

CONNECTICUT STATE DEPARTMENT OF EDUCATION

CONNECTICUT STATE PLAN REVISION

FOR

ADULT EDUCATION AND FAMILY LITERACY,

TITLE II OF THE WORKFORCE INVESTMENT ACT

PUBLIC LAW 105-220

FISCAL YEAR 2005-2006

**Revision to the
Connecticut State Plan for Adult Education and Family Literacy,
Title II of the Workforce Investment Act, Public Law 105-220
Fiscal Years 2005-2006**

The Connecticut State Department of Education submits this state plan revision based on the *Guide for State Plan Revisions* received from the Office of Vocational and Adult Education, U.S. Department of Education, on December 21, 2004. The following sections of the Connecticut State Plan for Adult Education and Family Literacy, Title II of the Workforce Investment Act, have been revised for the period July 1, 2005, through June 30, 2006. The process for State Plan Revisions, as detailed in Section 224(c) and (d) of the Adult Education and Family Literacy Act, has been followed, and any applicable requirements mandated by the State of Connecticut have been met. The following sections of the plan have been revised as follows:

1. Section 3.3 includes a chart delineating the new organizational structure of the Connecticut State Department of Education.
2. Section 4.1 describes how the eligible agency will ensure the quality and effectiveness of adult education and literacy activities through enhancements to the evaluation process originally outlined in the Connecticut State Plan for Adult Education and Family Literacy for the period 2001-2004.
3. Section 5.0 establishes revised levels of performance for adult education and literacy activities.
4. Section 6.0 describes how the eligible agency will fund local activities in accordance with Section 231(e).
5. Section 7.2 ensures that this document will be submitted to the Governor for review and comment and any and all comments will be appended as required.
6. Section 12.1 describes how state leadership activities will be conducted under Section 222(a)(2).

Details of each revised section follow:

Section 3.3 – Description of New Organizational Arrangements and Changes

This section of the plan provides an organizational chart delineating changes to the structure of the Connecticut Department of Education since submittal of the previous plan revision and establishes the line of authority from the authorized state official signing the plan revision to the state director of adult education. The organizational chart is appended to this document.

Section 4.1 – Annual Evaluation of Adult Education and Literacy Activities

In lieu of monitoring a minimum of twenty-five percent of federally funded adult education programs on a yearly basis as outlined in the Connecticut State Plan for Adult Education and Family Literacy for the period 2001-2004, the annual evaluation process for adult education and literacy activities will utilize an enhanced, data driven monitoring strategy which will impact all federally-funded programs. This strategy will allow for consistent, ongoing and effective program evaluation using instruments specifically developed for this purpose and which will include one-on-one technical assistance and targeted professional development.

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

This section of the plan revision establishes the proposed performance targets for adult education and literacy activities authorized under Title II for the period July 1, 2005, to June 30, 2006.

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.

Educational Functioning Level	Target Percentage 2005-2006
ABE Beginning Literacy	31%
ABE Beginning Basic Education	47%
ABE Intermediate Low	41%
ABE Intermediate High	37%
ASE Low	37%
ESL Beginning Literacy	42%
ESL Beginning	41%
ESL Intermediate Low	37%
ESL Intermediate High	37%
ESL Low Advanced	33%
ESL High Advanced	N/A

Core Indicator 2: Placement in, retention in, or completion of postsecondary education, training, unsubsidized employment or career advancement (goal-based as reported on NRS Table 5).

Follow up Indicators	Target Percentage 2005-2006
Entered Post-Secondary	35%
Entered Employment	66%
Retained Employment	67%

Core Indicator 3: Receipt of a secondary school diploma or its recognized equivalent (goal-based as reported on NRS Table 5).

Follow up Indicator	Target Percentage 2005-2006
GED or Diploma	70%

Section 6.0 – Procedures and Process for Funding Eligible Providers

Since a competitive Request for Proposal (RFP) process was conducted for FY 2004-2005, the Connecticut State Department of Education (the eligible entity) will extend current grants for an additional year. Mid-and year-end evaluations will ensure that all projects have met the standards established by the eligible entity and that all goals have been achieved. Projects not meeting the established standards will be identified for Department intervention, which might include on-site technical assistance, decreasing or eliminating funding for year two.

Section 7.2 – Governor’s Comments

Connecticut’s State Plan Revision was submitted to Governor M. Jodi Rell for review and comment in accordance with Program Memorandum OVAE/DAEL FY 2005-02. Governor Rell had no comments on the State Plan Revision.

Section 12.1 – State Leadership Activities

State leadership activities will incorporate four integrated approaches to ensure that professional development activities will improve the quality of instruction, provide technical assistance to eligible providers of adult education and literacy activities, monitor and evaluate the quality of and the improvement of adult education and literacy activities, support the development and dissemination of curricula, ensure the integration of literacy instruction and occupational skills training, promote linkages with employers, and strengthen ties with postsecondary education institutions.

The specific design for state leadership activities consists of four components:

- 1) Professional Development Basics
- 2) Site-Based Professional Development
- 3) Regional Professional Development
- 4) Individual and Program Stipends

Professional Development Basics

Research-based professional development and related services will be available to all programs in the following areas: Connecticut Competency System (CCS); Writing Assessment; External Diploma Program (EDP); Adult Education Program Facilitators; Disability Contact Persons (DCPs); Learning Disabilities Conference for Youth and Adults and the Writing Scoring Service. The Connecticut Competency System is the overarching framework for all professional development services.

Site-Based Professional Development

The Adult Training and Development Network (ATDN), Connecticut’s professional development organization, will serve as facilitator and assist in the development of and support implementation of district-driven professional development plans. The plans will be guided by the following principles:

1. Supports the overall program plan by focusing on a problem or priority that is important (based on Needs Assessment, Future Development Priorities, or Program Performance and Enrollment Data);
2. Utilizes research to develop new lines of thinking;
3. Considers multiple professional development approaches (training, mentoring, product development, independent study, etc.) and implements an approach that is appropriate and effective in relation to the defined problem or priority;

4. Extends beyond the professional development event or intervention to implement concrete steps that improve practice;
5. Results in new learning that becomes an integral part of the program; and
6. Enhances professional development efforts in comparison to previous years.

Regional Professional Development

ATDN staff will serve as coordinators and provide logistics for the Service Delivery Areas (SDAs) participating in regional professional development events.

Individual and Program Stipends

Individual and Program Stipends offer programs and/or individuals the opportunity to conduct research (practitioner inquiry or study circle); attend a conference or participate in training and complete a follow-up activity; develop a new product or process; or participate in a mentor/coaching project. The stipend component requires the completion of a simple application form.

State leadership activities are open to all providers/grantees funded through Title II of the Workforce Investment Act.

STATE DEPARTMENT OF EDUCATION

Organizational Chart

September 8, 2004

