



CONNECTICUT STATE PLAN REVISION

FOR

ADULT EDUCATION AND FAMILY LITERACY,

TITLE II OF THE WORKFORCE INVESTMENT ACT

PUBLIC LAW 105-220

FISCAL YEAR 2012-13

**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 2012-13**

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 (OVAE), 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, 2012, through June 30, 2013:

1. Section 3.3 includes charts delineating the most recent organizational design 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 appended as required.

Details of each revised section follow:

Section 3.3 – Description of New Organizational Arrangements and Changes

This section of the plan includes charts delineating changes to organizational design 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 charts are appended to this document.

Section 5.0 –Performance Measures

This section of the plan proposes revisions to the performance targets for the following three core indicators of performance that are authorized under Title II for the period July 1, 2012, through June 30, 2013:

- **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.*
- **Core Indicator 2:** *Placement in, retention in, or completion of postsecondary education, training, unsubsidized employment or career advancement.*
- **Core Indicator 3:** *Receipt of a secondary school diploma or its recognized equivalent.*

OVAE expects state agencies to demonstrate continuous improvement by ensuring that the proposed targets for a given year (i.e. 2012-13) reflect an overall increase from the *actual* performance of the most recently completed fiscal year (i.e. 2010-11). However, in August 2011, OVAE announced significant

methodological changes for core indicators two and three that will be implemented for the 2012-13 fiscal year. As a result, the *actual* performance from 2010-11 will no longer serve as the basis for the proposed targets in FY 2012-13 for those two indicators and is therefore not presented below.

Core Indicator 1

Educational Functioning Level	Actual Percentage of Learners Completing the Level 2010-11	Proposed Target¹ Percentage of Learners Completing the Level 2012-13
ABE* Beginning Literacy	47%	47%
ABE Beginning Basic Education	48%	48%
ABE Intermediate Low	46%	46%
ABE Intermediate High	24%	29%
ASE** Low	28%	32%
ESL*** Beginning Literacy	57%	57%
ESL Low Beginning	58%	59%
ESL High Beginning	54%	55%
ESL Intermediate Low	46%	46%
ESL Intermediate High	41%	41%
ESL Advanced	17%	19%

- * Adult Basic Education
- ** Adult Secondary Education
- *** English as a Second Language

Core Indicator 2

Follow up Indicators	Proposed Target¹ Percentage 2012-13
Entered Postsecondary	16%
Entered Employment	29%
Retained Employment	61%

Core Indicator 3

Follow up Indicator	Proposed Target¹ Percentage 2012-13
GED or Diploma	50%

Section 6.0 – Procedures and Process for Funding Eligible Providers

The CSDE, 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 other eligible applicants and to

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

explore new priority areas and continue existing ones. The Program Improvement Project Request for Proposal (RFP) will offer funding in priority areas that were developed to meet the needs of current and prospective learners in Connecticut and in accordance with Title II of the Workforce Investment Act. These priority areas are also supportive of the regional adult literacy improvement plans from each workforce investment area that were endorsed by the Connecticut Employment and Training Commission (CETC).

The CSDE will be requesting submission of proposals in the following 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 for individuals with multiple barriers to education. Program providers must develop and implement non-traditional programs that include comprehensive counseling and support services and that lead to improved student performance and outcomes. Adults served through this priority area should include, but not be limited to, individuals with disabilities, individuals within correctional institutions and individuals residing in halfway houses or homeless shelters.

Expansion of the National External Diploma Program (NEDP): The purpose of this priority area is to increase accessibility of the NEDP to an adult population in Connecticut that lacks a high school diploma. The NEDP allows adults to demonstrate 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.

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

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 increase access to online learning opportunities for all learners, promote efficiencies of scale and reduce duplication of services by implementing a collaborative statewide model.

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

Transition: Preparing for Twenty-first Century Careers: The purpose of this priority area is to promote the self-sufficiency of adult education students and their ability to respond to the needs of a rapidly changing labor market; to provide exposure to and experience in STEM (science, technology, engineering and mathematics) or other relevant career pathways; and to ensure that Connecticut has workers with the necessary skills, competencies and credentials to be successful in the 21st century workplace.

Transition: Integrated Basic Education and Skills Training (I-BEST): The purpose of this priority area is to offer opportunities for the development of the I-BEST model, which provides a parallel, simultaneous approach that combines basic skills adult education with technical training. The model has

been nationally validated to be an effective method for teaching adults who need both basic skills and job skills. It increases the rate at which adult basic, adult secondary and English-as-a-second-language learners make improvements in reading, writing, mathematics, English language acquisition and high school completion and earn industry-recognized credentials in fields offering good wages and opportunities for career advancement. These funds cannot be used for the technical training component of this priority area.

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; increase learning gains; and help learners enhance their postsecondary education and/or employment outcomes.

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 CSDE will continue its commitment to the support of the one-stop system and will continue to support collaborative relationships and systematize service delivery through the existing Workforce Investment Board system.

Required Activities

Through the Program Improvement Projects RFP, the CSDE 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 these providers to develop, implement and improve adult education and literacy activities.

Process

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

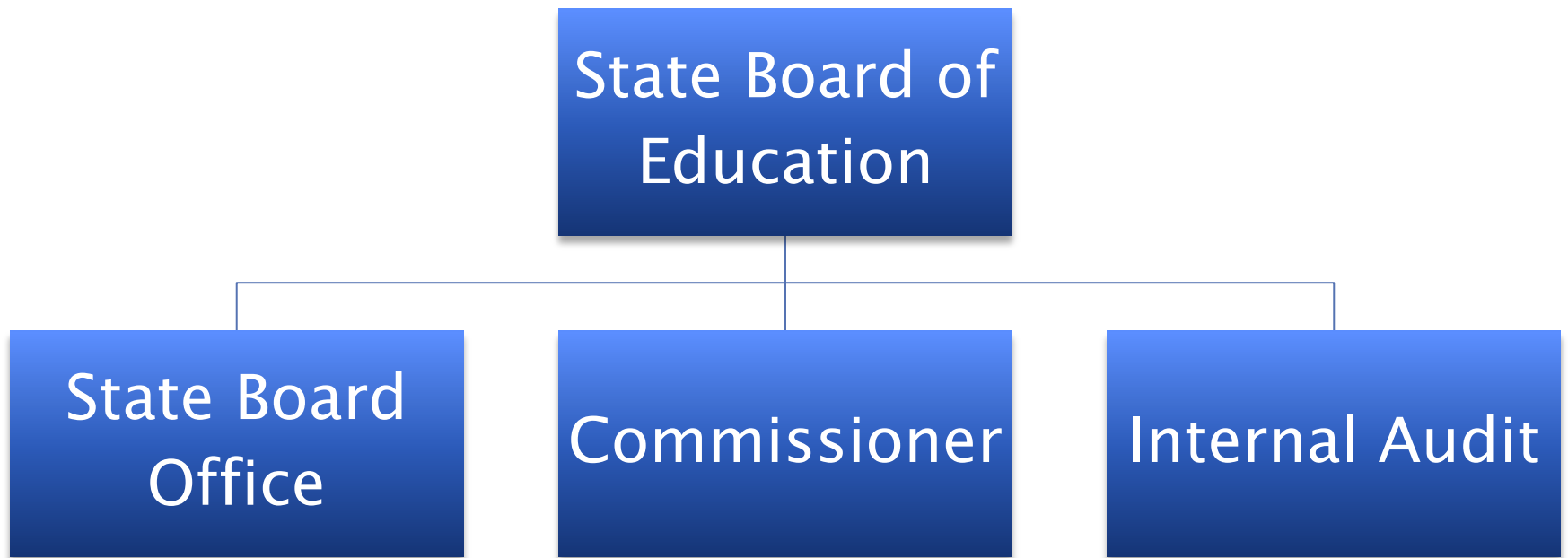
All other processes and procedures as outlined in Section 6.0 of the Connecticut State Plan for Adult and Family Literacy - Title II will be adhered to; and therefore, do not necessitate inclusion in this revision.

Section 7.2 – Governor's Comments

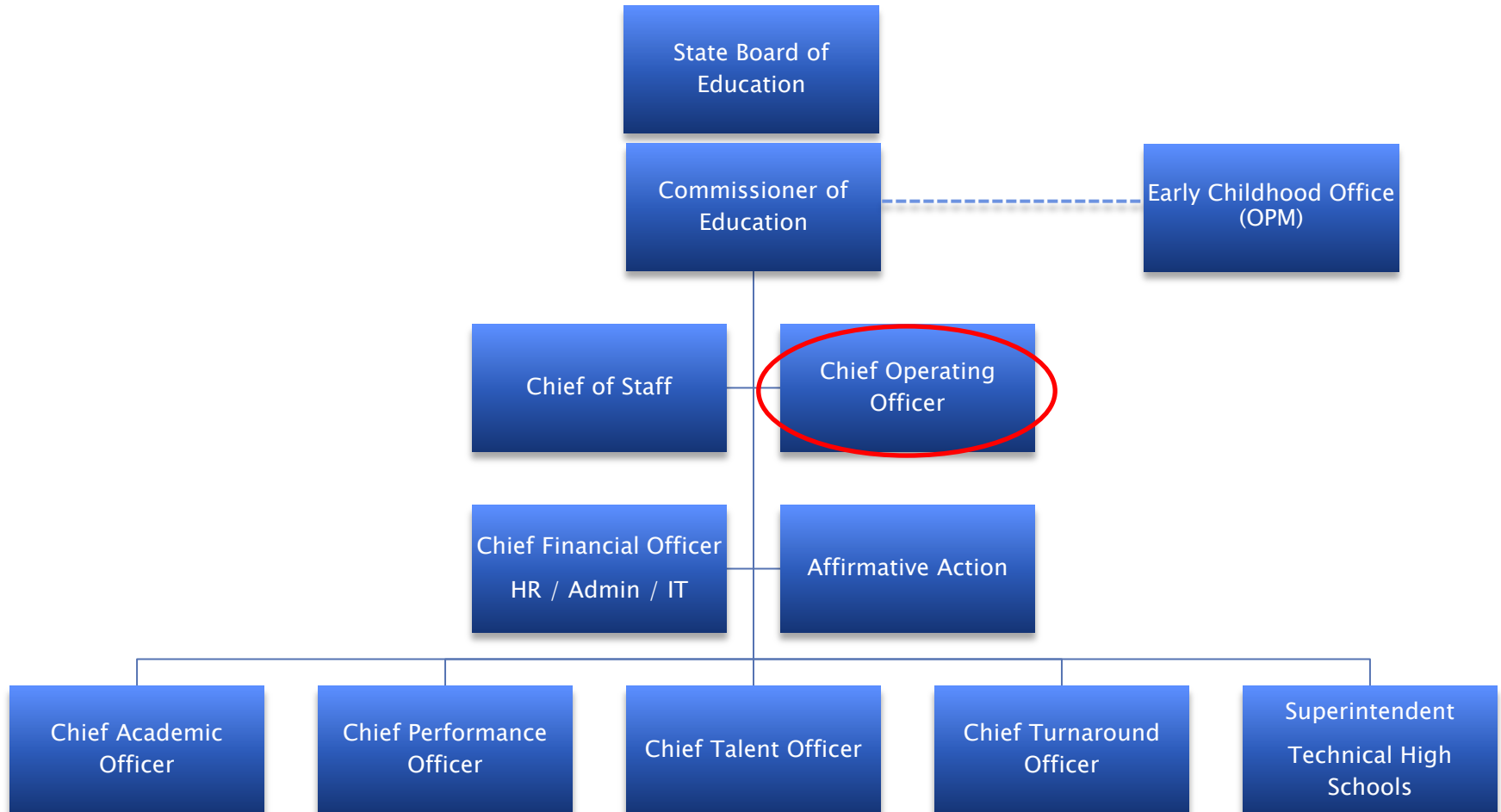
Connecticut's State Plan Revision will be submitted to the CETC for its approval and then forwarded to Governor Dannel P. Malloy for review and comment in accordance with Program Memorandum OVAE/DAEL FY 2012-01. The Governor's comments will be appended to this document.

Organizational Design

Institutional Accountability Unchanged

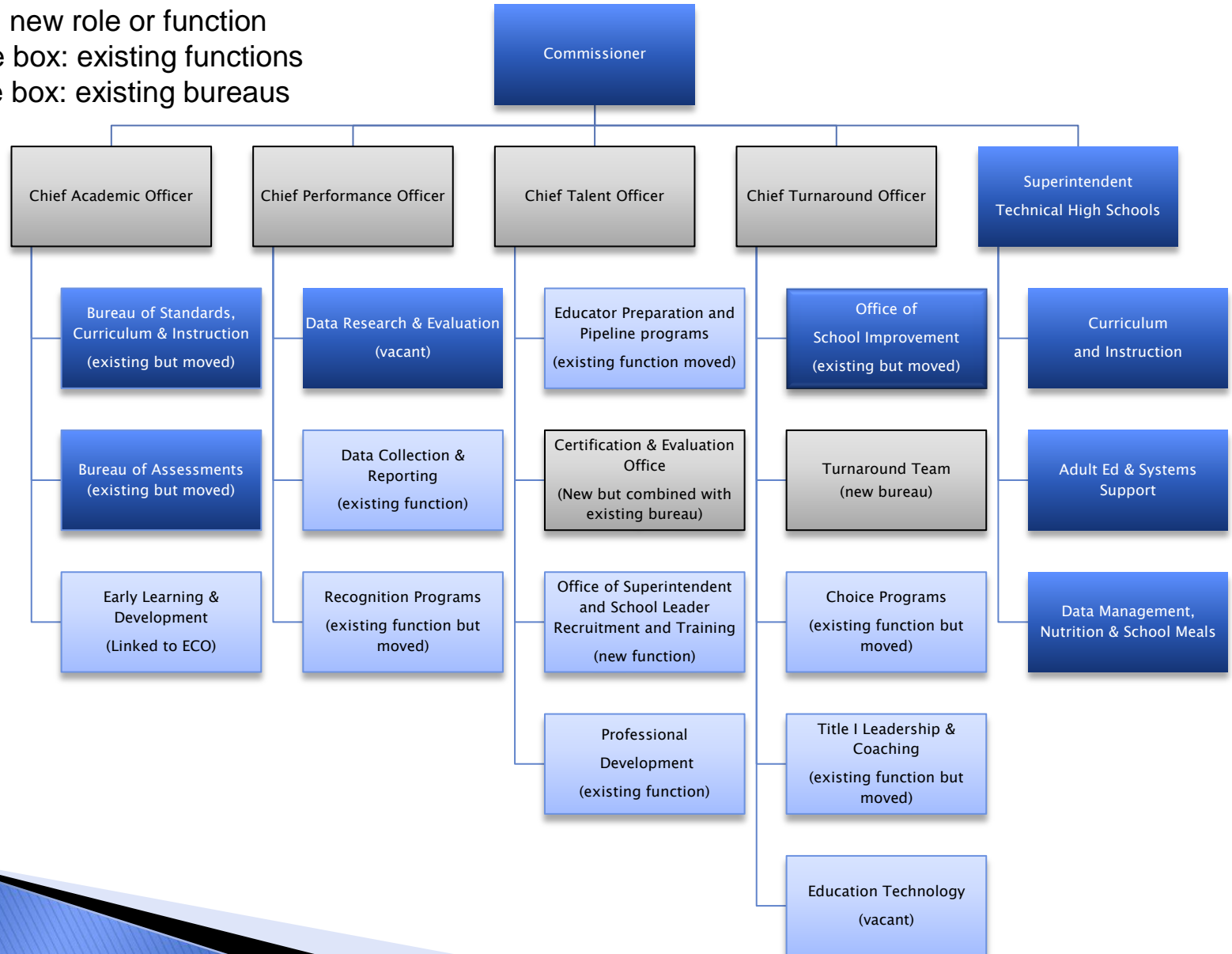


Full Organization Aligned to Strategy



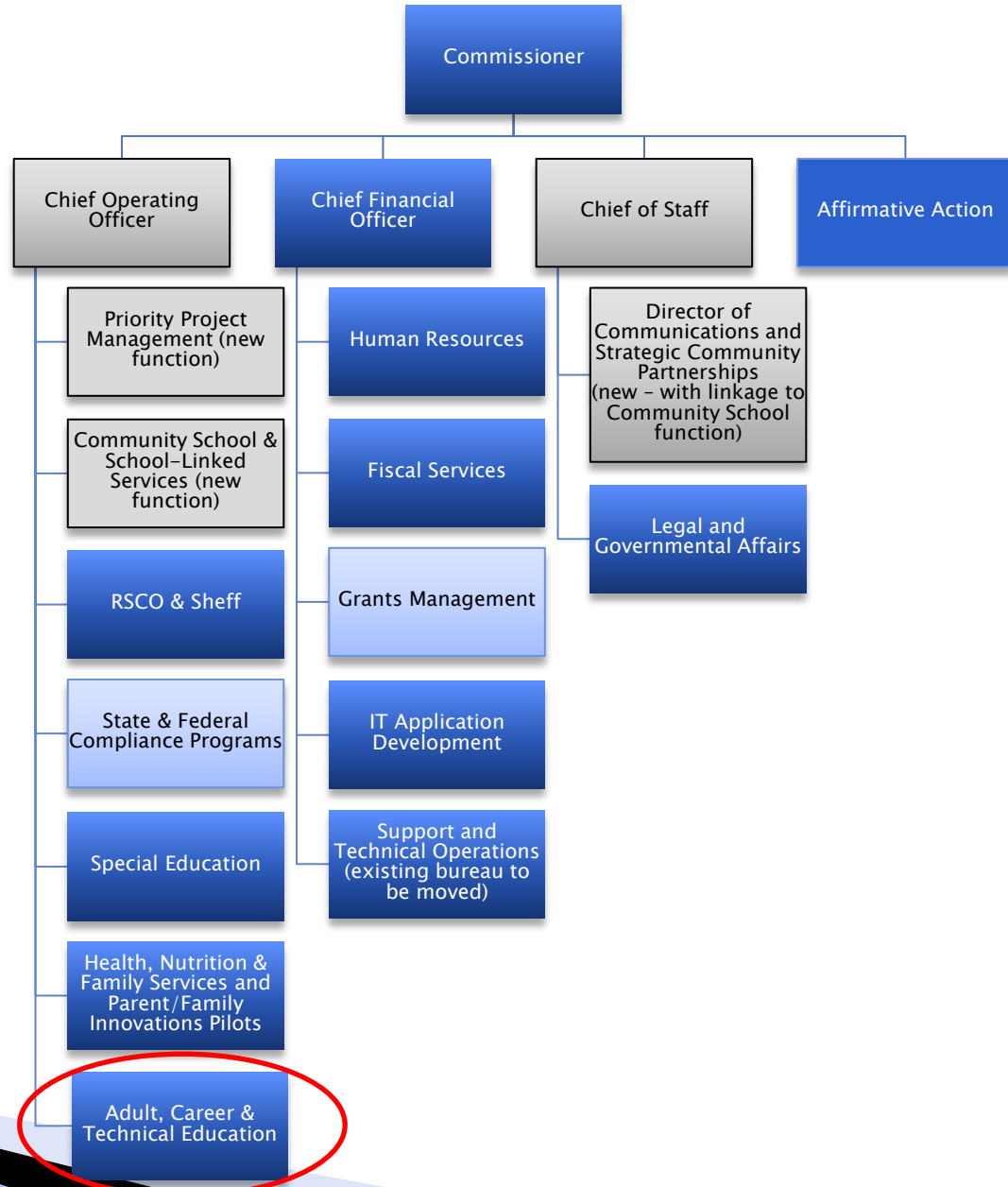
Realigned Structure: Approval Requested

Gray box: new role or function
 Light Blue box: existing functions
 Dark Blue box: existing bureaus



Realigned Structure: Approval Requested

Gray box: new role or function
Light Blue box: existing functions
Dark Blue box: existing bureaus



VII.J.

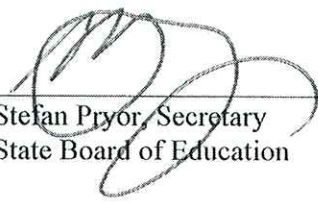
**CONNECTICUT STATE BOARD OF EDUCATION
Hartford**

**TO BE PROPOSED:
March 7, 2012**

RESOLVED, That the State Board of Education, pursuant to its role as the state education agency (SEA) for Connecticut, approves the revised Connecticut State Plan for Adult Education and Family Literacy, Title II of the Workforce Investment Act for fiscal year 2012 (July 1, 2012, through June 30, 2013) and directs the Commissioner to take the necessary action.

Approved by a vote of 10:0 this seventh day of March, Two Thousand Twelve.

Signed: _____

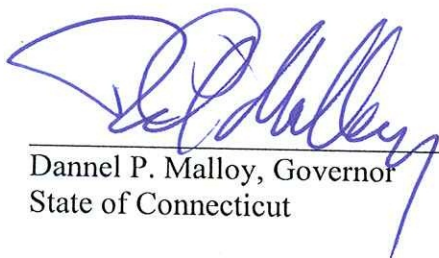

Stefan Pryor, Secretary
State Board of Education

**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, 2012, through June 30, 2013, which was approved by the State Board of Education on March 7, 2012. 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.



Dannel P. Malloy, Governor
State of Connecticut

March 21, 2012

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 2012-13.

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 has a long history of collaborating with local communities to provide high quality, research-based curriculum, assessment and instructional services to nearly 30,000 residents annually. Locally responsive programs are delivered at over 300 locations throughout Connecticut by a wide array of providers that include local school districts, regional educational service centers, literacy volunteer programs, community/faith-based organizations and other agencies.

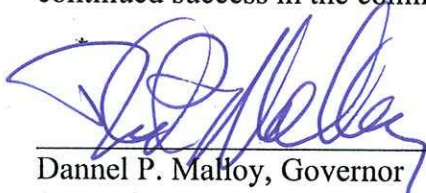
The CSDE actively supports programs to raise standards, foster partnerships with higher education and align curricula with colleges to help high school graduates successfully transition to postsecondary education and work. To better prepare Connecticut's workforce for employment, the CSDE partners closely with Connecticut's workforce development system to create a coordinated user-friendly system that can respond to employer needs for workforce education and training. The Connecticut Employment and Training Commission, our state workforce investment board, has approved this plan revision.

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 (WIB) and coordinates a common intake/assessment process;
- establishes priority areas for innovative adult education and literacy instruction in a variety of areas including, but not limited to, postsecondary and workforce transitions, English literacy/civics education, family literacy, online learning, integrated basic education and skills training, 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 providers demonstrate success in designing and planning programs that help learners 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.

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



Dannel P. Malloy, Governor
State of Connecticut

March 21, 2012
Date



STATE OF CONNECTICUT

EMPLOYMENT AND TRAINING COMMISSION

DONALD J. SHUBERT
CHAIRMAN

The Honorable Dannell P. Malloy
Governor, State of Connecticut
Executive Chambers
State Capitol
Hartford, CT 06109

February 28, 2012

Re: WIA Title II Adult Education and Family Literacy Act State Plan Revision for FY 2012-2013

Dear Governor Malloy:

Executive Order 35 directs the Connecticut Employment and Training Commission (CETC) to monitor preparation of Connecticut's State Plan for Adult and Family Literacy required under Title II of the Federal Workforce Investment Act (WIA), and to 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).

We believe it is important that the plan submitted by the State aligns with your workforce development and job creation priorities, the State's talent pipeline framework, the adult literacy improvement strategic plan produced by the Adult Literacy Leadership Board (and endorsed by CETC), and with the regional adult literacy improvement plans produced under the aegis of the regional Workforce Investment Boards.

On February 27, 2012, CETC's Planning and Performance Committee voted unanimously to accept the *Connecticut State Plan Revision for Adult and Family Literacy, Title II of the Workforce Investment Act (Public Law 105-220)*, as submitted by CSDE. The purpose of this letter is to inform you of that fact and to notify you of CETC's implicit recommendation that you endorse the proposed plan revision for formal submission to the U.S. Department of Education.

CETC sees the importance of fully integrating this state-level planning responsibility as part of the broad effort to focus and coordinate the State's education, workforce development and job creation efforts, building on your efforts in the Legislature this past fall and your continuing efforts in education reform. We envision adult literacy as an essential component of a comprehensive statewide talent-based strategy for economic growth.

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

Sincerely,


Donald Shubert, Chair

Copy: Stefan Pryor, Education Commissioner
Rina Bakalar, Office of Workforce Competitiveness

200 Folly Brook Boulevard, Wethersfield, CT 06109-1114
Telephone: (860) 263-6506 – Fax: (860) 263-6529
An Equal Opportunity/Affirmative Action Employer