) through a competitive process, and all eligible providers statewide apply through the CSDE. All eligible providers defined in Section 203(5) will be given direct and equitable access to the competitive RFP. Eligible providers are as follows: local education agencies; community-based organizations of demonstrated effectiveness; volunteer literacy organizations of demonstrated effectiveness; institutions of higher education, public or private nonprofit agencies; libraries; public housing authorities; a nonprofit institution that is not described in any of subparagraphs A – G and has the ability to provide literacy services to adults and families; and, a consortium of the agencies, organizations, institutions, libraries or authorities described in any of subparagraphs A – H.

6.3 Notice of Availability

The eligible agency will publish a *Notice of Availability* in all major newspapers throughout the State of Connecticut and post the notice on the State Department of Education's web page (mid March). The Program Improvement Project RFP will be mailed to all local education agencies and higher education institutions; to a master list of current and past providers which includes community based organizations, regional education service centers, housing authorities, volunteer organizations, Department of Correction, other correctional facilities and institutions; and to all current providers and Workforce Investment Boards (mid March). A Bidder's Conferences will be publicly advertised with the Notice of Availability and will be held at a central location to provide answers to questions regarding appropriateness of proposed projects and application procedures (late March).

6.4 Process

Based on the formula used by Title I of the Workforce Investment Act, the eligible agency will determine an amount of Section 231 funds available to each of the eight Service Delivery Areas (SDA) in Connecticut. The eligible agency, in conjunction with each Workforce Investment Board (WIB), will assess SDA needs and WIB goals. For each SDA, Section 231 funds will be divided among the defined priority areas on a percentage basis. Eligible providers will select the appropriate priority area when drafting and submitting the RFP to the eligible agency.

The RFP will establish a minimum six-week turnaround time between RFP distribution and proposal submission to the SDE for standardized evaluation. Program Improvement Project RFPs will be evaluated by a review team comprised of interagency staff and experts in each priority area. Interagency participants will include representatives of the eligible agency, the Workforce Investment Board and One Stop partners. The review team will evaluate each proposal using a standardized evaluation form based on required federal, state and regional criteria published in the RFP (including the considerations listed in Section 231 (e)).

An internal edit check will be conducted by Connecticut State Department of Education (CSDE) staff to ensure compliance with the requirements of Title II of the WIA, all applicable laws, and RFP criteria. The eligible agency will ensure that funds awarded do not exceed the percentage allowed for each priority area within each SDA and will ensure that not more than 10% of the 82.5% is awarded to provide Section 225 services. If all funds from a priority area are not awarded based on lack of quality proposals, these funds will be divided evenly among all other grantees within the SDA.

6.5 Evaluation of Applications

Using the evaluation criteria published in the RFP, proposal reviews will involve a standardized evaluation process which includes the following items: the eligible provider's response to RFP requirements, the accuracy of the itemized budget in meeting line item limits and definitions; and the considerations listed in Section 231(e) using enhanced eligible agency requirements as referenced on the following page. The weight of each consideration in the evaluation process will be defined in the RFP's. Evidence required supporting each consideration has been defined by the eligible agency and is printed in Italics with the corresponding consideration.

Considerations with corresponding italicized evidence are listed below:

1. The degree to which the eligible provider establishes measurable goals for participant outcomes as *evidenced by goals which reflect interim learning gains and program completion outcomes.*

2. The past effectiveness of an eligible provider in improving the literacy skills of adults and families *as evidenced by past performance of successful student outcomes which reflect literacy attainment*. For previously funded providers, success *will be evidenced by meeting or exceeding performance measures.* (*For previously funded eligible providers, documentation will be through the Adult Education Database Management System and annual reviews. For new eligible providers, this consideration will be evidenced by comparable objective performance measures which demonstrate successful student outcomes.)*

3. The commitment of the eligible provider to serve individuals in the community who are most in need of literacy service, including individuals who are low income or have minimal literacy skills *as evidenced by an objective statement of need accompanied by a recruitment and retention plan which targets these individuals.*

4. *4a.* Whether or not the program is of sufficient intensity and duration for participants to achieve substantial learning gains *as defined by the performance measures under Section 212. Sufficient intensity and duration shall be evidenced by a program design suitable to achieve applicable performance measures. The appropriateness of program design may be demonstrated by past performance of successful outcomes or documentation of a similar program design and associated outcomes.*

   4b. Whether or not the program uses instructional practices such as phonemic awareness systematic phonics, fluency and reading comprehension that research had proven effective in teaching individuals to read *as evidenced by program design and/or curriculum for all programs providing reading instruction.*

5. Whether the activities are built on a strong foundation of research and effective educational practice *as evidenced by program design.*

6. Whether the activities effectively employ advances in technology, as appropriate, including the use of computers *as evidenced by program design and/or curriculum and the accessibility of hardware and software applications as appropriate.*

7. Whether the activities provide learning in real life contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship *as evidenced by program design and/or curriculum which focus on skills for the workplace or citizenship.*

8. Whether the activities are staffed by well-trained instructors, counselors and administrators *as evidenced by appropriate certification.*

9. Whether the activities coordinate with other available resources in the community such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, One-Stop Centers, job training programs and social service agencies *as evidenced by formal collaborations and the commitment of the provider to assess and address the literacy and non-literacy support services of participants.*

10. Whether the activities offer flexible schedules and support services (such as childcare and transportation) that are necessary to enable individuals, including individuals with disabilities or special needs, to attend and complete programs *as evidenced by program schedules and documentation of support services available.*

11. Whether the activities maintain a high quality information management system that has the capacity to report participant outcomes and to monitor program performance against the performance measures *as evidenced by prior participation in or a commitment to participate in the eligible agency's Connecticut Competency System and Adult Education Database Management System (AEDBMS), and to submit comprehensive, timely and accurate data.*

12. Whether the local communities have a demonstrated need for additional English literacy programs as *evidenced by area demographic data.*

6.6 Special Rule

Whenever a State or outlying agency implements any rule or policy relating to the administration of - or operation of - a program authorized under this subtitle that has imposed a requirement that is not imposed by Federal Law, the State or outlying area shall identify, to eligible providers, the rule or policy as being State or outlying area imposed. If an eligible agency has created any rule that impacts the activities, that aspect shall be provided. The Program Improvement Projects RFP will specify to eligible providers which rules, policies and requirements are imposed by the State.

7.0 Public Participation and Comment

To draft a state plan, which is responsive to the broad diversity of state needs, the eligible agency has enlisted several groups and individuals to provide expertise in plan development.

7.1 Participatory Planning Group

In September 1998, the Bureau of Adult and Career Education formed a Planning Committee to focus on redesigning adult services in response to the WIA, increasing collaboration among public and private sector stakeholders, and drafting the needs assessment, performance measures and strategies sections of the new state plan. The Planning Committee met for workshop sessions and brought to the development process expertise that represented a wide variety of public and private sector organizations as well as perspectives that represented women, racial and ethnic minorities, urban and rural residents and different socioeconomic levels. Participants included representation from:

- Connecticut Employment and Training Commission (CETC) – Connecticut's State Workforce Investment Board
- Regional Workforce Development Boards
- CT Works/One Stop Centers
- Department of Economic and Community Development
- Department of Higher Education
- Department of Education - Bureau of Early Childhood and Social Services,
- Department of Education Bureau of Human Resources
- Department of Labor
- Department of Social Services
- Private Industry
- Union # 1199
- K-12 Public Schools
- Adult Education Providers
- Literacy Volunteers
- Adult Education Students
- Department of Corrections – Unified School District #1

- Department of Children and Families – Unified School District #2
- Adult Training and Development Network
- CT Puerto Rican Forum
- State Librarian
- CT Postsecondary Disability Technical Assistance Center

7.1 (cont.) Public and Private Sector Involvement

A variety of other activities for involvement and input of individuals from the public and private sector are continuing for the State Plan development process:

- State and regional meetings with adult education providers including Literacy Volunteers and Department of Correction.
- Active participation with other eligible agency committees including Connecticut Employment and Training Commission and Jobs Cabinet.
- Active participation on planning committees for Title I of the Workforce Investment Act.
- Quarterly meetings with representation from the Regional Workforce Development Boards.
- On-going focus and work groups initiated and facilitated through the Bureau of Career and Adult Education: LD Focus Group, Workplace Literacy Service Providers, Technology Advisory Committee.
- Working collaborations and meetings with Family Resource Centers, Even Start Providers.
- On-going meetings and consultations with other Bureaus within the Department of Education: Commissioner of Education, Associate Commissioner for the Division of Educational Programs and Services, Vocational-Technical School System, Bureau of Early Childhood Education and Social Services.
- On-going meetings and/or consultations with other state agencies including Department of Labor and CT Works/One Stop Centers, Departments of Social Services, Correction, Higher Education, Office of Policy and Management.

In addition, each funded local adult education provider is required to document via the ED-244 Grant Proposal and through RFP's how representatives from public and private sectors have been involved in local implementation of the state plan.

7.1 (cont.) Public Comment

The eligible agency conducts the following activities to ensure public comment:

- Two public hearings, in two separate areas of the state, advertised in major newspapers statewide, to allow residents to comment on any aspect of the State Plan. Public hearings are held in two centrally located cities during afternoon and evening hours. (Comments included in Appendix B.)
- Publication of the State Plan on the State Department of Education's web page with an E-mail address for electronic submission of comments. (Comments included in Appendix B.)
- Presentation to the Connecticut Employment and Training Commission regarding the goals of the plan.
- Presentation to, discussion and approval by the State Board of Education.

7.2 Governor's Comments

Titles I and II of the Workforce Investment Act and Perkins Plans were submitted to the governor for review and comment in December 1999. (We will include any comments the final version of the plan under Appendix B.)

8.0 Descriptions of Program Strategies to Serve Populations Most in Need of Literacy Services

Based on an analysis of our current needs assessment, the eligible agency has formulated strategies which designed to reach all or most of the following population groups: low income adult learners; individuals with disabilities; single parents and displaced homemakers; individuals with multiple barriers to education; individuals with limited English proficiency; and, criminal offenders in correctional institutions. To fulfill plan requirements, the eligible agency has designated which strategies should best serve specific population groups and has listed the specific population group(s) served in parenthesis after each strategy.

Strategy 1
Expand practices to identify and recruit adult populations most in need of literacy and basic skills education.

Activities:

1. Implement a multi-year, multi-media statewide awareness and recruitment campaign to inform undereducated adults, employers, and policy makers of adult education services and program locations (all groups).
2. Expand outreach and referral activities through the Program Improvement Project RFP process with Even Start, Head Start, Family Resource Centers and other family education initiatives (single parents, displaced homemakers, low-income parents, limited English proficient).
3. Expand outreach and referral activities through the core services of the One –Stop system to assist clients, including TANF and Welfare-to Work clients, to access necessary adult education services (dislocated workers, displaced homemakers, low-income adult learners, individuals with multiple barriers to education).
4. Expand connections with local employers to offer outreach and referral activities as well as literacy instruction at the workplace (low-income adult learners, limited English proficient, individuals with multiple barriers to education).
5. Expand referral activities with local school districts and community agencies to reach youth who are at risk of dropping-out or who have recently dropped-out of the K-12 system (out-of-school youth, single parents).
6. Utilize the Adult Education Database Management System (AEDBMS) and other relevant data generated through state and local agencies to identify under-served population groups (individuals with multiple barriers to education, limited English proficient).

Strategy 2
Provide accessible adult education and literacy programs to assure that individuals, especially those with multiple barriers to education, can participate in adult education programs.

Activities:

1. Expand instructional sites in non-traditional settings such as, workplace locations, housing projects, shelters, churches and synagogues, libraries, community facilities and correctional institutions (low

income adult learners, limited English proficient, individuals with disabilities, criminal offenders in correctional institutions, individuals with multiple barriers).

2. Support, through the RFP process, development of technology opportunities, such as distance learning for all program areas, and inclusion of technology into the curriculum (individuals with disabilities, multiple barriers).

3. Require programs to demonstrate, as appropriate, the availability of flexible class schedules, childcare and transportation through on-site services or through a formalized referral process (individuals with multiple barriers, single parents and displaced homemakers, low-income adult learners).

4. Seek legislative change in the State of Connecticut to mandate that each town provide or collaborate to provide two or more secondary completion options (GED, Adult High School Credit Diploma Program, External Diploma Program) to promote equity of access to educational opportunity for all residents (all groups).

Strategy 3
Provide quality instruction programs and support services to assist students to achieve educational goals and self-sufficiency.

Activities:

1. Require programs to provide a client centered system which offers the following components: assessment of educational and support service needs; educational planning; initial and ongoing assessment of learning gains; instruction in an applied life-skills or employability context; and links to occupational training, employment, or higher education (all groups).

2. Support, through the RFP process, literacy programs that are linked to workforce preparation and career development activities (all groups).

3. Require programs to demonstrate appropriate access for students to effective academic/career counseling and transition services (individuals with multiple barriers, individuals with disabilities, displaced homemakers, limited English proficient).

4. Assure through technical assistance and professional development activities that program providers infuse employability skill components into all relevant programs areas, including Family Literacy, and provide instruction in “real-life” contexts (single parents, displaced home makers, low income families).

5. Provide technical assistance and professional development activities to program providers in developing adult-appropriate learning materials that target different learning styles and are responsive to the needs of diverse populations, including individuals with learning disabilities (individuals with disabilities including limited English proficient with disabilities).

6. Provide training sessions and specific technical assistance to program providers regarding individuals with disabilities (individuals with disabilities).

7. Provide training sessions and technical assistance to program providers in developing and implementing a plan to infuse technology into the curriculum.

9.0 Integration With Other Adult Education and Training Activities

Consistent with the spirit of the Workforce Investment Act, adult education in Connecticut has become an integral part of a cooperative effort to address the needs of Connecticut's undereducated adults. Through state/local funded adult education programs, collaboration with other bureaus within the State Department of Education, and as a One-Stop partner, adult education will continue to work to address the complex needs of our mutual clients, strengthen the Connecticut workforce and combat illiteracy in the family.

9.1 Integration with State/Local Funded Adult Education

As detailed in Chapter 3 of this plan, Connecticut has a strong state/local funding structure for providing adult education programs and services to Connecticut residents. Federal funds are used to supplement these activities by allowing LEAs to enhance their adult education programs to focus on employability skills and links to employment and/or higher education; by supporting other eligible agencies to enable them to provide responsive literacy programs in an employability or life-skills context; and, by expanding opportunities for worksite education programs that offer literacy through a customized curriculum. For FY 2000, Connecticut expects to expend approximately 34.8 million dollars for adult education and literacy services: state contribution is estimated to be 16.2 million dollars, local contribution 14.5 million dollars, and federal funding 4.1 million. Connecticut expects to maintain a similar funding structure through June 2004.

Integration with Other Bureaus

The eligible agency maintains formal relationships with the Bureau of Early Childhood and Support Services at the State Department of Education to provide technical assistance to Family Resource Centers, Even Start, Head Start and School Readiness programs regarding teaching adult learners and promoting parent involvement in children's education. The agency will continue to serve as a liaison to initiate and expand collaboration between early childhood programs and local adult education providers.

Integration with Workforce Investment Boards and the One-Stop System

The eligible agency will expand activities to coordinate needs-assessments and provide services through the CT One-Stop system in order to address the needs of clients and employers in the area and to link adult education to other employment and training services. *(Please refer to Section 12 of this*

plan for additional information regarding partnership in the One-Stop system.) The eligible agency will continue to provide training and technical assistance to other state agencies/One-Stop partners in

the use of the Connecticut Competency System (CCS) to appraise, instruct and assess mutual clients. The CCS allows for articulated client movement among agencies and education programs and reduces duplication of efforts. The eligible agency will continue to require that all eligible providers utilize the Connecticut Competency System and report performance outcomes through the Adult Education-Database Management System (AEDBMS).

9.2 State Unified Plan

This section is not applicable to Connecticut.

10.0 Direct and Equitable Access

10.1 Description of Activities and 10.2 Notice of Availability

The eligible agency receiving funds under Title II shall ensure that all eligible providers have direct and equitable access to apply for grants or contracts awarded under this subtitle. Through the Notice of Availability, published in major newspapers throughout Connecticut and on the State Department of Education's web page, the eligible agency will publish RFP announcements for all eligible providers. The RFP document will be provided to all interested eligible providers and a publicly advertised Bidder's conference will be held at a central location to answer questions concerning the RFP. Each applicant will be required to include the same information and assurances and will be evaluated using a standardized evaluation instrument that includes the considerations defined in Section 231 (e).

Eligible providers encouraged to apply for grants awarded under this subtitle include all those stated in this subtitle: local education agencies, a community-based organization of demonstrated effectiveness, volunteer literacy organizations of demonstrated effectiveness, institutions of higher education, public or non-profit agencies, libraries, public housing authorities, other non-profit institutions, a consortium of agencies, organizations, institutions, libraries or authorities described above, correctional institutions.

Section 6 of this plan addresses in detail the Notice of Availability, application and evaluation process for Section 231 funds. Section 12 of this plan addresses Section 233 State Leadership funds.

11.0 Programs for Corrections Education and Other Institutionalized Individuals

Overview

The state agency will implement the Program Improvements Project RFP to award multi-year (two year) grants for adult education and literacy activities under Sections 231 and to carry out Section 225. The state agency shall not use less than 82.5% of the funds awarded under Title II to award grants under Section 231 and to carry out Section 225, of which not more than 10 % of the 82.5% shall be available to carry out Section 225.

11.1 Types of Programs

The state agency shall require that each eligible provider receiving grant funding under Section 225, to carry out corrections education or education for other institutionalized individuals, use the grant funds to operate education programs as follows:

1. Adult Basic Education (ABE)
2. Special education programs as determined by the eligible agency
3. English literacy programs (ESL)
4. Secondary school completion.(GED, AHCDP or EDP)

As an RFP requirement, programs must integrate functional life and employability skills into the curriculum, incorporate technology into the instructional process, and provide comprehensive counseling, transition and support services in collaboration with other community or human services organizations

11.2 Priority

The eligible agency shall also require that each eligible provider using grant funds under Section 225 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 5 years of participation in the program.

11.3 Types of Institutionalized Settings

Funding under Section 225 will include the following correctional institutionalized settings as defined in Section 225 (d-2): prison, jail reformatory, work farm. Detention center, halfway house, community based rehabilitation center or other similar institution designed for the confinement or rehabilitation of criminal offenders.

12.0 State Leadership Activities

To enhance program quality and assure continued progress in meeting the Core and Additional Indicators of Performance, the eligible agency shall award a multi-year (two-year) grant to one eligible provider to deliver state leadership activities, primarily professional development activities, with funds made available under this subtitle. In concert with state law concerning statewide professional development activities, the eligible agency will issue a competitive RFP to state designated professional development providers and will ensure direct and equitable access to the grant process. In order to meet the various needs of our state, the eligible agency may enter into partnerships with other states and/or the federal government in order to collaboratively fund projects that will meet our individual needs and accomplish common goals. The eligible agency shall not use more than 12.5% of the funds awarded under this subtitle for state leadership activities.

12.1 Description of Activities

1. **Implementing the Connecticut Competency System** for appraisal, instruction and assessment in a life-skills and an employability context, including new teacher training, CCS Facilitator training, and One-Stop partner staff training as well as the ordering and dissemination of CASAS curricula materials used in conjunction with the Connecticut Competency System.

2. **Implementing the External Diploma Program** including initial and update training.

3. **Implementing the Adult Credit Diploma Program** including options for distance learning.

4. **Developing and implementing effective workplace education training programs** including dealing with welfare-to-work issues.

5. **Providing orientation training to new adult education teachers** including topics such as addressing learning styles and needs, facilitating adult learning; planning for instruction; and monitoring student progress.

6. **Developing and refining GED instructional training modules** to promote effective classroom practices and promote a comprehensive understanding of changes in the *GED 2000* examination.

7. **Providing professional development training** focusing on procedures to operationalize and comply with ADA 504 and GEPA for adult education programs and services.

8. **Providing technical assistance in serving adults with special learning needs and disabilities** including disability awareness sessions, resource and instructional materials, accommodation and instruction planning workshops, train-the-trainer sessions, referral information and telephone consultation concerning program issues.

9. **Developing and disseminating curricula** including literacy curricula which uses instructional practices such as phonemic awareness, phonics, fluency and reading comprehension that research has proven effective. Additionally, the eligible provider organize and coordinate an annual convention which
allows all Program Improvement Project grantees to share successful practices and locally generated materials.

10. **Coordinating both a reading and writing initiative** with the eligible agency to research best practices for instruction and assessment and determining the most efficient process for disseminating information and training to local providers, including annual institutes.

11. **Implementing the Program Development Initiative (PDI**) with local providers to facilitate communication between administration and staff and to assist programs in defining areas for improvement and forming a task force to develop and implement an improvement process.

12. **Providing other professional development training** as requested by the eligible agency, including orientation to adult education programs and services for One-Stop partners and other agencies.

In addition to the activities described above, the eligible agency will continue to provide other State leadership activities that are funded through the State of Connecticut and do not access Federal Adult Education funds under Title II, of the WIA. A brief description of each is stated below:

1. **Providing technical assistance** to adult education providers to promote the effectiveness of programs in meeting the individual needs of the adult population as well as the economic needs of the community.

2. **Conducting program monitoring and evaluation** to ensure compliance with federal and state funding requirements and to determine the effectiveness of programs in meeting the needs of the adult population.

3. **Maintaining and revising the Connecticut Competency System** to deliver effective programs, measure performance, and increase accountability, including coordination of Connecticut's initiative with CASAS (Comprehensive Student Assessment System) to provide the TOPS (Tracking of Programs and Students) system for use by local providers and participation in CASAS National Consortium activities.

4. **Maintaining and updating the Adult Education Database Management System** to collect student demographic, attendance, assessment and outcome information for *each* student in the adult education program. The AEDBMS system generates statewide and local demographic and performance assessment reports used for program planning, management and accountability.

12.2 Description of Joint Planning and Coordination for Unified Plan Only (Title V—General Provisions, Section 501 (c) (3) (A).

This section is not applicable to Connecticut's State Plan.

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

In response to Section 427 of the GEPA, the eligible agency will ensure equitable access to and equitable participation in its federally assisted program for students, teachers and other beneficiaries with special needs.

Actions applicable to Section 223- State Leadership: The eligible agency will provide professional development training that directly relates to understanding ADA 504 and GEPA, and developing procedures to operationalize and comply with federal and state legislation. In addition, the eligible agency will provide training and technical assistance to program providers regarding strategies for addressing the instructional needs of adults with disabilities.

Actions Applicable to Section 231 – Grants and Contracts for Eligible Providers: The Program Improvement Project RFP requires all eligible providers to describe the steps they will take to ensure equitable access to and equitable participation in the project or activity to be conducted with federal adult education assistance (Section 407 GEPA) and attest that necessary steps to remove barriers will be implemented. . Steps must be specific to the eligible provider/facility and may address increasing accessibility to facilities, developing and implementing reasonable accommodations for persons with disabilities, including physical and

learning disabilities; and, ensuring non-discrimination for all participants through recruitment, orientation and retention practices. Monitoring and evaluation procedures conducted by the eligible agency will address compliance The eligible agency will support the spirit of and compliance to Section 407 through professional development and the requirement of specific practices through the RFP, including: the provision of appropriate teaching strategies which address learning styles and problems; use of varied materials which address different modalities; technology for instruction; flexible schedules; collaboration with support services; and GED test accommodations for qualified individuals. Additionally, the eligible agency will assure that the strategies described in Section 8 of this plan are developed and implemented as appropriate.

Actions Applicable to the Eligible Agency for the RFP Process: The eligible agency will take steps to ensure equitable access to the RFP process by offering to publish the RFP or associated documents in large print, conducting necessary information sessions with a sign interpreter for the deaf, using the internet for a question and answer format to assist with access issues, or other appropriate accommodations as requested by the eligible provider.

12.2 One-Stop Participation (Title I, Section 121 (b)(1) and 20 CFR 662.220(b)(1).

The eligible agency understands that the responsibilities established by Title I of WIA are not secondary or subsidiary to the responsibilities and requirements established by Title II of WIA and will design programs and plan for the use of funds in a manner that will enable us to satisfy both sets of requirements.

The eligible agency will :

- be represented on the State Workforce Investment Board;
- be represented on the Local Workforce Investment Boards;
- enter into a Memorandum of Understanding with each Local Workforce Investment Board relating to the operation of the One-Stop system;
- ensure that the core services *applicable to AEFLA* are made available to participants through the One-Stop delivery system within each local area either in lieu of or in addition to making these services available at the site of an assisted program;
- ensure that a portion of the funds available under Section 231 is used, by providing services or through other means, to create and maintain the One-Stop system and to provide applicable core services through the One-Stop system.

Representation and Planning at the State Level - The eligible agency is represented on the State Workforce Investment Board (Connecticut Employment and Training Commission) through the Commissioner of Education. The State Director of Adult Education participates as a member of several workgroups of the State Workforce Investment Board. The State Director of Adult Education and other Bureau staff are active members on several WIA planning committees, such as: the Ad Hoc Committee on the State Plan for Title I; the Performance Measurement Committee; Youth and Policy Initiatives Committees. The eligible agency is also represented on the Governor's Jobs Cabinet through the Commissioner of Education. The Jobs Cabinet includes representation from each state agency and is responsible for implementing policies developed through CETC. The State Director of Adult Education serves as a Jobs Cabinet Staff Liaison.

Representation and Planning at the Local Level -The eligible agency intends to be represented at each Workforce Investment Board and staff from the eligible agency will attend local Workforce Investment Board meetings in each Service Delivery Area to represent adult education and participate in the formulation of the local plan. The eligible agency will negotiate an MOU with each area Workforce Investment Board regarding adult education's role and responsibilities as a One-Stop partner, including the provision of core services applicable to AEFLA and what levels of core services will be performed by local agencies. The eligible agency will serve as the One Stop partner for each of the current eight Service Delivery Areas in Connecticut and any reconfiguration.

The Memorandum Of Understanding will address the following areas:

- services to be provided through the One-Stop system;
- proportional agency cost-sharing for services and operating costs of the system;
- methods of referral of individuals between the One-Stop operator and One-Stop partners and program operators for appropriate services and activities;
- the duration of the memorandum and procedures for amending;
- such other provisions, consistent with the requirements of WIA as the parties to the agreement determine to be appropriate, including monitoring and oversight of activities and assurances regarding the use of money for appropriate clients.

Core services applicable to AEFLA are defined as follows:

- the provision of performance and cost information with respect to providers that receive assistance under Section 231 of WIA;
- initial assessment of skill levels and aptitudes, abilities and supportive service needs;

- the provision of accurate information relating to the availability of supportive services, including childcare and transportation, available in the local area and referral to support services as appropriate.

Data and Accountability/Performance Reports –The eligible agency has in place a data reporting system for each local provider (the Adult Education Database Management System- AEDBMS). The AEDBMS system can measure performance for Core Indicators One and Three (educational functioning level and receipt of a diploma). The eligible agency will develop a formalized follow-up and reporting process to report on Core Indicator Two (obtaining or retaining employment and entering post-secondary education) according to National Reporting System requirements. The follow-up and reporting process will include data sharing with other state agencies, including the Department of Labor wage information system. Negotiations regarding agreements on matters of identification access, reporting cycles and definitions are necessary.

To provide the core service of performance and cost information for section 231 providers to the One-Stop system, the eligible agency will develop a report which includes each program's success in meeting the State adjusted levels of performance or Core Indicators One, Two and Three. The eligible agency will work with the State Board to determine the most appropriate format and means for making this information available through the One-Stop delivery system. This data will assist potential clients in identifying an appropriate adult education or literacy program in the local area.

Appendix A

The goals, objective and timelines described in this appendix will serve as a planning guide for the Bureau of Career and Adult Education, Connecticut State Department of Education as it strives to meet and exceed the expectations of Title II of the Workforce Investment Act through the year 2004. This appendix is expected to be a working document, which will be revised and refined as experience and best-practices dictate.

Goal I
Identify and recruit populations most in need of literacy services and promote increased access for undereducated adults and their families to participate in adult education programs and services.

Objectives

1. Implement a statewide multi-media awareness and recruitment campaign to inform undereducated adults, employers, and policy makers of adult education services and program locations (FY 2001).

    a) Conduct radio, television, billboards, newsletters, informational videos and press releases for dissemination throughout the state

    b) Assist program providers in the development of locally driven marketing strategies to outreach targeted populations

    c) Provide and utilize a 1-800 Connecticut Adult Education hotline to refer callers to local providers based on zip code.

2. Utilize the Adult Education Database Management System (AEDBMS) and statistical reports published by other state agencies and Workforce Investment Boards to identify underserved population groups within each community or district (FY 2001 and ongoing).

    a) Generate AEDBMS year-end reports for each program provider to show demographic profiles of student population for comparison with demographic profiles of the district population and status reports from other agencies.

    b) Generate Adult Education Strategic School Profiles for each program provider which allow providers to compare population characteristics of adult students with population characteristics of K-12 students.

3. Maintain and expand formal collaborations with school district and community-based family education programs for the purpose of outreach, recruitment and instruction activities (FY 2001 and ongoing).

    a) Maintain and expand formal partnerships with Even Start and Family Resource Centers for the delivery of outreach, recruitment and instruction services to adults and families in need of literacy and basic skills taught in an applied life and employability skills context.

b) Require family literacy programs funded under this subtitle to formally collaborate with a host elementary school to promote outreach and recruitment activities through elementary school staff and activities.

c) Serve as a liaison to initiate and expand collaboration between local adult education providers and area early childhood programs to increase outreach and referral activities for parents in need of literacy and employability education.

4. Participate in Connecticut's Workforce Investment System as a One-Stop partner and representative to the Workforce Investment Board to develop and implement a seamless One-Stop delivery system to reach and serve populations most in need of adult education services and employment.(FY 2001 and ongoing)

a) Participate in Connecticut's Workforce Investment System through participation with the State Workforce Board (Connecticut Employment and Training Commission – CETC), Local Workforce Investment Boards, and Connecticut's Jobs Cabinet.

b) Develop and implement an *Interagency Memorandum of Understanding* with each local Workforce Investment Board with regards to the role, responsibilities and core services made available through the One-Stop System by Adult Education in accordance Title II

c) Participate in the provision of specific core services (as defined in OVAE 99-14) to One-Stop clients

Provide initial assessment of basic skill levels and educational needs to applicable clients for the purposes of determining eligibility for and appropriate placement in adult education programs and services funded under this subtitle.

Provide accurate information relating to the availability of supportive services, including childcare and transportation, available in the local area and referral to such services as appropriate.

Provide performance and cost information to the One-Stop System with respect to providers that receive funding under this subtitle as outlined by the National Reporting System and WIA.

d) Establish or maintain GED registration sites at appropriate One-Stop Centers or at adult education centers that are co-located with One-Stop Centers (FY 2001 and ongoing).

e) Review with local management teams the feasibility of offering adult education services at specific One-Stop Centers (FY 2001 and ongoing).

5. Support, through the RFP process, community-based, accessible adult education programs which respond to the needs of area residents and employers (FY 2001 and ongoing).

a) Expand instructional sites in non-traditional settings such as community-based organizations, housing authorities, libraries, volunteer literacy organizations, shelters, churches/synagogues/mosques, and family resource centers.

b) Maintain instructional sites in alternative incarceration programs and facilities, correctional facilities, community-based halfway houses and other institutions in accordance with the requirements of Section 225 of Title II WIA.

c) Expand instructional sites and recruitment activities in workplace locations.

d) Support programs which offer flexible scheduling.

6. Initiate and support the development of technology-based initiatives at provider sites to facilitate accessibility to educational opportunities (FY 2001 and ongoing).

   a) Support distance learning initiatives such as Knowledge Network and the Internet as a tool for instruction and communication.

   b) Support the expansion of computer-assisted instruction and learning laboratories with flexible scheduling.

7. Provide training concerning ADA 504 and Section 427 of GEPA and require programs funded under this subtitle to demonstrate access and reasonable accommodations for persons with disabilities as per ADA 504 and GEPA guidelines. (FY 2001 and ongoing).

8. Seek legislative change at the state level to mandate that each town provide or collaborate to provide more than one secondary completion option: GED, External Diploma, and Credit Diploma Programs (FY 2001).

Goal II
Provide effective, responsive instruction and support services to increase the number of undereducated adults who complete educational goals, obtain the educational skills needed for employment and self-sufficiency, and participate in the education of their children.

Objectives

1. Support through the RFP process programs specifically targeted to adults whose lack of basic skills renders than unemployable and keeps them from self-sufficiency, including those adults recruited through the One-Stop System and other state and community-based agencies (FY 2001 and ongoing).

   a) Support workforce preparation programs which are responsive to Workforce Investment Board priorities, incorporate applied employability skills into adult education, include career development activities, and are linked to employment services, occupational training and higher education.

   b) Support on-site workplace education programs which include a customized curricula to upgrade literacy skills through specific job tasks with a focus on increased productivity and job advancement.

   c) Support adult education programs offered in non-traditional settings, including correctional facilities, which focus on basic skills, English proficiency and/or secondary completion in an employability context, include career development

activities, and are linked to community transition, employment services and higher education.

2. Support through the RFP process programs specifically targeted to parents whose lack of basic skills severely reduces their ability to have a positive effect on the literacy of their children (FY 2001 and ongoing).

    a) Support family literacy initiatives which integrate the four components of Family Literacy programs and which include basic skills, English proficiency and/or secondary completion taught in an applied life and employability context.

    b) Require each family literacy program funded under this subtitle to formally collaborate with a host elementary school in order to provide families with a full continuum of educational and support services.

    c) Require collaboration with Head Start, Even Start, Title 1 ESEA, School Readiness or Family Resource Centers to support a full continuum of support and educational services.

3. Require federal and state funded programs to provide, through the Connecticut Competency System (CCS), a client-centered assessment, instruction and support service system which facilitates efficient completion of educational goals and movement toward gainful employment and self-sufficiency (FY 2000 and ongoing).

    a) Assure that literacy, basic skills and English proficiency programs are integrated with applied life or employability skills

    b) Provide for the systematic appraisal of all students through standardized CCS appraisal instruments to determine entry level functioning.

    c) Provide for the ongoing and systematic assessment of all students in literacy, basic skills and English proficiency to measure student movement from one educational functioning level to another.

    d) Review and update competency-based curricula guidelines and assessment instruments for literacy, basic skills and English proficiency in a life skills and employability context.

    e) Support the CCS Program Facilitator function to assist programs in providing a quality competency-based instruction and assessment system.

    f) Promote articulated movement among state agencies and reduce duplication of assessment efforts.

    g) Require programs to provide appropriate counseling and transition services, including links to occupational training, employment and/or higher education.

4. Support, through the RFP process, the expansion of instructional technologies, including self-paced learning modules, and other tools/methods to accommodate individual learning needs (FY 2001 and ongoing).

5. Provide technical assistance for local providers in implementing the recommendations of *Targeting Education, The Connecticut Adult Basic Skills Survey* and *Toward a First Class Second Chance, Recommendations for Improving Connecticut's Adult High School Program*. (FY 2001 and ongoing)

6. Strengthen support services to students and program staff in all adult education programs (FY 2001 and ongoing).

    a) Through the RFP process, require programs funded under this subtitle to provide assessment of support service needs, the provision of or referral to childcare and transportation services, and referral to organizations that can provide other necessary, appropriate support services.

    b) Provide local providers with training and consultation for improving service delivery to adults with diverse needs, disabilities and/or learning difficulties.

    c) Incorporate the Even Start Program into the Bureau of Career and Adult Education to assure greater integration between adult literacy and early childhood education.

    d) In collaboration with Bureau of Early Childhood and Support Services at State Department of Education, provide technical assistance to Family Resource Centers, Even Start and School Readiness programs regarding teaching the adult learner and promoting parent involvement in children's schooling.

7. Ensure through RFP requirements, program monitoring and evaluation processes that program providers meet or exceed applicable Core and Additional Indicators of Performance (FY 2001 and ongoing).

Goal III
Promote and support quality statewide professional development training with particular emphasis on instructing adults most in need of literacy, including adults with multiple barriers to education and self-sufficiency.

Objectives

1. Provide awareness and education sessions to familiarize providers with the Workforce Investment Act, including collaborative efforts with One-Stop partners and provision of core services, accountability requirements and performance standards of Core and Additional Indicators of Performance (FY 2001 and ongoing).

2. Provide training to One-Stop partner staff and state agencies relative to the programs and services offered through adult education, the process of implementing the Connecticut Competency System for assessment and instruction and to promote articulated movement across agencies reducing duplication of efforts (FY 2001 and ongoing).

3. Train local providers to collect data necessary for federal and state reporting and utilize Connecticut's Adult Education Database Management System (AEDBMS) for submitting data and generating reports (FY 2001 and ongoing).

4. Provide statewide professional development to local providers to increase the quality and effectiveness of adult education instruction and services. (FY 2001 and ongoing)

a) Train local providers to implement to unitize the Connecticut Competency System for applied employability or life-skills appraisal, instruction and assessment and promote the achievement of performance standards.

b) Train and certify local program facilitators to promote use of the Connecticut Competency System and the achievement of performance measures in each local program, refer teachers and counselors to appropriate professional development regarding the adult learner, and serve as a liaison between the program administrator and teachers.

c) Implement an ESL Institute, which utilizes modules to train teachers and facilitators in providing adult-centered, responsive instruction in all levels of ESL instruction.

d) Develop and refine GED training for administrators and teachers to promote effective classroom practices and a comprehensive understanding of changes to the GED 2001 test.

e) Provide training and technical assistance for local providers to maintain the adult secondary credit diploma program, including transferring credits, effectively utilizing curriculum packets and independent study components, and awarding credits for non-classroom experiences.

f) Train local programs to maintain the External Diploma Program.

g) Provide training and technical assistance for local providers to implement customized workplace education programs at area business and industry sites.

h) Train local providers in developing age-appropriate learning materials which target different learning styles and are responsive to the needs of persons with disabilities.

5. Develop and implement a statewide reading initiative which addresses instructional practices that research has proven effective such as phonemic awareness, phonics, fluency and reading comprehension, and effective assessment practices which measure incremental progress (Implement FY 2001).

6. Develop and implement a statewide writing initiative which addresses effective instructional practices, determines effective ways of measuring writing progress and develops state policy concerning assessment of this progress (Develop FY 2001; Implement FY 2002).

7. Develop and implement a technology-for-instruction training program for adult education providers to assist them in developing a locally responsive technology plan which supports instructional and program management needs (FY 2000, 2001).

8. Provide, field test and disseminate a “New to Adult Education” teacher training module with CD-ROM which includes topics such as: addressing diverse learning styles and needs; facilitating adult learning; planning for instruction; monitoring student progress; and utilizing the Connecticut Competency-Based System (FY 2000 and ongoing).

9. Provide professional development training to assist local providers in obtaining information on local, state and federal support services for adults with disabilities, complying with ADA 504 and

GEPA, and providing effective accommodations for individuals with disabilities (FY 2001 and ongoing).

10. Provide an annual Learning Disabilities Conference and an ongoing LD Focus Group to offer awareness, planning and strategy sessions for teachers and administrators serving adults with disabilities or learning difficulties (FY 2001 and ongoing).

11. Implement a Program Development Initiative in collaboration with adult education providers located in urban and priority school districts which focuses on improving program operation, instruction, assessment, and professional development practices (FY 2001).

Goal IV
Improve the standardization, accountability and performance of adult education programs.

Objectives

1. Through the Connecticut Competency System, assure ongoing and systematic assessment of students in literacy, basic skills and English proficiency programs to measure progress in attaining literacy skills and life or employability competencies and to measure movement to a higher educational functioning level (FY 2000 and ongoing).

2. Assure the systematic assessment of students in secondary completion programs to measure interim progress in attaining a diploma or its recognized equivalent (i.e., individual credits earned through the Credit Diploma Program, sub-sections passed on GED practice tests, and individual tasks completed for the External Diploma Program) (FY 2001 and ongoing).

3. To promote equality of opportunity, seek state legislation which mandates adult credit diploma programs to provide a minimum of 60 instructional hours per credit. (FY 2001)

4. Maintain and refine the state operated adult education database management system (AEDBMS) to collect and report required demographic, assessment and outcome data for students in programs funded by state and federal adult education dollars.

    a) Require and support the capacity for each local provider to submit programmatic data via the Internet and to communicate via the Internet (FY 2001).

    b) Expand the *Comprehensive Reports* utility for the AEDBMS to increase each program's capacity to generate demographic, assessment and outcome reports, including attainment of Core Indicators #1 and 3, as one means for determining program effectiveness. (FY 2001 and ongoing).

    c) Develop the AEDBMS capacity to longitudinally track client flow in adult education programs (FY 2002).

    d) Develop a report writing capability which allows local programs and the state agency to query the AEDBMS and create ad-hoc reports (FY 2002).

    e) Maintain a technology advisory committee to assist in refining the AEDBMS to meet local needs (FY 2000 and ongoing).

5. Develop and implement the capacity to report on program and statewide performance in accordance with the accountability requirements of Workforce Investment Act and the measures and definitions of the National Reporting System.

    a) Redesign the AEDBMS to measure and report all required information according to FASTR Tables, including measurement of Core Indicators 1 and 3. (FY 2001 and ongoing)

    b) Develop and implement a follow-up procedure which utilizes the Department of Labor wage information system -to report on Core Indicator Two, adult learners who enter and/or retain employment, or enroll in post-secondary education or occupational training, based on NRS measures and definitions. (Begin Implementation 2001).

    c) Design a performance report which documents attainment of Core Indicators and provides descriptive and participation information on an individual program basis for the One-Stop system and local providers. (FY 2001).

6. Prepare for public distribution of annual reports regarding the profile and performance of adult education programs (FY 2001 and ongoing).

    a) Compile Strategic School Profiles (SSPs) for adult education providers to coordinate with SSPs compiled for the K-12 system of each school district.

    b) Compile data and prepare federal year-end FASTR reports as required.

    c) Distribute information on the adult education profession, including staff development opportunities, current salary ranges, and certification requirements on an annual basis to local adult education providers.

    d) Distribute performance reports for each adult education programs to the One-Stop system and local providers.

7. Maintain and refine computerized GED testing and management information system to serve non-high school graduates more effectively and to provide GED preparation centers with data relative to the progress of participants (FY 2001).

8. Review current procedures for selecting remote registration sites and develop recommendations for initiating direct on-line GED registration (FY 2001).

9. Provide for monitoring reviews and evaluation of state administered adult education programs (FY 2001 and ongoing).

10. Require programs funded under this subtitle to meet the 12 considerations as defined in Section 6 of this plan (FY 2001 and ongoing).

Appendix B
Public Comment

The purpose of this section is to state all public comments – those submitted via mail, E-mail and through public hearings. Additionally, the following two pages include a copy of the *Comment Page* published with Connecticut's state plan in order to facilitate public response.

Comment Page
State Plan for Adult Education and Family Literacy
Title II of the Workforce Investment Act
State of Connecticut

If you wish to comment on any aspect of Connecticut's plan for federally funded adult education, please use this document. You may print out the page, write your comments on the document, and mail the document to:

Roberta Pawloski
Bureau of Career and Adult Education
State Department of Education
25 Industrial Park Road
Middletown, CT 06457

Or, you may download this Word document onto your computer, enter your comments and E-mail to: roberta.pawloski@po.state.ct.us

All comments must be received by January 25, 2000. If you wish to attend a public hearing to comment in person, we are conducting two hearings.

- January 20, 2000 - Gateway Community-Technical College at the North Haven Campus, 88 Bassett Road, North Haven, CT, 6:30 – 8:30 PM. (Snow day-January 21.)
- January 25, 2000 - Capital Region Education Council (CREC), 111 Charter Oak Avenue, Hartford, CT, 4:00 – 6:00 PM. (Snow day-January 26.)

You may call (860) 807–2101 for directions to these hearings. We request that you write your comments on this document in addition to speaking at the public hearing. You may submit this document at the public hearing.

Please insert your comments under the appropriate section heading:

Section 2 - Needs Assessment:

Section Three - Description of Activities:

Section 4 - Annual Evaluation of Adult Education and Literacy Activities:

Section 5 - Indicators of Performance:

Section 6 - Procedures and Process for Eligible Funding:

Section 7 - Public Participation:

Section 8 - Program Strategies to Serve Populations Most in Need of Literacy Services

Section 9 – Integration with Other adult Education and Training Activities:

Section 10 – Direct and Equitable Access:

Section 11 – Corrections Education and Other Institutionalized Individuals:

Section 12 – State Leadership:

Section 427 GEPA:

One Stop Participation:

Overall Comments:

The State Department of Education wishes to thank you for your interest in the adult education program and for the time and effort you have taken to give us valuable input .