



CONNECTICUT STATE PLAN REVISION

FOR

ADULT EDUCATION AND FAMILY LITERACY,

TITLE II OF THE WORKFORCE INVESTMENT ACT

PUBLIC LAW 105-220

FISCAL YEAR 2008-2009

**Revision to the
Connecticut State Plan for Adult Education and Family Literacy,
Title II of the Workforce Investment Act, Public Law 105-220
Fiscal Year 2008-2009**

The Connecticut State Department of Education submits this state plan revision based on the *Guide for the Development of a State Plan* received from the Office of Vocational and Adult Education, U.S. Department of Education. 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 Connecticut State Plan for Adult Education and Family Literacy, Title II of the Workforce Investment Act, have been revised for the period July 1, 2008, through June 30, 2009:

1. Section 3.3 includes a chart delineating the most recent organizational structure of the Connecticut State Department of Education.
2. Section 5.0 establishes revised levels of performance for adult education and literacy activities.
3. Section 6.0 describes how the eligible agency will fund local activities in accordance with Section 231(e).
4. Section 7.2 ensures that this document will be submitted to the Governor for review and comment and any and all comments will be appended as required.

Details of each revised section follow:

Section 3.3 – Description of New Organizational Arrangements and Changes

This section of the plan provides an organizational chart delineating changes to the structure of the Connecticut State Department of Education since submittal of the previous plan revision and establishes the line of authority from the authorized state official signing the plan revision to the state director of adult education. The organizational chart is appended to this document.

Section 5.0 –Performance Measures

This section of the plan proposes revisions to the performance targets for adult education and literacy activities authorized under Title II for the period July 1, 2008, through June 30, 2009. The proposed target percentage levels are negotiated using actual performance levels from two years prior.

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	Negotiated Target Percentage of Students Completing the Level 2007-2008	Target Percentage of Students Completing the Level 2008-2009
ABE Beginning Literacy *	43%	41%
ABE Beginning Basic Education	47%	48%
ABE Intermediate Low	43%	45%
ABE Intermediate High	34%	28%
ASE Low **	34%	32%
ESL Beginning Literacy ***	50%	56%
ESL Low Beginning	44%	55%
ESL High Beginning	44%	50%
ESL Intermediate Low	42%	43%
ESL Intermediate High	37%	38%
ESL Advanced	30%	24%

* Adult Basic Education

** Adult Secondary Education

*** English as a Second Language

Core Indicator 2: Placement in, retention in, or completion of postsecondary education, training, unsubsidized employment or career advancement.

Follow up Indicators	Negotiated Target Percentage 2007-2008	Target Percentage 2008-2009
Entered Post-Secondary	57%	58%
Entered Employment	57%	57%
Retained Employment	67%	69%

Core Indicator 3: Receipt of a secondary school diploma or its recognized equivalent.

Follow up Indicator	Negotiated Target Percentage 2007-2008	Target Percentage 2008-2009
GED or Diploma	55%	56%

Section 6.0 – Procedures and Process for Funding Eligible Providers

The Connecticut State Department of Education (the eligible agency) 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 and continue existing ones. The Program Improvement Project Request for Proposal (RFP) will offer funding by priority areas, which were developed in accordance with Title II of the Workforce Investment Act (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. The eligible agency will be requesting submission of proposals in the following new priority areas:

Non-Traditional Adult Education Instruction and Services: The purpose of this priority area is to promote quality and increase accessibility to adult education programs by supporting providers who develop and implement non-traditional programs that serve adults with multiple barriers to education, including, but not limited to, individuals with disabilities, individuals within a correctional institution, individuals residing in a half-way house or homeless shelter.

Expansion of the National External Diploma Program: The purpose of this priority area is to increase accessibility of the External Diploma Program (EDP) to an adult population in Connecticut that lacks a high school diploma. The EDP allows adults to demonstrate their high school level skills by applying life experiences in real-life situations and awards a traditional high school diploma to adults who have acquired many of their high school level abilities through work, family, and community experiences.

The eligible agency will be requesting submission of proposals in the following existing priority areas:

English Literacy/Civics Education: The purpose of this priority area is to provide instruction for immigrants and other limited English proficient populations that incorporate English literacy and civics education in order to encourage effective participation in the education, work and civic opportunities of this country.

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

Family Literacy Services: The purpose of this priority area is to develop and expand programs that integrate the following activities: parent literacy training that leads 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.

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.

Preparing the 21st Century Workforce: The purpose of this priority area is to promote adult students' self-sufficiency and ability to be prepared to meet the needs of a rapidly changing labor market while ensuring that Connecticut has workers with the necessary skills, competencies and credentials to be productive in the 21st century workplace.

Workplace Education: The purpose of this priority area is to improve the delivery of workforce education programs by increasing access for employers and their incumbent workers, to offer contextualized basic skills instruction integrated with work related content, and to promote and support partnerships between employers and adult education providers.

All priority areas require program designs that are comprehensive and systematic in order to improve instruction; 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 agency will continue its commitment to the support of the one-stop system and will utilize this one-year transition to support collaborative relationships and systematize service delivery through the existing workforce investment board system.

Required Activities

Through the Program Improvement Projects RFP, the eligible agency will 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

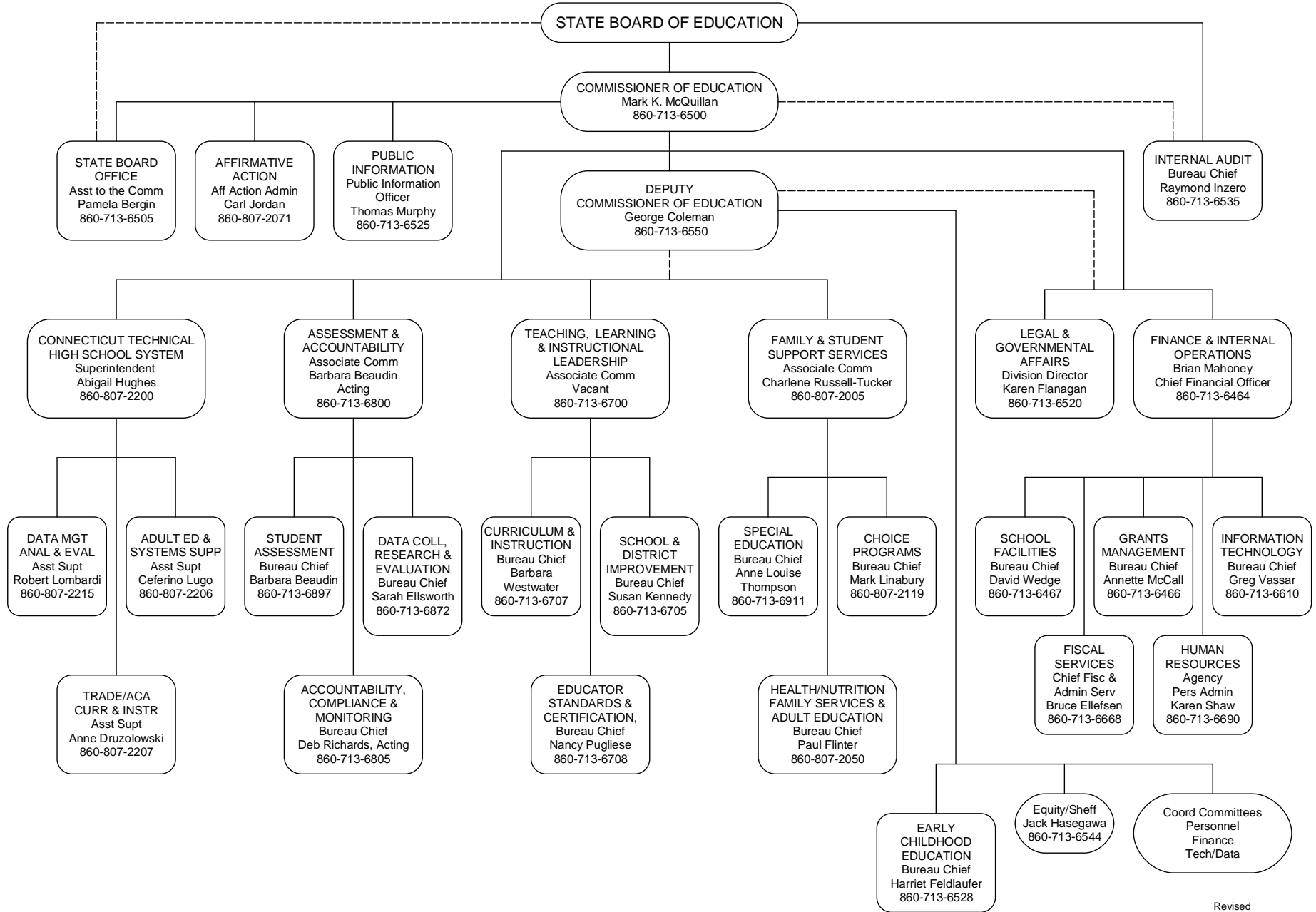
Funds will be divided among the defined priority areas and eligible providers will select the appropriate priority area when drafting and submitting the RFP to the eligible agency. The eligible agency will ensure a comprehensive peer review process. If all funds from a priority area are not awarded based on a lack of quality proposals, these funds will be allocated to 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 M. Jodi Rell for review and comment in accordance with Program Memorandum OVAE/DAEL FY 2008-02. Governor Rell's comments are appended to this document.

ORGANIZATION CHART FOR THE STATE DEPARTMENT OF EDUCATION



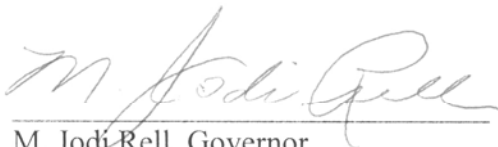
Revised
February 22, 2008

**STATE OF CONNECTICUT
OFFICE OF THE GOVERNOR**

I have reviewed Connecticut's State Plan Revision for Adult Education and Family Literacy for the period July 1, 2008 through June 30, 2009 which was approved by the State Board of Education on March 5, 2008. The United States Department of Education's Office of Vocational and Adult Education (OVAE) requires that each state's plan revision be submitted to its Governor and any comments made by its Governor be submitted to OVAE along with the State Plan Revision.

With this in mind, I have made the following comment(s) on the State Plan Revision:

I do not have any comments on the State Plan Revision.



M. Jodi Rell, Governor
State of Connecticut

3-26-2008
Date

**STATE OF CONNECTICUT
OFFICE OF THE GOVERNOR**

It is my pleasure to submit these comments for Connecticut's State Plan Revision for Adult Education and Family Literacy for 2008-2009. The State has a long history of collaborating with local communities to provide high quality, research-based curriculum, assessment, and instructional services to approximately 30,000 residents annually.

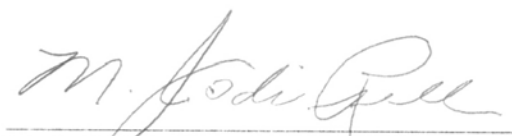
The Connecticut State Department of Education (CSDE) promotes leadership initiatives to address current and emerging challenges in the field of adult education and family literacy. The CSDE actively supports programs to raise standards, foster partnerships with higher education, and align curricula with colleges to help high school graduates successfully transition to postsecondary education and work. To better prepare Connecticut's workforce for employment in the information age, the CSDE partners closely with the workforce development system to create a coordinated user-friendly system that responds to employer needs for workforce education and training.

The CSDE is forging new partnerships with state agencies and community foundations to bring more resources toward critical adult education endeavors such as financial, health and English literacy services. Special projects foster collaborations between adult education programs and elementary schools to support family engagement in children's learning. These efforts are supported through an in-depth professional development program that promotes evidence-based instructional practices in reading, writing, and mathematics.

CSDE, in collaboration with local adult education programs, has been able to assist 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. Adult education has met the challenges necessary in designing and planning programs that meet each student's need for education and self-sufficiency as well as each community's need for economic growth and stability.

The results speak for themselves. The CSDE has exceeded its performance targets with the U.S. Department of Education each year and has, subsequently, qualified for federal incentive grants. Residents who participate in these programs are demonstrating learning gains, earning high school diplomas, and attaining employment outcomes.

I thank you for this opportunity to offer my comments on this state plan revision, and I wish the CSDE continued success in the coming year.



M. Jodi Rell, Governor
State of Connecticut

3 - 26 - 2008

Date