



Connecticut State Department of Education
Bureau of Health/Nutrition, Family Services and Adult Education
Division of Family and Student Support Services
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Connecticut Narrative Report 2011-12

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-one 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 2011-12.

- 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 2011-2012, more than 1200 practitioners attended 59 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. CCS has incorporated Common Core State Standards into training. 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, such as information related to the New GED 2014. ATDN continued to work with the CSDE to implement two statewide meetings for CCS Program Facilitators. Again, this year, ATDN cooperated with the addition of CASAS *eTests* sites at adult education programs. Several sites piloted an “*eTests Online*” version that set the stage for broader implementation of *eTests* online assessments for the coming year. The CCS Program Facilitator Wiggio continues to enable statewide communication among facilitators.

The STAR federal initiative continued its successful implementation and capacity building, adding seven new teachers to our eleven programs. 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. The two nationally certified STAR trainers conducted extensive on-site mentoring and coaching activities and visited each STAR classroom to provide feedback to the teachers in addition to meeting with the STAR Lead from each program to help in planning for sustainability. A workshop entitled “Reading: a Collaboration between the Eyes, the Ears and the Brain” was presented at CAACE and the Disabilities Conference.

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. Continuing the tradition of 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. Fortunately, for Connecticut Adult Education math instructors, ATDN was able to secure strong participation from the LINC Region One Professional Development Center for two sessions: *Algebraic Thinking*, in September, with Myrna Manly and Dr. Lynda Ginsberg; and *Math and Social Media*, in May, with Brooke Istas. The 2011-12 math stipend offerings supported thirteen instructors from eight programs bolstering participation in both the face-to-face and online sessions.

The CASAS Functional Writing Assessment (FWA) nine-hour training was delivered two times during 2011-12. The training includes 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 practices. ATDN’s Scoring Service, for the CASAS FWA, scored approximately 2,000 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.

The state continued to offer an asynchronous writing lab for online writing practice and feedback designed as a supplemental reinforcement for learners enrolled in local adult education centers for

English as a second language classes and adult basic education and General Educational Development (GED) preparation classes. The system offers students the opportunity to practice writing and receive online feedback from tutors who are Connecticut certified teachers. These tutors are also certified scorers in the CASAS Functional Writing Assessment rubric and are experienced with teaching writing for the GED test.

Writing Matters in Connecticut utilized the Teaching Excellence in Adult Literacy's (TEAL) pilot project on writing. Mary Ann Corley, Ph.D., director for the TEAL Center and principal research analyst for American Institutes for Research, provided an overview of the research on effective writing instruction, shared strategies for writing instruction with the adult learner and discussed setting goals for professional growth. Sessions followed included: utilizing technology and writing, using formative assessment, Prewriting, and *Differentiating Writing Instruction for Adult Learners* a LINCS webinar with Mary Ann Corley. Between sessions, participants were actively engaged in an on-line community of practice - online discussions and sharing through wiggio.com.

English-as-a-Second-Language (ESL) teachers were provided multiple professional development opportunities, both face-to-face and online. In October, 60 teachers attended a full-day session on Learner Persistence in collaboration with ELL-U. As part of the CSDE's stipend series 20 teachers participated in an in-depth study of Learner Persistence and Retention. Through face-to-face and virtual meetings and research review, they tried strategies in their own classrooms and shared results with their colleagues. EL Civics grantees participated in a full-day event in conjunction with Hartford Public Library. Programs prepared a display of activities done as part of their grant, attended a Naturalization Ceremony and talked with presenters from a variety of cultural, educational and historical organizations throughout the state about opportunities to enrich their programs.

ATDN continued its workforce development partnership with CSDE and collaboration with the *Adult Education at Work* providers and associates across Connecticut. ATDN provided direct service, technical assistance in the field, and the facilitation of four *Adult Education at Work* directors' meetings and two *Adult Education at Work* Users' Group forums. In addition, one of the most successful initiatives continuing this past year was the implementation of one-hour monthly online meetings, which included relevant presentations related to worker preparation and integrated basic education and skills training.

The Twentieth Annual Conference on Serving Adults with Disabilities attracted more than 275 attendees. The first keynote address *Looking through the Eyes of the Adult Learner: Understanding How the Brain Engages in Learning* was presented by Suzanne D'Annolfo, Ed.D. a renowned speaker, with a distinguished and rewarding 38-year career in public school education. The second keynote *Creating More Effective Learning Environments; It's All About Love* was presented by Thomas Butcher, a private practice psychotherapist who specializes in clients who are struggling with clinical disorders including pervasive development, attention deficit and disruptive behavior, and mood and anxiety. Breakout sessions focused on topics including: autism, latest assistive technologies for increased independence, the strategy of explicit instruction, and dyslexia.

The implementation of 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. A specific professional development training initiative utilized curriculum

from the *Learning to Achieve* model, developed under a National Institute for Literacy contract, setting the stage for exploration of current thought concerning prevalence and substance of learning disabilities in English language learners. Teachers and administrators were exposed to research and practice around identification of markers for learning disabilities in English language learners. They were also introduced to interventions that will make learning English as a Second Language a less cumbersome process for these students. In addition, professional development workshops were presented on Disability Learning Strategies and Awareness, which incorporated and combined perspectives of assessment, instructors' behaviors, and feedback processes in the classroom and the roles and responsibilities of the adult education program's disability contact person.

ATDN continued to provide training and technical assistance to 26 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 NEDP center located at Capital Region Education Council (CREC) provided 35 hours of technical assistance weekly to local practitioners and customized technical assistance and professional development sessions are provided for individual sites and practitioners on an as-needed basis. The NEDP Center is working with CASAS to facilitate the soft launch of the new online NEDP program. The NEDP Center staff attended the CASAS Summer Institute and participated in roundtable discussions about the program.

Stipend-based Professional Development Activities

The CSDE's stipend-based professional development initiative (as referenced above) offered resources to 18 adult education providers in order to affect 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.

State & National Initiatives

- Presentations at state adult education conference (CAACE)
- LINCS-attendance at regional meeting and quarterly conference calls;
- Participation in CONNTESOL-represent Adult Education on the board and at yearly state conference;
- Participation in planning and representation at New England Multicultural Conference;
- Maintain membership and attendance on the New England Literacy Regional Center;
- Provided leadership to the COABE national Board of Directors and the state CAACE professional association board;
- Attendance and trainings at CASAS Summer Institute.

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 2011-12 declined substantially from the previous year. This is the second consecutive year of significant decline, and was especially steep in Adult Secondary Education (ASE) and ESL.

- The declines in ESL occurred at every level but Beginning Literacy, which saw a modest gain. The greatest decline, 10%, occurred at the Low Intermediate level.
- All age cohorts with the exception of the 60 or older cohorts evidenced declines. The 16-18 age group declined the most (18%) which may be related to Connecticut’s new “withdrawal from school” age of 17 years.

The Department is researching whether this is an anomaly or a new baseline. It is likely that it reflects the decline in this age cohort as a whole in the state, which is projected to continue over the next several years. Enrollment data in FY 2012-13 along with a new state population forecast will be analyzed in the year ahead to identify action steps as appropriate regarding the demand for adult education.

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 Beginning Levels and ESL Advanced increased moderately while ESL Intermediate Low declined.

Greater Percentage of Unemployed Learners

The percent of learners who indicate that they are employed at entry remained steady, ending a long decline. The percent of learners who are unemployed and seeking employment decreased slightly, reversing an upward trend over the past four years (see table below). These statistics are an indication that the economy may be improving, although the long recession has clearly discouraged some learners from seeking employment.

Percent of Learners Based on Employment Status at Entry

| | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 |
|-------------------------------------|---------|---------|---------|---------|---------|
| Employed | 45% | 42% | 39% | 37% | 37% |
| Unemployed - Seeking Employment | 31% | 36% | 40% | 41% | 40% |
| Unemployed - Not Seeking Employment | 24% | 23% | 22% | 21% | 22% |

Follow up Outcomes

- The “Entered Employment” outcome for learners who exited adult education remained well below 50% for the third year in a row, while the “Retained Employment” measure rose slightly this year. The statistics suggest that, in the current economic climate, employers are largely trading water, maintaining their workforces, but as of yet unwilling to expand their hiring of individuals who may have fewer marketable skills.
- The “Earned Diploma” measure increased by nearly three percentage points; with fewer employment opportunities and increased competition in the labor market, the high school diploma credential remains an important screening criterion for job applicants. As a result, more learners are choosing to persist with adult education in order to earn that diploma.

- The “Entered Postsecondary” measure jumped by 11 percentage points over the previous year. In times of relatively high unemployment, the opportunity cost of investing in post-secondary education diminishes, and we would expect graduates to pursue more schooling, particularly if the labor market is signaling a higher demand in the future for skilled workers.

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; infuse technology 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. 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 adults earning their high school diploma through this option from 328 to 416.
- 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.
- 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 as well as ESL 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. A character education program called “Mega Skills” was incorporated as well as were Family Read programs. 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.
- 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: 932 enrollments were evidenced in the AHSCDP credit-bearing courses; 366 were enrolled in the online GED preparation course; and 624 were enrolled in Orientation to Online Learning. The Year Round Bridges Math program had 105 enrollments. Eighty-four papers were submitted for review and feedback to the Online Writing Lab. More course options were offered, including the addition of flexible enrollment courses.

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

In fiscal year 2011-12, 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 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.

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.

In response to Connecticut Public Act 11-44, the CSDE assisted the Connecticut Departments of Social Services and Labor with the development and implementation of a pilot program specifically targeting JEFES clients who receive Temporary Family Assistance. The pilot resulted in the implementation of an Integrated Basic Education and Skills Training (I-BEST) delivery model offering industry-recognized credentials in areas such as Certified Nursing Assistant, Emergency Medical Responder, Culinary Arts with Food Handler Certification, Automotive Technician and Professional Bartending with SMART certification. Fifty-two JFES participants were enrolled in the I-BEST pilot, forty-eight completed the vocational training component and received an industry-recognized credential. Eighteen participants successfully passed and received a State of Connecticut license in the related occupations requiring a license and eleven participants obtained employment. Two participants successfully obtained the GED.

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 quarterly 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. Response to employer needs has improved in terms of efficiency and effectiveness because of this groups work. 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 2011-12 with the goal of accelerating basic skills learning and career enhancement for adult education learners. The projects included certifications in manufacturing, auto technician, culinary arts, emergency medical technician, pharmacy technician and certified nursing assistant. A total of 60 students started the program. Of the 60 students who attended regularly, 100% completed their coursework, 87% made progress on CASAS pre- to post-tests, and 87% attained the industry certification credential. Seventy-four percent of the students who were enrolled in high school completion programs received their diplomas.

- **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.

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-two 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 2,500 individuals learned about the rights and responsibilities of citizenship, naturalization procedures, civic participation and U.S. history and government. 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.

Many programs had a particular focus on writing. Students submitted articles to an ESL newspaper, a number of author nights were held with invited dignitaries, a local poet presented a workshop to ESL students and a local college interacted in a multi-level experience to expose many of students to the possibility of post-secondary education.

In late spring, a culminating event was held at a large public library. The event included a poster session and a naturalization ceremony. Although many of the teachers had taught English as a second language and citizenship for many years, some had never attended a naturalization ceremony.

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 and sharing them with students in the credit diploma program;
- various hand-held technologies were integrated into classroom work including tables, GPS, smart phones and I Pads;
- exposure to basic math vocabulary and interpretation of charts, tables and graphs;
- 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; and
- cross cultural perspectives, civic responsibility, democracy topics and independent projects.

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. A special workshop was offered for ESL lead teachers or coordinators with a focus on students persistence and curriculum development.

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 2011-12 Connecticut expended \$44,029,393 in state/local (\$39,336,072) and federal (\$4,693,321) funds to serve 26,098 individuals for an average per pupil cost of \$1,687. 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.