

CONNECTICUT STATE DEPARTMENT OF EDUCATION

CONNECTICUT STATE PLAN REVISION

FOR

ADULT EDUCATION AND FAMILY LITERACY,

TITLE II OF THE WORKFORCE INVESTMENT ACT

PUBLIC LAW 105-220

FISCAL YEAR 2004-2005

**Revision to the
Connecticut State Plan for Adult Education and Family Literacy,
Title II of the Workforce Investment Act, Public Law 105-220
Fiscal Years 2001-2004**

The Connecticut State Department of Education submits this state plan revision based on the *Guide for State Plan Revisions* received from the Office of Vocational and Adult Education on December 18, 2003. The following sections of the Connecticut State Plan for Adult Education and Family Literacy, Title II of the Workforce Investment Act, have been revised for the period July 1, 2004 through June 30, 2005. The process for State Plan Revisions, as detailed in Section 224(c) and (d) of the Adult Education and Family Literacy Act, has been followed, and any applicable requirements mandated by the State of Connecticut have been met. The following sections of the plan have been revised as follows:

1. Section 5.0 establishes revised levels of performance for adult education and literacy activities authorized under Title II (AEFLA).
2. Section 6.0 describes how the eligible agency will fund local activities in accordance with Section 231(e).

This revision to the State Plan will be submitted to the Governor for review and comment in accordance with Section 7.2 and any and all comments will be appended to this document.

Details of each revised section follow:

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

This section of the plan revision establishes the proposed performance targets for adult education and literacy activities authorized under Title II for the period July 1, 2004 to June 30, 2005.

Core Indicator 1: Demonstrated improvements in literacy skill levels in reading, writing and speaking the English language, numeracy, problem- solving, English language acquisition, and other literacy skills.

Educational Functioning Level	Proposed Target Percentage 2004-2005
ABE Beginning Literacy	35%
ABE Beginning Basic Education	60%
ABE Intermediate Low	50%
ABE Intermediate High	60%
ASE Low	45%
ESL Beginning Literacy	36%
ESL Beginning	41%
ESL Intermediate Low	37%
ESL Intermediate High	37%
ESL Low Advanced	45%

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

Follow up Indicators	Proposed Target Percentage 2004-2005
Entered Post-Secondary	30%
Entered Employment	46%
Retained Employment	65%

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

Follow up Indicator	Proposed Target Percentage 2004-2005
High School Completion	63%

Section 6.0 – Procedures and Process for Funding Eligible Providers

The Connecticut State Department of Education (the eligible entity) will conduct a one-year competition in order to offer opportunities to those programs that may not have been funded in prior years, to reach out to new eligible applicants, and to explore new priority areas. The Program Improvement Project RFP will offer funding by priority areas, which were developed in accordance with Title II of WIA and in conjunction with the needs of each Service Delivery Area and the goals of each local Workforce Investment Board and adult education provider. In addition to priority areas outlined in the existing state plan, the following additional priority areas have been added for the one-year competition:

Transition to Post-Secondary Education and Training Programs: The purpose of this priority area is to broaden the opportunities for students in adult education by creating a bridge between adult education programs and post-secondary education and training. Program designs are required to provide adult education students with the requisite skills to successfully complete the post-secondary programs of their choice.

English Language Acquisition/Civics Education: The purpose of this priority area is to provide immigrants and other limited English proficient populations instruction that will enable adult learners who are not fully fluent and literate in English to become competent in communicating in English. These programs are designed to encourage effective participation in education, in work and in the civic opportunities of this country so that these adults learn the skills necessary to meet their personal, vocational, academic, community and employment goals.

Connecticut Adult Virtual High School: The purpose of this priority area is to improve the adult high school credit diploma program in Connecticut and to enhance the credentials of adult students by institutionalizing and expanding Connecticut’s distance learning capabilities. The initiative will increase student participation, increase course offerings, establish a system for professional development and pilot a recommended model/structure.

All priority areas require program designs that are comprehensive and systematic in order to improve the learning experience; reach a greater number of students; increase an eligible applicant's outreach and collaboration capacity; promote diversity in its delivery of instruction; integrate the use of technology and increase learning gains.

The solicitation process will comply with all the necessary requirements as articulated in the Connecticut State Plan for Adult and Family Literacy - Title II of the Workforce Investment Act, Public Law 105-220 for Fiscal Years 2001-2004. The eligible entity will continue its commitment to the support of the one-stop system and will utilize this one-year transition to strengthen collaborative relationships and systematize service delivery through the existing workforce investment board system.

Required Activities

Through the Program Improvement Projects RFP, the eligible agency shall award one-year grants to eligible providers as defined in Section 203 (5). The RFP will offer direct and equitable access to all eligible providers defined under this subtitle. Grants shall be awarded on a competitive basis to enable eligible providers to develop, implement and improve adult education and literacy activities.

Process

Funds will be divided among the defined priority areas and eligible providers will select the appropriate priority area when drafting and submitting the RFP to the eligible agency. The eligible agency will ensure a comprehensive peer review process. If all funds from a priority area are not awarded based on a lack of quality proposals, these funds will be divided among all other priority areas.

All other processes and procedures as outlined in Section 6.0 of the Connecticut State Plan for Adult and Family Literacy - Title II will be adhered to and, therefore, do not necessitate inclusion in this revision.

Section 7.2 – Governor's Comments

Connecticut's State Plan Revision was submitted to Governor John G. Rowland for review and comment in accordance with Program Memorandum OVAE/DAEL FY 2004-01. Governor Rowland had no comments on Connecticut's State Plan Revision.

STATE DEPARTMENT OF EDUCATION Organizational Chart

2004

