



**CONNECTICUT STATE PLAN REVISION**

**FOR**

**ADULT EDUCATION AND FAMILY LITERACY,**

**TITLE II OF THE WORKFORCE INVESTMENT ACT**

**PUBLIC LAW 105-220**

**FISCAL YEAR 2010-11**

**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 2010-11**

The Connecticut State Department of Education (CSDE) 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, 2010, through June 30, 2011:

1. Section 3.3 includes a chart delineating the most recent organizational structure of the CSDE.
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 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 CSDE 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, 2010, through June 30, 2011. The proposed target percentage levels are based on learners' actual performance levels for 2008-09.

**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.

<b>Educational Functioning Level</b>	<b>Negotiated Target Percentage of Learners Completing the Level 2009-2010</b>	<b>Proposed Target<sup>1</sup> Percentage of Learners Completing the Level 2010-2011</b>
ABE Beginning Literacy *	41%	43%
ABE Beginning Basic Education	44%	49%
ABE Intermediate Low	45%	46%
ABE Intermediate High	29%	29%
ASE Low **	33%	33%
ESL Beginning Literacy ***	56%	58%
ESL Low Beginning	61%	59%
ESL High Beginning	55%	56%
ESL Intermediate Low	43%	43%
ESL Intermediate High	37%	38%
ESL Advanced	22%	22%

\* 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.

<b>Follow up Indicators</b>	<b>Negotiated Target Percentage 2009-2010</b>	<b>Proposed Target<sup>1</sup> Percentage 2010-2011</b>
Entered Postsecondary	60%	55%
Entered Employment	54%	55%
Retained Employment	65%	66%

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

<b>Follow up Indicator</b>	<b>Negotiated Target Percentage 2009-2010</b>	<b>Proposed Target<sup>1</sup> Percentage 2010-2011</b>
GED or Diploma	55%	57%

<sup>1</sup> Targets are proposed to the Office of Vocational and Adult Education (OVAE) and are pending final approval.

## **Section 6.0 – Procedures and Process for Funding Eligible Providers**

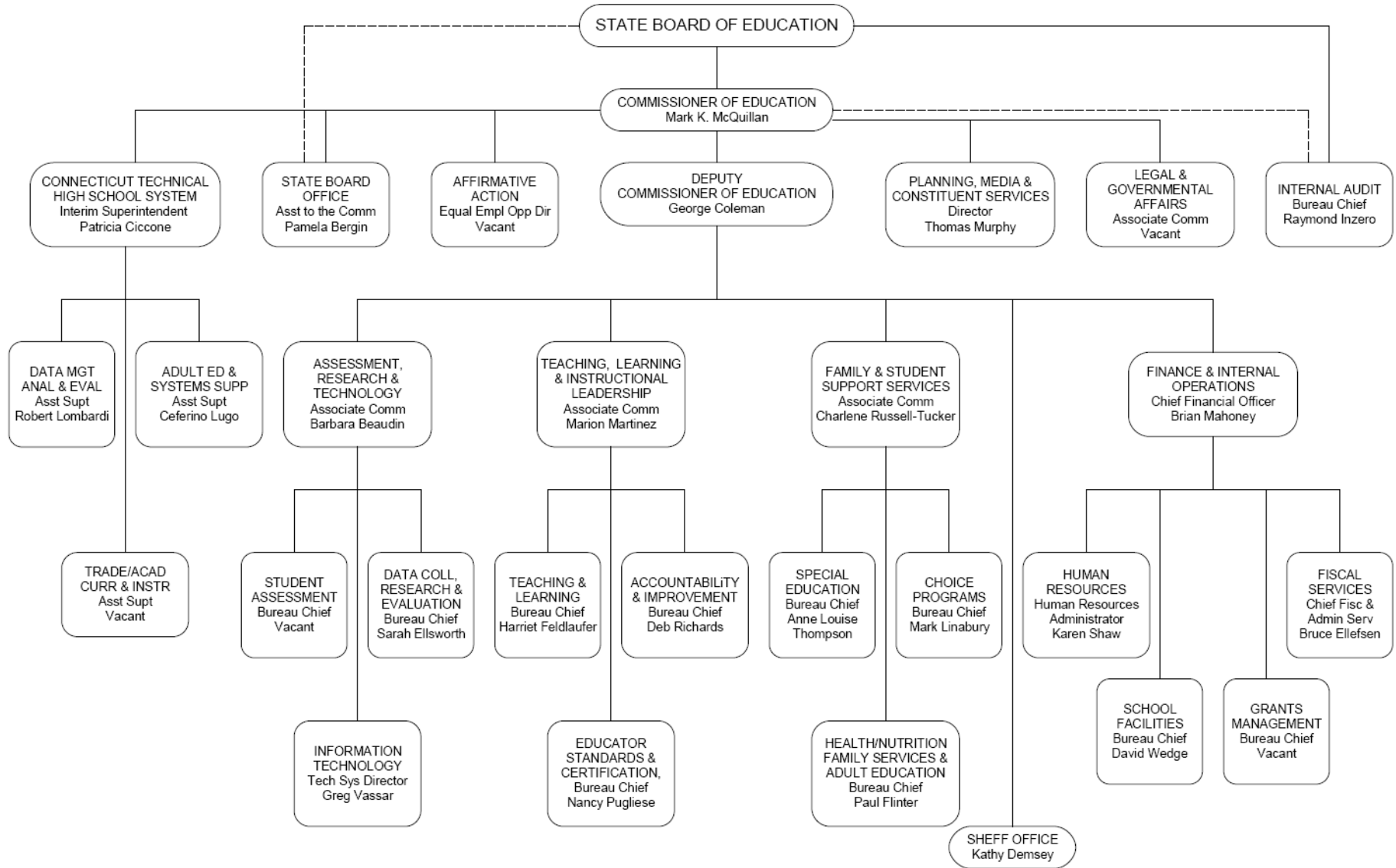
A competitive Request for Proposals (RFP) process was conducted for FY 2008-09 and, therefore, the CSDE (the eligible entity) will extend current grants for an additional year. Mid and year-end evaluative reports will require that program providers submit a current program profile, which will ensure that all projects have met the standards established by the eligible entity and that all goals have been achieved. Projects not meeting the established standards will be identified for the CSDE's intervention, which may include on-site technical assistance, decreasing or an elimination of funding. For 2010-11, upon availability of funds, projects that are meeting and/or exceeding established standards, program providers may be eligible for additional funds.

## **Section 7.2 – Governor's Comments**

On November 25, 2009, by Executive Order No. 35, Governor M. Jodi Rell has directed the Connecticut Employment and Training Commission (CETC) to guide and monitor preparation of Connecticut's State Plan for Adult Education and Family Literacy. Executive Order No. 35 is appended to this document.

Upon CETC's approval, Connecticut's State Plan Revision was submitted to Governor Rell for review and comment in accordance with Program Memorandum OVAE/DAEL FY 2010-01. The Governor's comments are appended to this document.

# ORGANIZATION CHART FOR THE STATE DEPARTMENT OF EDUCATION



July 1, 2009

STATE OF CONNECTICUT

BY HER EXCELLENCY

M. JODI RELL

GOVERNOR

EXECUTIVE ORDER NO. 35

WHEREAS, Connecticut's future growth and prosperity relies on the state's ability to produce and sustain a highly educated workforce with the skills to compete effectively in the 21<sup>st</sup> century global economy; and

WHEREAS, Two-thirds of the individuals who will be in Connecticut's 2020 workforce are already working adults today, an essential talent pool for state economic development; and

WHEREAS, Significant numbers of Connecticut's adult workers and young people just entering the state workforce lack the educational proficiency and skills to succeed as productive workers in occupations in the innovation economy critical to state economic expansion; and

WHEREAS, All Connecticut adults should possess the 21<sup>st</sup> century skills to participate productively in the state's workforce, compete effectively in the global economy, support their families financially, and contribute positively to the larger Connecticut community; and

WHEREAS, Connecticut's adult literacy "system" comprises a mix of resources, programs and services administered by the Connecticut State Department of Education, the Connecticut Community College System and the Connecticut Department of Labor, respectively, also involving numerous local and regional stakeholders, including school districts, regional workforce investment boards, community-based organizations, community foundations and volunteers; and

WHEREAS, These adult literacy resources, programs and services are an integral component of the state's 21<sup>st</sup> century talent pipeline continuum of lifelong learning and development, playing a critical role in maintaining an educated and skilled adult workforce; and

WHEREAS, Recommendations in the adult literacy Strategic Plan developed by the Adult Literacy Leadership Board and endorsed by the Connecticut Employment and Training Commission (CETC) warrant serious attention, addressing improvement opportunities in coordination and planning, performance accountability, system pathways, resources, and advocacy and leadership; and

WHEREAS, CETC is Connecticut's state workforce investment board, with statutory responsibility to coordinate state efforts in workforce development policy, planning and performance, under the aegis of the Workforce Investment Act of 1998 (WIA); and

WHEREAS, The key state entities that share broad responsibility for the state's adult literacy efforts – the Connecticut State Department of Education, the Connecticut Community College System and the Connecticut Department Labor Department – are all represented on CETC;

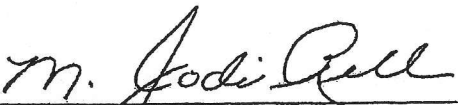
NOW, THEREFORE, I, M. Jodi Rell, Governor of the State of Connecticut, by virtue of the authority vested in me by the Constitution and Statutes of the State, do hereby ORDER and DIRECT:

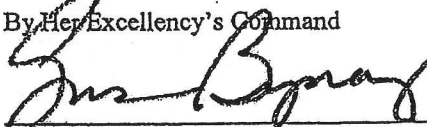
1. The Connecticut Employment and Training Commission (CETC) to guide and monitor preparation of Connecticut's State Plan for Adult Education and Family Literacy required under Title II of the federal Workforce Investment Act, and advise the Governor on endorsing the plan for formal submission to the United States Department of Education. CETC will coordinate its efforts with the Connecticut State Department of Education, with lead responsibility for producing a proposed state plan, to assure CETC review and approval, in collaboration with other relevant state agencies and stakeholders. The plan will align with the Governor's workforce development priorities, the talent pipeline framework and the adult literacy Strategic Plan.
2. CETC to coordinate development of regional-level adult literacy plans in each of the state's five workforce investment areas, in collaboration with the respective regional workforce investment boards (WIB). Regional adult literacy plans will be developed by each WIB through a collaborative process, aligned with regional and state workforce priorities, integrated with the regional workforce development strategic plans submitted to CETC for endorsement.

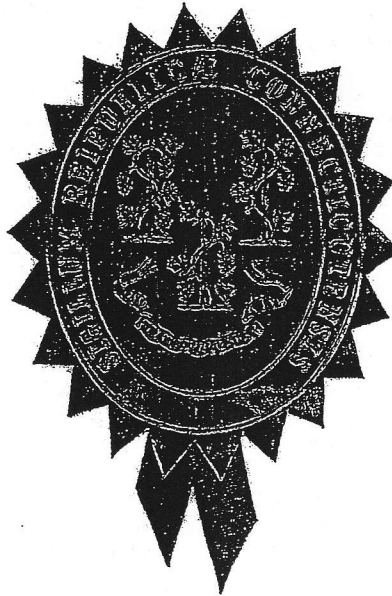
3. CETC to monitor and report regularly on progress in implementing recommendations of the adult literacy Strategic Plan. Affected state agencies will cooperate with and support CETC's monitoring and reporting efforts.
4. CETC to include relevant adult literacy-related performance information in its annual report card on employment and training programs, consistent with recommendations in the adult literacy Strategic Plan. Affected state agencies will cooperate with CETC's data collection and analysis efforts.
5. The Office for Workforce Competitiveness (OWC), as authorized under Section 4-124w of the Connecticut General Statutes, to provide direction and coordination to facilitate CETC's implementation of this Executive Order, with authority to work with all state agencies and entities bearing responsibility for relevant adult literacy efforts, including (but not limited to): the Connecticut State Department of Education, the Connecticut Community College System and the Connecticut Department of Labor.
6. That the OWC may contract with outside entities to support CETC's efforts and draw upon other state agencies as per statute.

This Executive Order shall take effect immediately upon the date hereof.

Dated at Hartford, Connecticut, this 25 day of November, 2009

  
M. Jodi Reil

By Her Excellency's Command  
  
Susan Bysiewicz, Secretary of the State





# STATE OF CONNECTICUT

## EMPLOYMENT AND TRAINING COMMISSION

WALLACE BARNES  
CHAIRMAN

March 19, 2010

The Honorable M. Jodi Rell  
Governor, State of Connecticut  
Executive Chambers  
State Capitol  
Hartford, CT 06106

Dear Governor Rell:

Executive Order 35 directs the Connecticut Employment and Training Commission (CETC) to guide and monitor preparation of Connecticut's *State Plan for Adult Education and Family Literacy* required under Title II of the federal Workforce Investment Act, and advise the Governor on endorsing the plan for formal submission to the United States Department of Education. CETC is directed to coordinate this effort with the Connecticut State Department of Education (CSDE). It is anticipated that the plan will align with the Governor's workforce development priorities, the talent pipeline framework and the adult literacy Strategic Plan previously adopted by the Adult Literacy Leadership Board and endorsed by CETC.

On February 25, 2010 CETC members voted unanimously:

- To accept the *Connecticut State Plan Revision for Adult Education and Family Literacy, Title II of the Workforce Investment Act*, as submitted by CSDE, consistent with a recommendation from our Planning and Performance Committee.
- To notify you formally of our vote with an implicit recommendation that you endorse the plan revision for formal submission to the U.S. Department of Education.

Please let me know if I can provide any additional information concerning this matter.

Sincerely,

Wallace Barnes, Chair

Copy: Mary Ann Hanley, OWC  
Commissioner Mark McQuillan, CSDE




**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, 2010, through June 30, 2011, which was approved by the State Board of Education on March 3, 2010. 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 Connecticut State Plan Revision.

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

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

  
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M. Jodi Roll, Governor  
State of Connecticut

\_\_\_\_\_  
Date 3/17/10

**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 2010-11. In accordance with Governor's Executive Order No. 35, the Connecticut Employment and Training Commission (CETC) approved this plan on February 25, 2010.

The Connecticut State Department of Education (CSDE) has primary oversight responsibilities for Connecticut's adult education and literacy system. The CSDE has a long history of collaborating with local communities to provide high quality, research-based curriculum, assessment and instructional services to over 30,000 residents annually. Locally responsive programs are delivered at over 300 locations throughout Connecticut by a wide array of providers that includes local school districts, regional education service centers, literacy volunteer programs, community/faith-based organizations and other agencies.

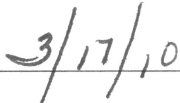
To address the current and emerging challenges in adult education and literacy, the CSDE:

- supports the infrastructure costs of One-Stop operations, represents adult education on the Workforce Investment Boards (WIBs) and coordinates a common intake/assessment process;
- engages actively with state agencies, business organizations, WIBs and postsecondary institutions to respond effectively to employer needs and assists adult education graduates with successful transition to postsecondary education/training and work;
- establishes priority areas for innovative adult education and literacy instruction in a variety of areas including, but not limited to, workforce education, postsecondary transitions, English literacy/civics education, family literacy, online learning, financial literacy, National External Diploma Program and nontraditional education; and
- provides, to all practitioners of adult education, in-depth professional development programs that promote evidence-based instructional practices and strategies in reading, writing, mathematics and English language acquisition.

Adult education demonstrates success in designing and planning programs that help learners to achieve their educational, employment, family and community goals. Residents who participate in these programs achieve learning gains, earn high school diplomas, enter postsecondary education/training and attain employment outcomes. The results speak for themselves. The CSDE has exceeded its performance targets with the U.S. Department of Education in each of the past eight years.

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 years.

  
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M. Jodi Reil, Governor  
State of Connecticut

  
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Date