

CAACE Conference

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Associate Commissioner
Connecticut State Department of Education (CSDE)
March 14, 2008

Connecticut Adult Education

- Context and Background
- Provider and Student Landscape
- Relationship to State Board Priorities
- The Challenges and Call to Action

Context and Background

ORGANIZATION CHART FOR THE STATE DEPARTMENT OF EDUCATION

STATE BOARD OF EDUCATION

COMMISSIONER OF EDUCATION
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Bureau Chief
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Superintendent
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TEACHING, LEARNING & INSTRUCTIONAL LEADERSHIP
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Vacant
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SPECIAL EDUCATION
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SCHOOL FACILITIES
Bureau Chief
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GRANTS MANAGEMENT
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Annette McCall
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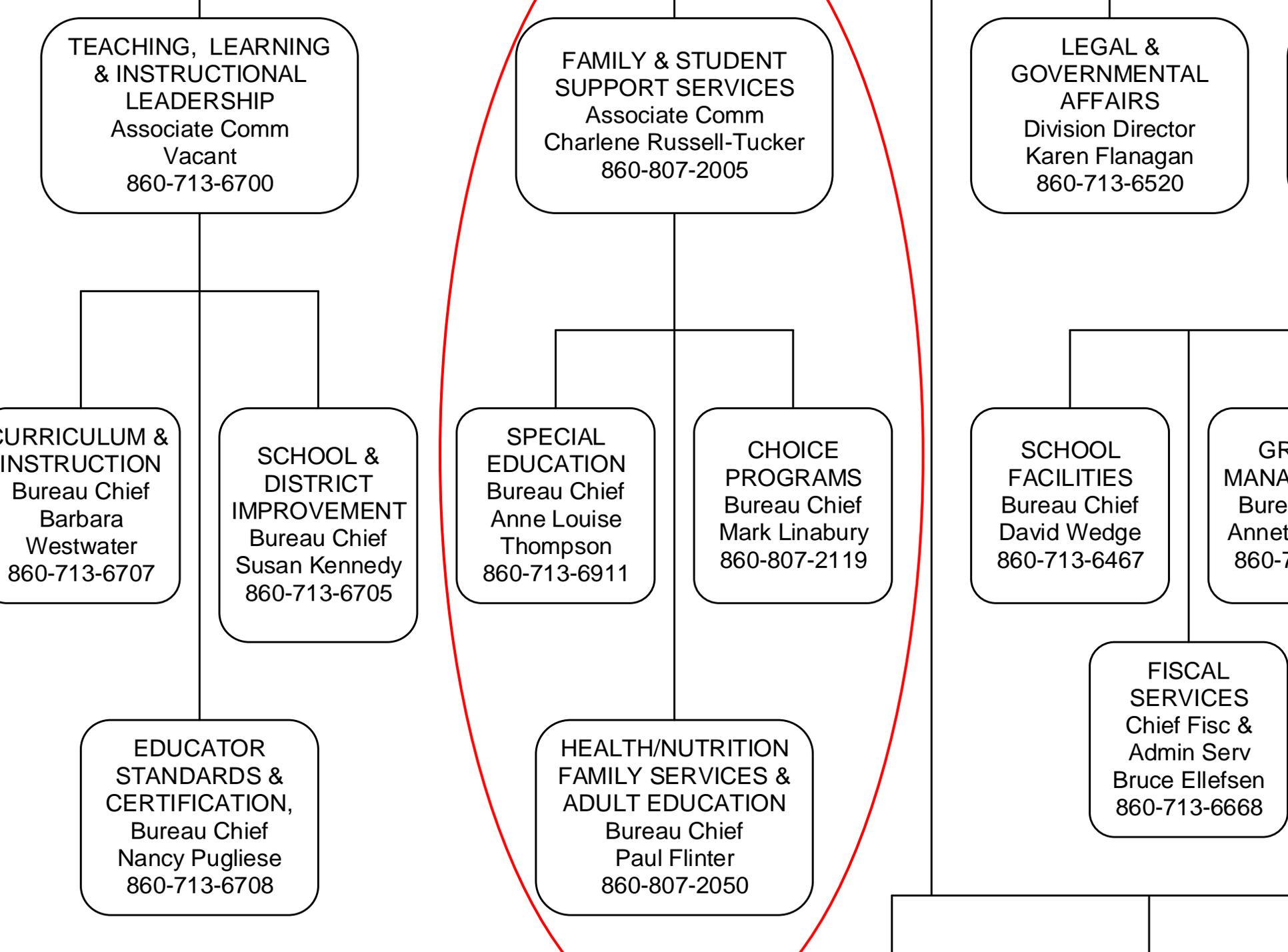
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Coord Committees
Personnel
Finance
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The State Board of Education

- Section 10-4 of the Connecticut General Statutes assigns to the Board responsibility for the "... general supervision and control of the educational interests of the state, which interests shall include preschool, elementary and secondary education, special education, vocational education and adult education..."



Position Statement on Adult Education

- The Board is committed “to quality adult education programs which are accessible to all Connecticut adults and lead to mastery of the essential proficiencies needed to function as productive citizens in work, family and community environments.”

Provider and Student Landscape

Teachers, Directors, Facilitators: Leaders in Adult Education

□ A leader is defined as

“any person who influences individuals and groups within an organization, helps them in establishing of goals and guides them toward accomplishment of these goals, thereby allowing them to be effective”

-The Art and Science of Leadership-



Provider Landscape

- 44 Local School Districts
- 3 Regional Education Service Centers
- 3 State Agencies
- 13 Literacy Volunteer Programs
- 8 other Community/Faith-Based Organizations

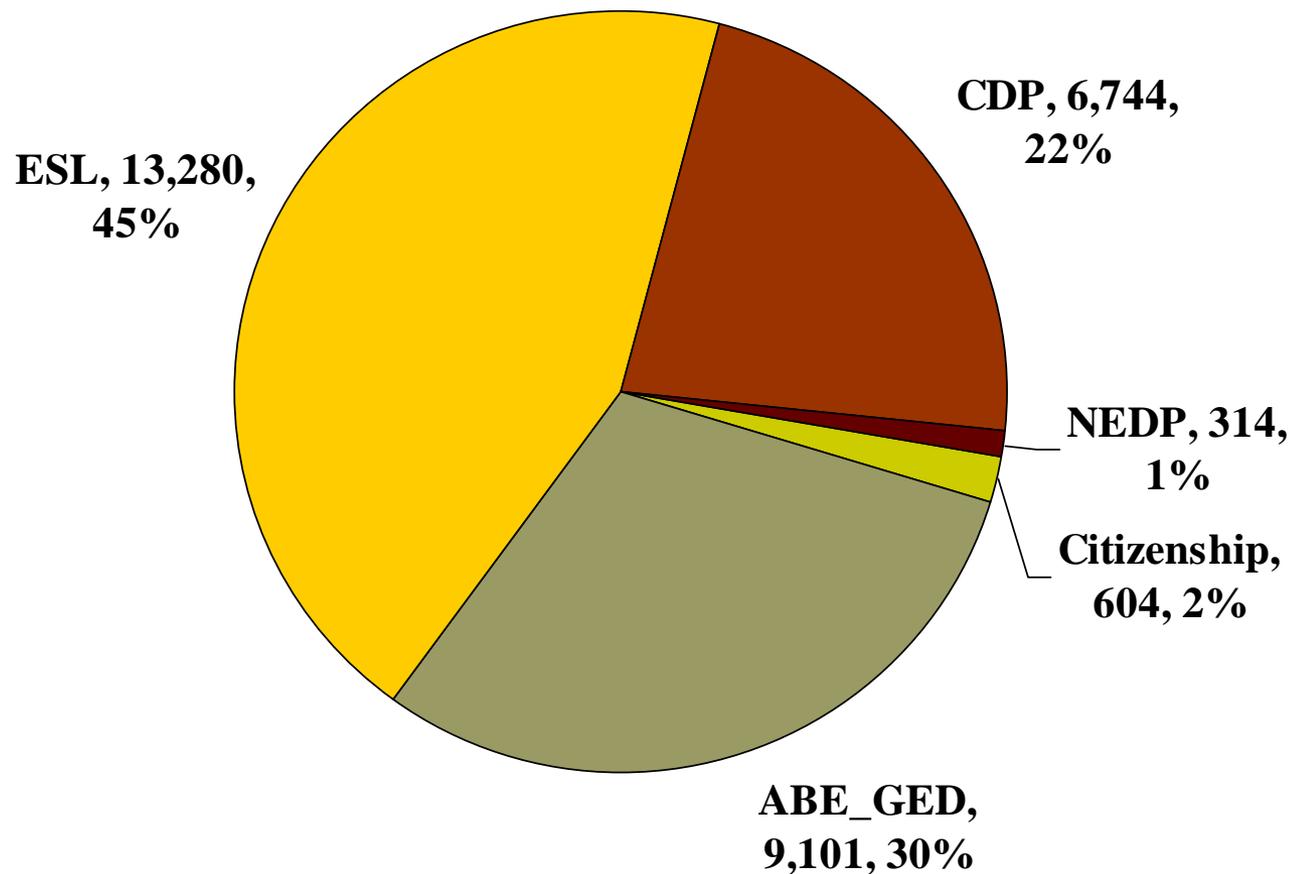
- 26 of the above providers provide incumbent worker adult education services to over 40 Connecticut companies.



Funding Sources: Fiscal Year 2006-07

- ❑ **Local Dollars: \$19,736,016**
(from school districts and private contributions)
- ❑ **State Dollars : \$18,616,580** (appropriated for adult education grants)
- ❑ **Federal Dollars: \$3,713,079** (Workforce Investment Act – Title II)

Students by Program Area 2006-2007



Total Students Served = 30,043

Per Pupil Expenditure = \$1,400

Relationship to State Board Priorities



State Board Priorities

- The Board's priorities are described in its five-year plan, *A Superior Education for Connecticut's 21st Century Learners* – 2006-2011.
 - I. High quality preschool education for all students;
 - II. High academic achievement of all students in reading and writing, mathematics and science; and
 - III. High school reform.



Priority I:

High Quality Preschool Education

- Early Childhood Cabinet, established by state law in 2005, proposes two goals for the children of Connecticut:
 - Goal 1: reach appropriate developmental milestones from birth to age 5 and begin kindergarten with the knowledge, skills and behaviors needed for success in school; and
 - Goal 2: have K-3 education experiences that extend children's birth-to-5 learning and ensure consistent progress in achieving reading mastery.

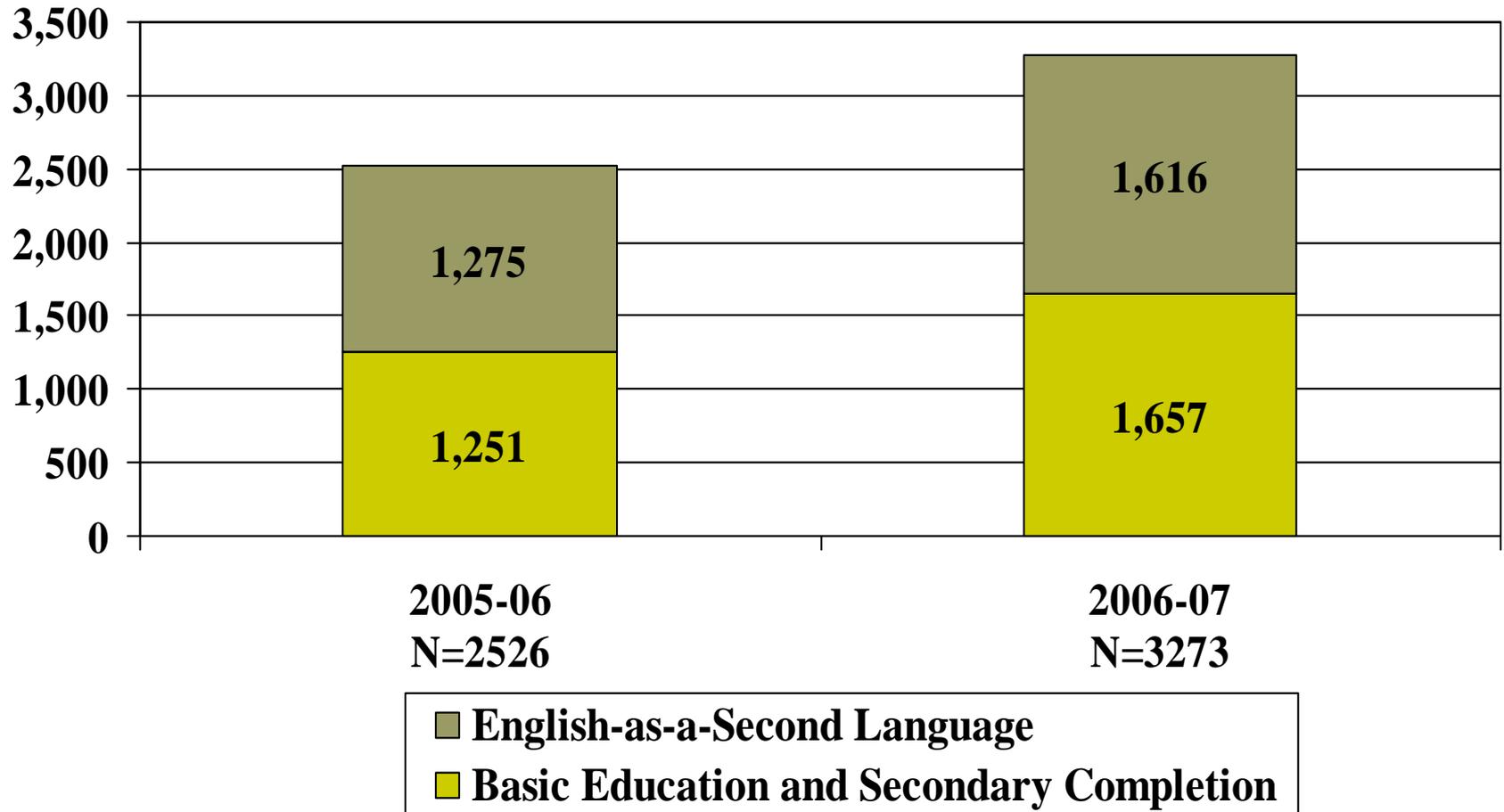
Ready By Five-Fine by Nine

How does this priority of
“High Quality Preschool Education”
relate to adult education?

The mother's education level is one of the greatest predictors of children's school success.

Final Report of the Goal 2 Committee to the Early Childhood Cabinet (pg. 42)

Mothers of Young Children without a High School Diploma in Adult Education



Source: Connecticut Adult Reporting System (CARS) data



Promising Practices in Intergenerational Literacy

- Family Literacy Programs
- Even Start
- Family Learning Curriculum Connections



Family Literacy Programs and Even Start

- Programs' components include:
 - parent literacy that leads to economic self-sufficiency;
 - Age appropriate education for children;
 - training for parents on how to be the primary teacher and full partners in the education of their children; and
 - interactive literacy activities between parents and children
- Parents in Even Start attained a measurable educational outcome at significantly greater rates (about 25 percentage points annually) than other adult education participants statewide.



Family Learning Curriculum Connections

- ❑ Assists parents in supporting the learning expectations of their children in kindergarten, first or second grade.
- ❑ Adult educators and elementary school teachers partner to develop home learning activities that align with the Connecticut language arts/writing standards (K-2) and adult education Comprehensive Adult Student Assessment System (CASAS) competencies.
- ❑ Applications submitted by accountability districts with schools in need of improvement were given special consideration in the process.



Challenges in Expanding Family Literacy

- ❑ The aforementioned programs are all supported with federal grant funds. The number of learners/families served in relation to the need is very small.
- ❑ Supports such as childcare, mental health services, academic/career counseling, and social work supports are often “luxuries” in the adult education state/local grant.
- ❑ Competing life demands make it difficult for parents to participate in comprehensive adult education interventions.
- ❑ Facilitating partnerships with other agencies (Family Resource Centers, School Readiness, Head Start, etc.) requires more coordinating capacity within adult education programs.



Priority II: High Academic Achievement

- This priority calls for high academic achievement of all students in reading, writing, mathematics, and science.
- “We expect all students to achieve at high levels and the rigor of curriculums and instruction to be equal in urban, suburban and rural schools.”

Five-Year Comprehensive Plan for Education 2006-2011
State Board of Education

How does this priority of
“High Academic Achievement”
relate to adult education?

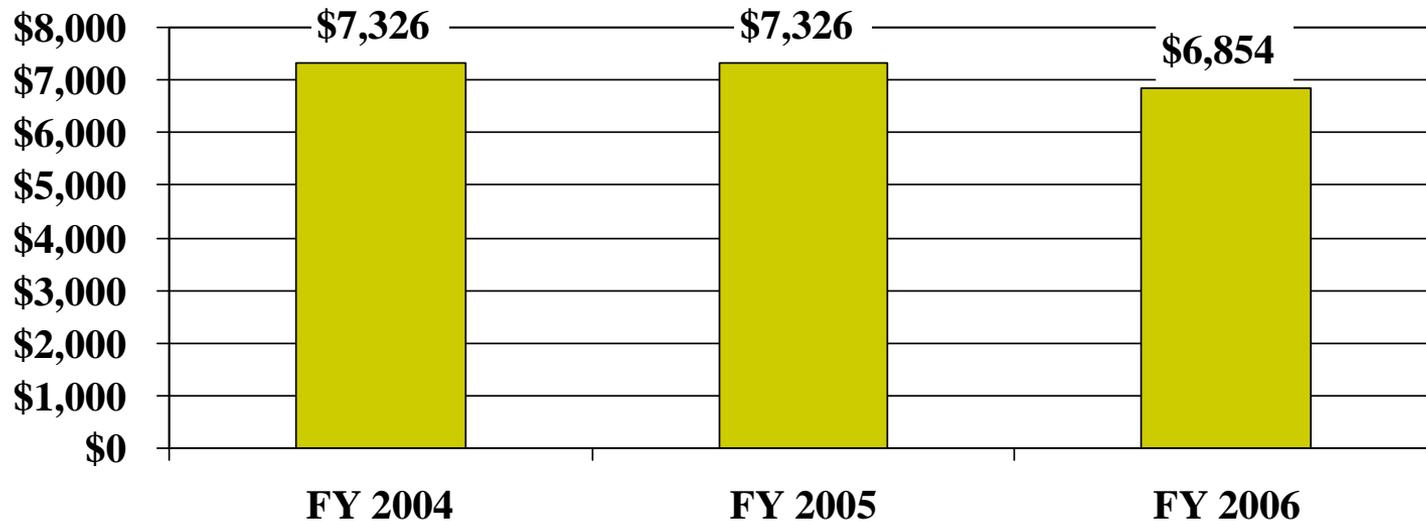


High Achievement in Adult Education

- Literacy level improvements in the areas of reading, writing, mathematics, listening, and speaking are already a priority for adult education.
- “Learning gains” on standardized pre-post assessments have been a Federal core performance indicator for many years.
- Connecticut’s adult learners with higher literacy levels earn a diploma and achieve employment outcomes at greater rates than those at lower levels.
- Learners with higher literacy levels are less likely to need remedial education upon entry into postsecondary education.

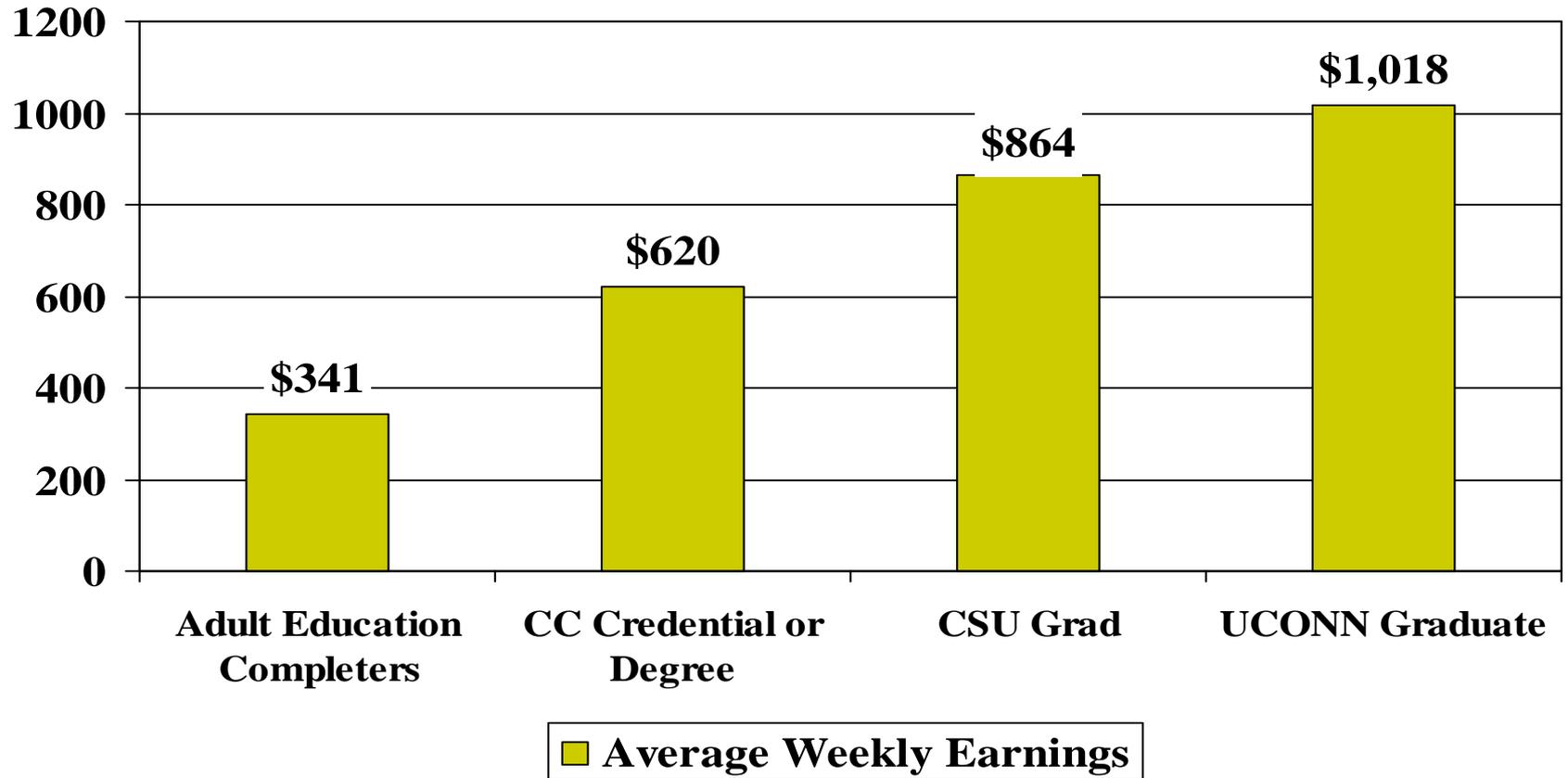
Adult Education: A Good Return on Investment

**Average Annualized Wage Gains from
Pre-to-Post Adult Education**



- Learners earn approximately \$7,000 more annually from pre-to-post participation in adult education.

Education Pays



Data for FY 04-05 from Legislative Report Card,
May 2007

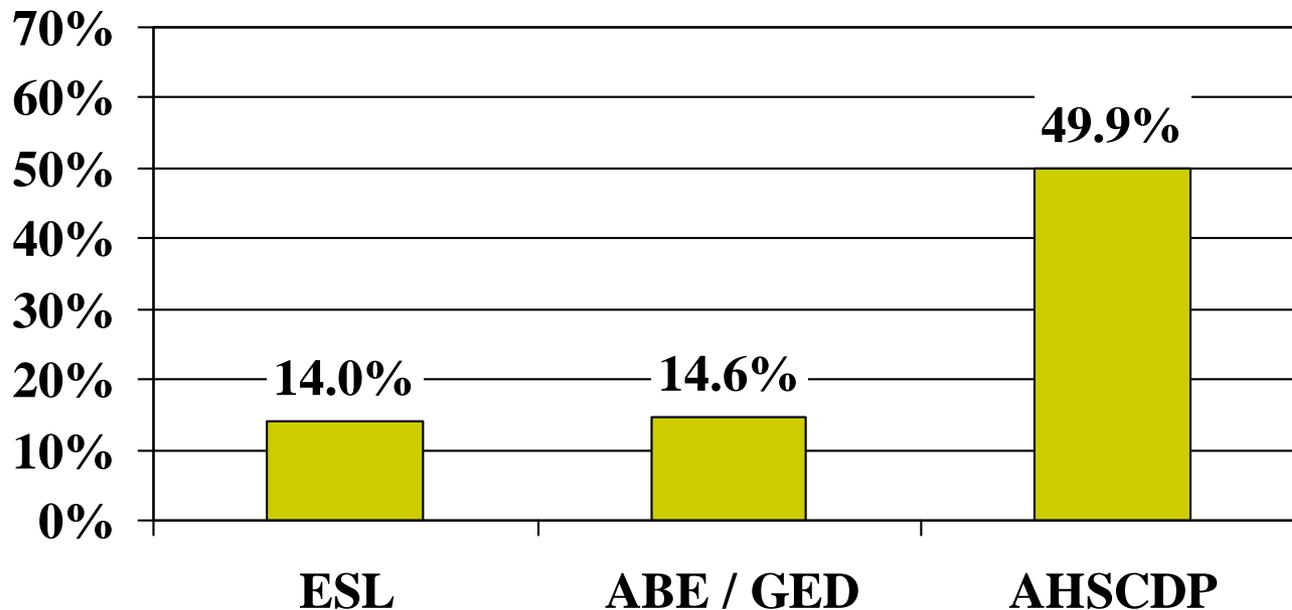


Challenges to High Achievement in Adult Education

- Varying rates of learner persistence
- Adult education state grant capped for years

Challenges to High Achievement in Adult Education

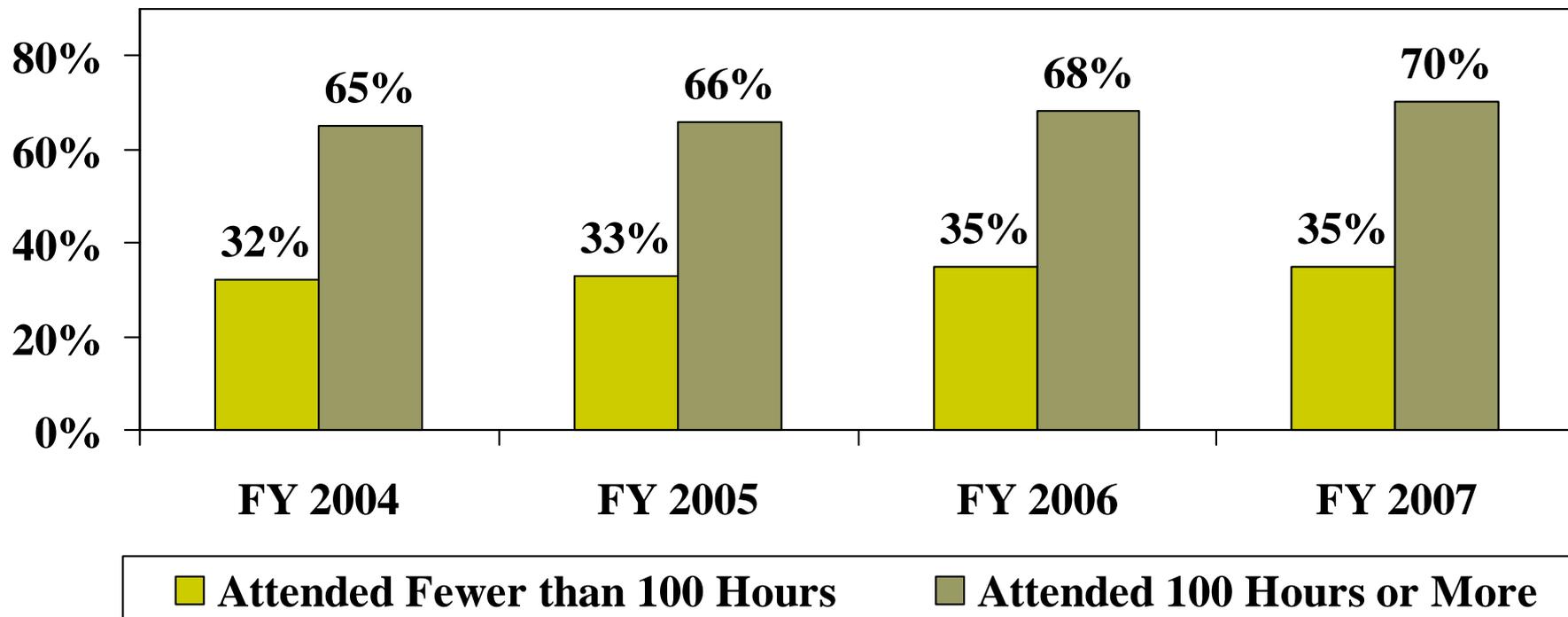
**Percent of Learners Who Attended 100 Hours
or more in Fiscal Year 2006-07**



- Few learners attend 100 hours or more in a fiscal year

Challenges to High Achievement in Adult Education

**Percent of Learners Achieving a Measurable
Educational Outcome**





Priority III: High School Reform

- “The high school experience must prepare students for the challenges, intellectual demands, opportunities and possibilities that await them...Connecticut students need to be better prepared with 21st century skills, and ready for life, work and the world after high school.”

Five-Year Comprehensive Plan for Education 2006-2011

State Board of Education

How does this priority of
“High School Reform”
relate to adult education?



Adult Secondary Education

- According to Census 2000, about 426,000 adults in Connecticut who are 18 and older do not have a high school diploma.
- Over 3,700 diplomas are earned annually by learners through three adult secondary completion programs.



Some Innovations in Adult Secondary Education

- Many programs are helping graduates transition to postsecondary education and work by raising standards and expectations, partnering with higher education institutions, aligning curricula, and targeting instruction.
- Virtual learning options through Connecticut Adult Virtual High School are increasing access to high quality courses and improving learner persistence.
- Young Adult Learner model is integrating academic, workforce preparation, and support services to promote learner persistence and performance.

The Challenges and Call to Action



Summary: Key Strengths and Challenges

Strengths / Successes

- ❑ Demonstrated educational and employment outcomes with those hardest to serve
- ❑ High quality of instruction with certified teachers
- ❑ State statutory mandate
- ❑ Local access to services
- ❑ Innovative and flexible within available resources

Challenges

- ❑ Learner persistence
- ❑ Limited resources for comprehensive programs and support services
- ❑ Large numbers of young learners

What can we do about the
challenges that face us?

Connecticut State Department of Education (CSDE)

- Promote increases to the adult education state grant appropriation.
- Advocate for adult education both inside and outside the CSDE:
 - Emphasize the importance of retaining young learners in high school; and
 - Highlight the critical contribution that adult education makes to the priorities of the State Board of Education.

CSDE (continued)

- Increase visibility of adult education with local superintendents and boards of education.
- Strengthen partnerships with other state agencies and organizations (e.g. higher education, labor, social services, workforce boards, and community foundations).
- Continue high quality professional development and technical assistance.



Local Program Leaders

- Advocate for adult education locally and at the legislature.
- As funding permits, offer more comprehensive programs:
 - Multiple secondary completion options;
 - Intensive class schedules;
 - Transition to postsecondary programs;
 - Workforce education services;
 - Family literacy programs; and
 - Virtual learning opportunities.



Local Program Leaders (continued)

- Leverage resources by partnering with workforce boards, employers, postsecondary institutions, and elementary schools.
- Facilitate staff participation in professional development opportunities.
- Raise standards, especially with respect to the adult high school, in order to stay consistent with local district standards.



Local Program Leaders (continued)

- Ensure that all staff maintain a laser-like focus on program accountability and learner outcomes.
- Explore and utilize the current Secondary School Redesign as an opportunity to leverage Adult Education model of success.

*“Quit throwing the good stuff away”
-Walt Disney-*

*“I skate to where the puck is going, not
to where its been” -Wayne Gretzky-*



THANK YOU!