



**Connecticut State Department of Education**  
Bureau of Health/Nutrition, Family Services and Adult Education  
Division of Family and Student Support Services  
25 Industrial Park Road  
Middletown, CT 06457

## **Connecticut Narrative Report 2010-11**

### **Introduction**

The Connecticut State Department of Education (CSDE) has successfully completed another year of implementing the goals outlined in its State Plan as mandated by Title II of the Workforce Investment Act (WIA). The CSDE has expanded its provider network while enhancing and supporting programs and services that are more comprehensive, cost-effective and responsive to community needs by supplementing Connecticut's commitment of state and local adult education dollars with WIA Title II dollars.

Seventy organizations including school districts, volunteer programs, community and faith-based organizations and other agencies provided adult education services in Connecticut by recruiting and retaining educationally and economically disadvantaged adults. By focusing on the needs of learners, families, communities and employers, adult education programs succeeded in improving the skills of Connecticut's learners, enabling thousands of residents to attain a secondary school diploma, helping to close the skills gap in the workplace, assisting non-English speakers to learn English, easing the transition to post-secondary education, preparing residents to attain U.S. citizenship and helping families to break the intergenerational cycle of illiteracy.

The CSDE offers the following responses as part of its Narrative Report for Fiscal Year 2010-11.

- 1. Describe successful activities, programs, and projects supported with State Leadership funds and describe the extent to which these activities, programs, and projects were successful in implementing the goals of the State Plan.***

The CSDE delivers a majority of its state leadership and professional development services through the Adult Training and Development Network (ATDN). The CSDE's professional development model supports the implementation of the goals of Connecticut's State Plan and consists of professional development basics and stipend based professional development activities.

### **Professional Development Basics**

During fiscal year 2010-2011, more than 1,400 practitioners attended 74 training events. Ninety-five percent of all workshop evaluations were rated five or six on a six-point scale for overall quality with one indicating poor quality and six indicating high quality. Additional sessions were conducted based on requests from adult education providers and were presented in differing formats, both face to face, and through web conferencing.

Connecticut Competency System (CCS) training sessions were offered several times during the year to practitioners from both adult education and the workforce development community. The CCS is the CSDE's standards-based framework based on the Comprehensive Adult Student Assessment System (CASAS) that connects curriculum, assessment and instruction and captures the progress made by learners in adult education. ATDN staff supports the network of CCS Program Facilitators – lead practitioners who ensure the high quality implementation of CCS – through regional networking sessions

that provided local programs with updates, links to best practices, opportunities for sharing and an awareness of regional/national issues. ATDN continues to work with the CSDE to implement statewide meetings and three advisory group meetings for CCS Program Facilitators. This year, ATDN cooperated with new CASAS eTests site implementation, a version upgrade and ongoing approvals for numbers of test administrations for approximately 14 sites along with a CASAS eTests Users' Group meeting. A planning session was also held to engage facilitators from across the state in a discussion and job task analysis process to identify the major duties performed and to identify potential training topics focused on the facilitator role. A wiggle was also developed for implementation in the fall of 2011 to enable statewide ongoing communication among facilitators.

The STAR federal initiative continued its successful implementation and capacity building adding another two new STAR trained programs for a total of eleven. This intensive reading training introduces evidence-based reading research and provides teachers with valuable strategies in the areas of alphabets, fluency, vocabulary and comprehension, as well as training in administering diagnostic assessments and differentiated instruction. The STAR Connecticut Reading Institute offered a series of eight supplemental STAR reading trainings to enrich and enhance the entire instructional series. A second trainer completed the year-long process and became a STAR certified national trainer. Connecticut can now boast that it has two STAR certified national trainers. Both trainers conducted extensive on-site mentoring and coaching activities with teachers from the eleven sites.

The Connecticut Adult Numeracy and Mathematics Institute (CANMI) provided adult education teachers with a continuum of professional development to help them recognize, assess and remediate the areas of mathematics where their learners are having the most difficulty. With strong influences from the Adult Numeracy Network (ANN), CANMI provided training on establishing an understanding of CASAS mathematics content standards in relation to the new Common Core State Standards and their impact on curriculum and adult mathematical knowledge development. Session topics included: The Components of Numeracy; The Math of Financial Literacy; Teaching Math to Those Who Hate Math Using Everyday Situations; and Fun in the Math Classroom. Forty-three participants from 28 programs and agencies attended. In addition to these face-to-face sessions, CANMI offered three online course options from ProLiteracy: Number Sense, Data, and Algebra. Combined, these offerings totaled 66 professional development hours for 6.6 CEUs, and the total CANMI participant-hours for these sessions and courses topped 750. The 2010-11 math stipend offerings supported instructors from ten programs bolstering participation in both the face-to-face and online sessions.

The CASAS Functional Writing Assessment training was delivered three times during 2010-11. This nine hour training is a requirement in order for programs to administer this assessment. The training was modified to include one full day in person session with follow-up discussion and review via *Go To Meeting*. Each adult education provider is expected to maintain one Writing Contact Person who has completed the training. To ensure the reliable and accurate scoring of writing assessment results, ATDN offered three inter-rater reliability sessions. Additionally, three recertification sessions were offered to enable local scorers of writing assessments to work toward renewing their certification. Sessions were offered to review both scoring and interpreting students' writing samples.

ATDN's Scoring Service, for the CASAS Functional Writing Assessment, scored 2,110 standardized pre-post-writing samples on behalf of local adult education programs. Intensive and ongoing training ensured the maintenance of the scoring service's accuracy.

An asynchronous writing lab for online writing practice and feedback was designed as a supplemental reinforcement for learners enrolled in local adult education centers for intermediate/advanced English as a second language classes and intermediate adult basic education and General Educational Development (GED) preparation classes. The system offers students the opportunity to practice writing and receive

online feedback from Connecticut certified teachers. These teachers are also certified scorers in the CASAS Functional Writing Assessment rubric and are familiar with teaching writing for the GED test.

*Writing Matters in Connecticut* connected assessment to a range of instructional methodologies that provided guidance to adult education teachers to improve the writing skills of their adult students. Professionals in adult education from state programs and in and out-of-state colleges shared their knowledge of writing through a variety of sessions. Six workshops were offered on these topics: The Writing Process; Technology in Writing: Online Writing Lab (OWL); Reading & Writing Connection; Writing Across the Curriculum; Technology in Writing: Social Media; and Writing in Transition to College Programs.

English-as-a-Second-Language (ESL) teachers were provided multiple professional development opportunities, both face to face and online. A full day was devoted to *Becoming a More Culturally Responsive Teacher*. Teachers heard from a nationally known expert and then had the opportunity to review and discuss strategies for the classroom. In addition, an ESL learning community focusing on Reflective Teaching met throughout the academic year so that teachers could read and discuss research, try "mini experiments" in their classes and share their results with other members of the learning community as part of the CSDE's stipend series.

ATDN continued to expand upon its workforce development partnership with CSDE and collaboration with the *Adult Education at Work* providers and associates across Connecticut. In addition, ATDN staff were active participants within the workforce development system by expanding upon partnering opportunities for the *Adult Education at Work* network among other workforce development agencies throughout the state, including the Workforce Investment Boards and community college system. In addition to technical support in the field, direct services also included four *Adult Education at Work* directors' meetings, four *Adult Education at Work* Users' Group forums, two Connecticut Workforce Education Model workshops (2 days per workshop), and one *Adult Education at Work* new teacher orientation workshop. In addition, one of the most successful initiatives this past year was the introduction of five (1-hour each) online meetings, which included relevant presentations related to worker preparation and integrated basic education and skills training. This online approach provided an opportunity for program providers to share best practices to an average of 17 participants per session.

The Nineteenth Annual Conference on Serving Adults with Disabilities attracted more than 240 attendees. The keynote address *Motivating Unmotivated Students* was presented by Ron Glodoski: a renowned speaker, successful entrepreneur, and best-selling author. Breakout sessions focused on topics including: autism; returning soldier's issues; preparing adults for the global workplace; cultural competence skills; and assisting students and consumers with multiple and urgent needs.

The implementation of four new professional development trainings in the disability area were designed to provide teachers with instructional strategies for individuals with cognitive disabilities in order to improve teachers' practice in dealing effectively with students who exhibit challenging behaviors in the adult education classroom. Workshops incorporated and combined perspectives of assessment, instructors' behaviors, feedback processes and positive behavioral supports in the classroom. In addition, professional development workshops were presented on Disability Learning Strategies and the roles and responsibilities of the adult education program's disability contact person.

ATDN continued to provide training and technical assistance to the 25 National External Diploma Program (NEDP) sites for the high quality implementation and statewide coordination of the NEDP. Workshops included one three-day session on basic advisor/assessor training, refresher advisor/assessor training, administrative policies and practices and two evaluation workshops. The training sessions attracted approximately 200 attendees. The new NEDP center located at Capital Region Education

Council (CREC) provides 35 hours of technical assistance weekly to local practitioners. Additionally, customized technical assistance and professional development sessions are provided for individual sites and practitioners on an as-needed basis.

Extensive technical assistance through visitations, telephone conferences, email exchanges, regional forums and follow-up meetings were also provided. ATDN and adult education staff from several providers collaborated to conduct workshops at the annual state adult education conference organized by the Connecticut Association of Adult and Continuing Education (CAACE) in March. In addition, ATDN staff provided training at the annual CASAS Summer Institute.

### **Stipend-based Professional Development Activities**

The CSDE's stipend-based professional development initiative (as referenced above) offered resources to 17 adult education providers in order to impact student achievement by improving the professional capabilities of teachers. Stipends were awarded to providers in five categories: Learning Disabilities, STAR, Math, ESL and Writing. The stipend program was created to support local districts with customized technical assistance requirements and training.

## ***2. Describe any significant findings from the eligible agency's evaluation of the effectiveness of the adult education and literacy activities based on the core indicators of performance.***

**Number of Students Enrolled:** The total number of students enrolled in fiscal year 2010-11 declined substantially from the previous year. This is the first year since the 1990s that such a decline was evidenced, especially in Adult Secondary Education (ASE) and ESL.

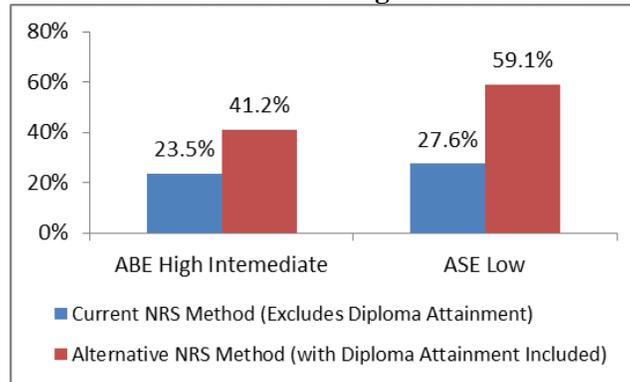
- The declines in ESL occurred at the four beginning and intermediate levels; the greatest decline of 17% occurred at the Low Intermediate level.
- All age cohorts with the exception of the 60 or older cohort evidenced declines. The 16-18 age group declined the greatest (12%).

The Department is researching whether this is an anomaly or a new baseline. Enrollment data in FY 2011-12 along with the updated census data regarding need for adult education will be analyzed in the year ahead to identify action steps as appropriate.

**Educational Gain:** The following observations are presented:

- Overall, educational gains have remained relatively stable for the past four years despite continued reductions in total grant expenditures.
- Performance at the ESL Low and High Intermediate levels increased to 46% and 41% respectively: the highest percentages for those levels since the establishment of the NRS. This may be attributable to steady improvements in the quality of curriculum and instruction. These improvements have also been closely aligned to the updated competencies and listening content standards of the new Life and Work Listening assessment. Practitioner feedback on this assessment series continues to be positive; they appreciate a modern listening test that assesses "pure" listening ability without any reading cues.
- The **inability to report diploma attainment as educational gain** at all levels remains a major shortcoming of the NRS. This depresses the performance in NRS Table 4, chiefly at the adult basic education (ABE) High Intermediate and ASE Low levels. A majority of learners with math abilities at or above the upper range of ABE High Intermediate are able to pass the GED tests, so there is limited incentive for them to take a post-test and/or demonstrate progress on the NRS levels. If diploma attainment were also reportable as "educational gain" at all levels within NRS Table 4, then the success rate at these two levels would be vastly greater (see figure).

**Percent of Learners Making Educational Gain**



**Greater Percentage of Unemployed Learners**

The percent of learners who indicate that they are employed at entry has steadily declined. Conversely, the percent of learners who are unemployed and seeking employment has increased by 11 percentage points over the past five years (see table below). These sad statistics are but one more indication of the current economy and its impact on those most-in-need.

**Percent of Learners Based on Employment Status at Entry**

	2006-07	2007-08	2008-09	2009-10	2010-11
Employed	45%	45%	42%	39%	37%
Unemployed - Seeking Employment	30%	31%	36%	40%	41%
Unemployed - Not Seeking Employment	25%	24%	23%	22%	21%

**Follow up Outcomes**

- For the second year in a row, the “Entered Employment” outcome for learners who exited adult education remained below 50%. The depressed labor market most adversely affects those with the least education or skills. Surprisingly, the “Retained Employment” measure has held steady; the current economic climate may make it more likely for an employed individual to hold on to his/her job than for an unemployed individual to find one.
- The “Earned Diploma” measure increased by four percentage points; with fewer employment opportunities and increased competition in the labor market where the high school diploma credential remains an important, fundamental screening criterion for prospective job applicants, some learners may be choosing to persist with adult education in order to earn that diploma.
- The “Entered Postsecondary” measure evidenced a nine percentage point decline. In tough economic times, graduates may choose to delay the financial commitment necessary to pursue further education and instead focus on procuring or maintaining employment.

3. *Describe how the eligible agency has supported the integration of activities sponsored under Title II with other adult education, career development, and employment and training activities. Include a description of how the eligible agency is being represented on the Local Workforce Investment Boards, adult education’s involvement on the State Workforce Investment Board, the provision of core and other services through the one-stop system and an estimate of the Title II funds being used to support activities and services through the one-stop delivery system.*

WIA Title II funds enabled the CSDE to effectively supplement Connecticut’s legislatively mandated adult education system. Adult education providers were able to offer more comprehensive and cost-

effective services to their eligible residents and expand their network to offer more locally responsive programming. Collaborative relationships have been developed between the CSDE, local adult education providers, community colleges, community based organizations, other state agencies and the workforce development system to greatly expand educational, support and training services to the target populations in the state. CSDE staff and local practitioners also worked closely with regional literacy councils to strengthen the connections between CSDE funded adult education programs and other literacy related programs in the community.

### **WIA Title II Grants**

The CSDE continued to fund WIA Title II grants for those providers who met the established standards and achieved all project goals. Grants provided funding opportunities for adult education providers to offer programs and services for adults who lack the level of basic skills and literacy necessary for effective citizenship and productive employment and to build a comprehensive continuum of lifelong learning. Thirty-nine providers received one or more grants in the following priority areas:

- Preparing for the Twenty-first Century Workforce;
- Expansion of the National External Diploma Program;
- Workplace Education
- Transition to Post-secondary Education and Training;
- Nontraditional Adult Education Services
- Family Literacy; and
- The Connecticut Adult Virtual High School.

Continuation grants in all priority areas required program designs that were comprehensive and systematic in order to improve the learning experience; reach a greater number of students; increase a district's/agency's outreach and collaboration capacity; promote diversity in the delivery of instruction; and increase learning gains. Grantees coordinated their services with their Workforce Investment Boards (WIBs) and one-stop centers by submitting memoranda of understanding as part of their continuation application.

Overall, providers receiving WIA Title II grants demonstrated strong learner outcomes on the core indicators of performance. Some notable accomplishments included the following:

- Twenty-first Century Workforce grantees integrated career readiness activities including career portfolios, resume workshops, computer proficiency checklists, skill certification courses and community service experiences into their adult education programming. Programs created relationships with their workforce investment boards, chambers of commerce, community colleges and one-stop centers. Instruction included the utilization of self-sufficiency models to provide opportunities for individuals to move toward full employment.
- National External Diploma Program (NEDP) expansion enabled providers to offer another high school completion option for adult learners and/or expand the program further into their region. This expansion increased the number of NEDP sites in Connecticut from 14 to 25 while expanding four existing programs.
- Workplace Education grantees connected to the workplace needs in their region and offered high-quality services to employers while helping their adult residents increase their skill levels and their opportunities for success on the job. Workplace programs provided adult education instruction in ESL, ABE, GED and NEDP to employees from different industries such as manufacturing, healthcare, agriculture, retail and food services. Many programs solicited feedback from employers and prepared comprehensive reports on the effectiveness of their interventions. Employers reported enhanced employee retention and promotability, improved team performance and improved health and safety records. In many instances, employees

reported more confidence, increased productivity, ease of understanding assigned tasks and increased wages.

- Transition to post-secondary education/training grants helped adult education programs bridge the “transition gap” by raising standards/expectations, partnering with higher education institutions, aligning curricula, awarding dual credit, coaching learners about postsecondary options and targeting instructional strategies to help them transition successfully to post-secondary education/training programs. Transition programs also featured written agreements between the adult education provider and its post-secondary partner(s) and a solid referral and support process. The integration of a comprehensive career and education plan has provided the link that helps adult students connect the dots to life beyond adult education.
- Non-traditional adult education services grants promoted quality and increased accessibility to adult education programs for learners in halfway houses and in work release programs needing ABE/GED instruction.
- Family literacy grants integrated parent literacy training leading to economic self-sufficiency; age-appropriate education for children; training for parents regarding how to be the primary teachers and full partners in the education of their children; and interactive literacy activities between parents and children. Funds were used to support the adult education component in order to provide basic skills, ESL and/or secondary school completion instruction in an integrated learning environment. Programs were required to use a curriculum that incorporated computer literacy into the subject matter, provided access to career and employment information and assisted participants in the development of individual career portfolios. In addition, programs provided support services and formal collaboration with family learning and support providers. Some family literacy projects aligned their efforts with Even Start, which has proven to be an effective program for increasing family literacy skills. Of the 25 Even Start adults enrolled and exited in the Adult High School Credit Diploma Program (AHSCDP) or GED program, 15 (60 percent) received a high school diploma or equivalency. Of the four children headed to kindergarten who were enrolled in the program for four months or longer, four (100 percent) identified ten or more alphabet letters on the Phonological Awareness Literacy Screening (PALS) letter recognition sub assessment. Programs involved in Even Start this past year shifted their focus towards infants and toddlers, which had a significant impact on the number of children who were headed to kindergarten in this cohort of children.
- The Connecticut Adult Virtual High School (CTAVHS) facilitated greater coordination among adult education programs and increased access to learning opportunities by offering high quality mentored online courses to learners statewide: 953 enrollments were evidenced in the AHSCDP credit-bearing courses; 271 were enrolled in the online GED preparation course; and 667 were enrolled in Orientation to Online Learning. A total of 86 papers were submitted for review and feedback to the Online Writing Lab. The learning management system migrated to Blackboard 9.1. All four science courses were revamped to increase interactivity.

### **Collaborations with Workforce Investment Boards (WIB), One-Stop Centers, the Connecticut Department of Labor and the Department of Social Services**

In fiscal year 2010-11, the CSDE provided direct and equitable distribution of financial support to all one-stop centers in the amount of \$198,710. Memoranda of Understanding are in place with each area Workforce Investment Board (WIB) regarding the roles and responsibilities of adult education as its partner. As part of our continuing collaboration, the CSDE has continued to ensure that its needs assessment process aligns with the service delivery goals and objectives of each WIB as a means of enhancing adult education service delivery strategies. The CSDE continues to provide staff of all the one-stop centers with the training, technical assistance and assessment materials necessary to utilize CASAS appraisals and computer-based CASAS testing to gauge customers’ literacy skills during the intake process. The CSDE continues to work closely with the Connecticut Department of Labor and members of

the WIBs to assist them in responding to the *common reporting measures* required for youth in WIA programs. Both education and labor continue to speak with one voice when it relates to competency-based curriculum and instruction, standardized assessment and reporting.

The Commissioner of Education served as a member of the Governor's Connecticut Employment and Training Commission (CETC). CETC has legislative responsibility to report to the Governor and the legislature on the outcomes of Connecticut residents. The employment outcomes achieved by adult education learners are reported alongside those from higher education and employment and training programs, thus providing greater visibility and credibility on the impact of adult education in Connecticut.

On November 25, 2009, Governor's Executive Order No. 35 authorized the development of regional adult literacy plans in the five workforce investment board regions. Adult education consultants served as members of the regional planning teams and two consultants currently serve on the Adult Literacy Improvement Work Group, which is tasked with oversight of the implementation of the regional literacy plans. CSDE staff members served on all five local workforce investment boards, their Youth Councils and subcommittees as appointed.

The CSDE remains committed to strengthening connections among adult education, social service organizations and the workforce system. The Design Group continued its long-standing interagency efforts with representatives from the Connecticut Departments of Labor, Social Services and Education; workforce investment boards; and one-stop center directors that focused on the delivery of Jobs First Employment Services (JFES). Teachers of adult education learners who are participating in the JFES program provided attendance verification information to the respective JFES staff. Additionally, the CSDE was integrally involved in identifying changes to help improve the client flow process. This process included examining adult education activities through on-line learning via the Connecticut Adult Virtual High School.

Through its involvement with the Supported Education Advisory Committee, a stakeholder committee of the Department of Mental Health and Addiction Services (DMHAS), the CSDE collaborated with Local Mental Health Authorities and DMHAS to provide adult education programs and services to those adults who experienced behavioral and mental health conditions.

### **Workforce Coordinating Committee**

The CSDE continued to convene a statewide Workforce Coordinating Committee (WCC) bringing together adult education directors; community colleges; workforce investment boards (WIBs); the Connecticut Business and Industry Association; the Departments of Economic and Community Development, Labor and Social Services; and the Office for Workforce Competitiveness to foster coordinated user-friendly systems that respond to employer and employee needs within each WIB region of Connecticut. The activities of the Workforce Coordinating Committee were supported at the regional level by coordinating groups convened by each of the five workforce investment boards. The regional meetings provide a forum for exploring collaborative opportunities; refining the service delivery referral process; developing a smooth continuum between the adult education and community college systems; sharing training opportunities; and building relationships among workforce development stakeholders. Regional groups are able to respond to employer needs efficiently and effectively because of these established partnerships.

Investment and implementation of statewide workforce development efforts have been enhanced by the strong partnerships supported by the WCC and the regional coordinating groups. Some important alignments include the Connecticut Community College's SMART (manufacturing) and SOAR (sustainable energy) grants. An adult education consultant is a member of the project advisory council for both grants.

As a result of the CSDE's collaborative efforts, a statewide STEM (science, technology, engineering and math) initiative, funded by the United States Department of Labor, provided funding to three adult education providers in 2009-2010. The goal of these efforts was to develop a bridge to STEM opportunities for adult education students. During the past year, the CSDE has developed consistent strategies to increase the number of adult education providers involved in Connecticut's STEM effort. With the assistance of statewide STEM coordinators, adult education students have had access to career pathway information via the CT STEM jobs Web portal, created career blueprints and demonstrated literacy and numeracy gains.

These efforts are creating educational and occupational opportunities for low wage and low skilled workers, many of whom are adult education students, while piloting and institutionalizing collaborative workforce development models and forging innovative partnerships.

### **Federal Incentive Dollars**

- **Incumbent Worker Basic Skills**

The utilization of a portion of the federal incentive dollars that came to Connecticut for meeting its performance goals were earmarked to advance the mission of the WCC to provide a continuum of workforce development services for employers and their incumbent workers by connecting basic skills education with occupational skills training. These funding opportunities have facilitated the development and integration of basic skills education and adult secondary completion programs that link participants to technical skills training for specific businesses. Particular emphasis was placed on providing more intensive instructional interventions for low-wage low-skilled incumbent workers.

- **Integrated Basic Education and Skills Training (I-BEST)**

The CSDE partnered with two adult education providers to establish three I-BEST demonstration projects in 2010-11 with the goal of accelerating basic skills learning and career enhancement for adult education learners. The projects included certifications in manufacturing, pharmacy technician and certified nursing assistant. A total of 29 students started the program. Of the 23 students who attended regularly, a 100% completed their coursework, 87% made progress on CASAS pre- to post-tests, and 87% attained the industry certification credential.

- **Developing Tomorrow's Professionals (DTP)**

With federal incentive dollars, the CSDE continued its support of the Developing Tomorrow's Professionals (DTP) program. Designed to address the 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. 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. DTP is designed to create, improve and sustain a young man's approach to academics, character development, college matriculation and career potentialities.

The CSDE partnered with the Health, Emotion and Behavior Lab of Yale University on a special project to pilot a new curriculum. *Healthy Eating for Life*, a nutrition-focused curriculum appropriate for the lower level ESL student, was designed to incorporate adult English Language learning standards, CASAS competencies and cutting-edge healthy behavior change theory. The main goals of the *Healthy Eating for Life* curriculum include an opportunity to learn the language and literacy skills necessary to maintain a healthy diet and lifestyle; the ability to identify and develop planning skills to make healthy lifestyle choices and develop skills to manage setbacks; and the ability to identify, use and celebrate healthy aspects of the multiple cultures in our ESL classrooms.

**4. Describe successful activities and services supported with EL/Civics funds, including the number of programs receiving EL/Civics grants and an estimate of the number of adult learners served.**

The State Department of Education distributed English Literacy/Civics Education (EL/Civics) funds to twenty-five adult education providers. Grantees utilized the funds to improve literacy skills including speaking, reading, writing and numeracy for immigrants and other limited English proficient populations and to provide contextualized instruction in civics education. More than 3,000 individuals learned about the rights and responsibilities of citizenship, naturalization procedures, civic participation and U.S. history and government.

Some adult education programs continued to integrate STAR reading strategies within the ESL classroom. Other providers worked with early childhood centers to help young children enter programs designed for early intervention. Others integrated career awareness and labor market information into their curriculum in order to increase students' knowledge of community economics, career pathways and potential job opportunities.

Program outcomes included increases in learners' mean gains in program year-end reports, a growing competence in idiomatic speech, the development of functional language abilities in receptive and expressive oral and written English and improvement in numeracy/computation skills.

Additional program activities directly related to the use of these funds included:

- civics projects in support of adult education in Connecticut that included letter writing campaigns and a rally at the state capitol;
- writing of immigrant stories;
- exposure to basic math vocabulary and interpretation of charts, tables and graphs;
- access to vocational, educational and personal counseling;
- knowledge of the American education system with special focus on addressing the needs of families new to the U.S. school system;
- participation in distance learning activities that impacted competence in the workplace;
- multi-media approaches to increase students' literacy attainment;
- cross cultural perspectives, civic responsibility, democracy topics and independent projects; and
- opportunities for experiential learning within the local community.

State Leadership dollars were used to support training and technical assistance for EL/Civics teachers and coordinators in a variety of areas including grant management, program implementation and curriculum development. Special workshops featured presentations on health literacy, linking curriculum to the community and cultural competence.

The ESL Advisory Committee continued to meet regularly to ensure excellence in English language teaching by promoting standards of excellence and acceptable practice within the profession.

### **Annual Narrative Report Summary**

During fiscal year 2010-11 Connecticut expended \$42,973,298 in state/local (\$38,319,277) and federal (\$4,654,021) funds to serve 25,924 individuals for an average per pupil cost of \$1,658. By augmenting state and local dollars with federal dollars, Connecticut has successfully assisted adults in achieving their educational goals, obtaining or advancing in their jobs, entering post-secondary education and participating more fully as family and community members. The CSDE will continue its efforts to partner with other organizations to ensure coordination of effort, increased accountability, maintenance of the highest standards and program access for those individuals in need of adult education services in Connecticut.