

<b>END OF YEAR REPORT</b> Fiscal Year 2007-2008	<b>NAME</b> Adult Education
<p><b>1. Granting Authorization (Law):</b>  Workforce Investment Act – Title II  C.G.S. Section 10-5, 10-67 – 10-73d  ESEA Part B, Subpart 3 of Title I</p>	
<p><b>2. Appropriate Level and Distribution:</b>  Federal Adult Education: \$5,793,786  Federal Even Start: \$648,837  State Adult Education: \$20,596,400 (includes 5% administrative cost)  Local Adult Education: \$19,491,504</p>	
<p><b>3. Purpose</b></p> <p>Connecticut’s adult education programs operate in their local communities to:</p> <ul style="list-style-type: none"> <li>• Assist adults to become literate and obtain the knowledge and skills necessary for employment, self-sufficiency and citizenship;</li> <li>• Assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children; and</li> <li>• Assist adults in the completion of a secondary school education.</li> </ul> <p>Connecticut General Statutes requires that adult education services be provided by local school districts, free of charge, to any adult 16 years of age or over who is no longer enrolled in a public elementary or secondary school program. Local school districts and other eligible agencies providing mandated adult education programs are reimbursed by the Connecticut State Department of Education on a cost-sharing, sliding scale based on the relative wealth of a district. Mandated adult education instructional programs include basic literacy skills, English language acquisition, citizenship, and secondary school completion and/or preparation for the high school equivalency examination.</p> <p>Federal adult education dollars are distributed through a direct and equitable request-for-proposal process. Federal funds are awarded in specific priority areas to a variety of eligible applicants including state and local education agencies, vocational-technical schools, volunteer literacy organizations and private nonprofit organizations. Priority areas include: workplace preparation; workforce education; family literacy; transition to postsecondary education and training; technology implementation; and English language acquisition/civics education. An additional priority area supports the Connecticut Adult Virtual High School.</p> <p>Much time and effort has been devoted to delivering effective programs while maintaining accountability and flexibility. The Department’s standards-based framework, the Connecticut Competency System (CCS), connects curriculum, assessment and instruction, and integrates standardized assessments in reading, writing, math, listening, and speaking. The Internet-based management information system, the Connecticut Adult Reporting System (CARS), collects individual student data on demographics, test results, entry status, goals and achievements. Together, CCS and CARS serve as the backbone for Connecticut</p>	

adult education's accountability and inform program improvement, state/federal reporting, technical assistance and professional development.

In addition to documenting learning gains for all students, Title II (Adult Education and Family Literacy Act) of the federal Workforce Investment Act of 1998 has also placed emphasis on preparing adults to enter the workforce, retain employment, earn a secondary credential, and transition to postsecondary education. Although employment outcomes are not the sole focus of adult education programs, a significant percentage of students with employment goals achieved their respective outcomes. Information is obtained through data matches with the Connecticut Department of Labor and is also reported as part of the state Legislative Report Card to the Connecticut Legislature. The Department uses a data-driven framework to monitor program effectiveness and select districts for onsite monitoring.

#### **4. Community(ies) Served**

Connecticut residents in all 169 towns.

Over 71 organizations including school districts, community and faith-based organizations and other agencies provide adult education services in Connecticut by recruiting and retaining educationally and economically disadvantaged youth and adults, two-thirds of whom reside in urban and/or priority school districts (i.e. districts that have the highest percentage of economically and educationally disadvantaged populations in their schools).

#### **5. Students Served:**

In fiscal year 2008 (July 1, 2007 – June 30, 2008), of the over 30,000 Connecticut residents who participated in adult education:

- 46% were Hispanic/Latino
- 21% were Black/African American
- 45% were less than 25 years of age
- 53% were female
- 47% were male
- 44% participated in English as a second language classes
- 31% participated in the adult basic education and General Educational Development (GED) preparation classes
- 21% participated in the Adult High School Credit Diploma Program (AHSCDP)
- 1% participated in the National External Diploma Program (NEDP)
- 2% participated in the citizenship program

136 Even Start families were served (139 adults and 166 children) through early childhood education, adult education, and parenting classes.

**6. Accomplishments:**

Approximately 45% of all learners achieved a measurable outcome as evidenced by at least one of the following:

- a four-point gain from pre to post test in any of the basic skill areas;
- at least four adult high school credits in the current fiscal year; or
- a local or state high school diploma.

According to the results prepared for the 2009 State Legislative Report Card to the Connecticut Employment and Training Commission (CETC), over 60 percent of learners will enter employment and over 80 percent will retain employment. Furthermore, the learners who enter employment reflect annualized wage gains of approximately \$7,000 from pre- to post-adult education participation.

Fifty eight percent (58%) of learners, who enrolled in adult education during Fiscal Year 2006-07 with the goal of entering a postsecondary education/training program, achieved that goal after graduating with a high school diploma through adult education. It is anticipated that a similar result will be achieved for Fiscal Year 2007-08.

5,299 high school diplomas were awarded through the following high school completion program options:

**Total Diplomas Awarded for Fiscal Year 2008**

<b>High School Completion Program</b>	<b>Diplomas Awarded</b>
Adult High School Credit Diploma Program	1,843
External Diploma Program	241
General Educational Development	3,215
<b>Total</b>	<b>5,299</b>

The Department awarded nine Young Adult Learner grants to provide new and unique methods of educating young adults entering adult education. The outcomes presented in the table below represent 221 learners.

<b>Young Adult Learner Program Achievement</b>	<b>Goal Achieved</b>
Retained for at least 12 hours	97%
Earned 4 credits	51%
Made 4 point gain	57%
Graduated in FY '08	45%

Adult education programs contribute to the goal of ensuring that all children are healthy and fully successful in school by age 9 since mothers who enroll in adult education to improve their literacy abilities and/or achieve a high school diploma are prepared to be more effectively involved in their children's education; better prepared to enter employment or

postsecondary education; and better equipped to move out of poverty and provide a healthier and safer future for their children. Over 3,500 mothers with children ten years of age and younger were enrolled in adult education during 2007-2008.

Of the 16 Even Start adults enrolled and exited in the Credit Diploma or GED programs, 12 (75%) received a high school diploma or equivalency. Of the 28 pre-K children (4 year olds) enrolled in the program for 4 months or longer, 23 identified 10 or more alphabet letters on the Phonological Awareness Literacy Screening (PALS) assessment.

### Successful Connections

- The Department continues to be an active partner in Connecticut's one-stop delivery system<sup>1</sup> and provides direct and equitable distribution of financial support to all statewide one-stops by awarding set-aside funds on a formula basis.
- Department consultants serve as members of each workforce investment board (WIB) and in this capacity form an integral connection between the workforce development and adult education systems. Many consultants also serve on each area's Youth Council. Memoranda of Understanding were developed with each region to strengthen relationships with workforce investment boards and one-stops.
- The Department convenes a Statewide Workforce Coordinating Committee that brings together adult education directors, community colleges, WIBs, the Departments of Economic and Community Development, Labor, and Social Services, and the Office for Workforce Competitiveness to create a coordinated user-friendly system that responds to employer needs for workforce education and training.
- Collaborative relationships have been developed both within the Department and with other state agencies to greatly expand educational, support, and training services to the target populations in the state (e.g. School Readiness, Head Start, TANF Design Team, Youth Vision Team, CETC Youth Committee, community based organizations, family resource centers, community colleges and faith based organizations).
- A third year of funding supported continuation of a Family Learning Curriculum Connections Project which provides an opportunity to strengthen school-family partnerships and build unique collaborations between adult education programs and elementary schools, specifically targeting families of children in kindergarten and first through third grades.
- Partnerships with the Department of Banking, the Connecticut Health Foundation and the Hartford Foundation are resulting in additional grants being targeted toward critical adult education endeavors.
- Several adult education programs collaborated with their WIB to provide intensive and integrated vocational and basic skills education to individuals receiving public assistance.
- The SDE has continued the Developing Tomorrow's Professionals (DTP) program through the support of a federal incentive grant award. Designed to address the

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<sup>1</sup> The purpose of the one-stop system, as outlined in the Workforce Investment Act of 1998, is to connect employment, education, and training services into a coherent network of resources within which partner organizations provide comprehensive services through a coordinated approach.

assumptions of public education, including the removal of barriers, leading to educational engagement and achievement, the DTP has dramatically expanded its scope, serving black and Hispanic young men, ages 15-19 in the New Haven, Meriden and West Haven school districts. The construct of the DTP includes wrap-around mentoring (each young man has both an academic and a professional mentor); training in education skill-sets; critical reading, writing and thinking; etiquette; leadership and fatherhood. The long term goal of the DTP is matriculation to, and graduation from, a four-year college/university for each young man of color. The DTP has served 65 young men in the first two years of the program.

#### Strengths

- The Workforce Education Initiative trains program staff to offer contextualized instruction in the workplace that is customized to meet employer needs and to improve employee advancement opportunities.
- The Department continues to support a Transition to Post Secondary initiative within its federal adult education grant award to help high school graduates successfully transition to postsecondary education.
- To increase the ability of students to persevere in adult education settings, three programs participated in a persistence project through the New England Literacy Resource Center. Professional development activities were focused around study circles that utilized the most current research for promoting greater persistence among adult learners. As a result of their participation, these programs implemented a variety of strategies including comprehensive intake/orientation activities, different approaches to grouping students and student peer mentorships.
- To improve the quality of instruction, the Department provided professional development using evidenced-based practices through:
  - the Student Achievement in Reading (STAR) project;
  - the Writing Matters training initiative; and
  - the Connecticut Adult Mathematics Institute.
- The Connecticut Adult Virtual High School increased access to learning opportunities by offering high quality mentored online credit-bearing courses. 1,006 enrollments were evidenced in the content courses; 533 of those enrollments (53%) completed the courses and attained credit toward the adult high school diploma.

#### **7. Concerns:**

Although the Department has made great strides in improving the access, quality and accountability of adult education, some concerns remain. To address those concerns, we offer the following suggestions:

- Increase public awareness of the critical role that adult education and family literacy can play in transforming individuals, families, communities, and economies;
- Continue to integrate workforce education competencies in adult education instruction in order to ensure that low-wage workers possess a foundation to succeed in occupational and technical training and higher education;
- Strengthen partnerships with postsecondary education and training institutions to facilitate the seamless transition of adult education learners;

- Increase comprehensive instructional opportunities by expanding the AHSCDP and NEDP offerings;
- Reduce the number of 16-18 year olds who drop out of school and enroll in adult education; and
- Increase resources to fully fund the adult education grant, equalize the imbalances in service delivery, and provide comprehensive support services such as counseling, childcare and transportation to facilitate the recruitment and continued participation of adult learners including those who are mothers of young children.