



CONNECTICUT STATE PLAN REVISION

FOR

ADULT EDUCATION AND FAMILY LITERACY,

TITLE II OF THE WORKFORCE INVESTMENT ACT

PUBLIC LAW 105-220

FISCAL YEAR 2011-12

**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 2011-12**

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, 2011, through June 30, 2012:

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 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, 2011, through June 30, 2012. The U.S. Department of Education expects that the proposed target percentages for a given year will reflect the CSDE's progress toward continuous improvement in performance. Therefore, the proposed target percentages for 2011-12 as established are based on the *actual* performance of the most recently completed fiscal year i.e. 2009-10.

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	Actual Percentage of Learners Completing the Level 2009-10	Proposed Target¹ Percentage of Learners Completing the Level 2011-12
ABE* Beginning Literacy	46%	46%
ABE Beginning Basic Education	50%	50%
ABE Intermediate Low	47%	47%
ABE Intermediate High	28%	29%
ASE** Low	31%	32%
ESL*** Beginning Literacy	57%	57%
ESL Low Beginning	60%	61%
ESL High Beginning	55%	55%
ESL Intermediate Low	44%	44%
ESL Intermediate High	37%	37%
ESL Advanced	18%	19%

- * 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	Actual Percentage of Learners Attaining Outcome 2009-10	Proposed Target¹ Percentage 2011-12
Entered Postsecondary	57%	58%
Entered Employment	34%	34%
Retained Employment	67%	67%

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

Follow up Indicator	Actual Percentage of Learners Attaining the Outcome 2009-10	Proposed Target¹ Percentage 2011-12
GED or Diploma	54%	54%

¹ 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

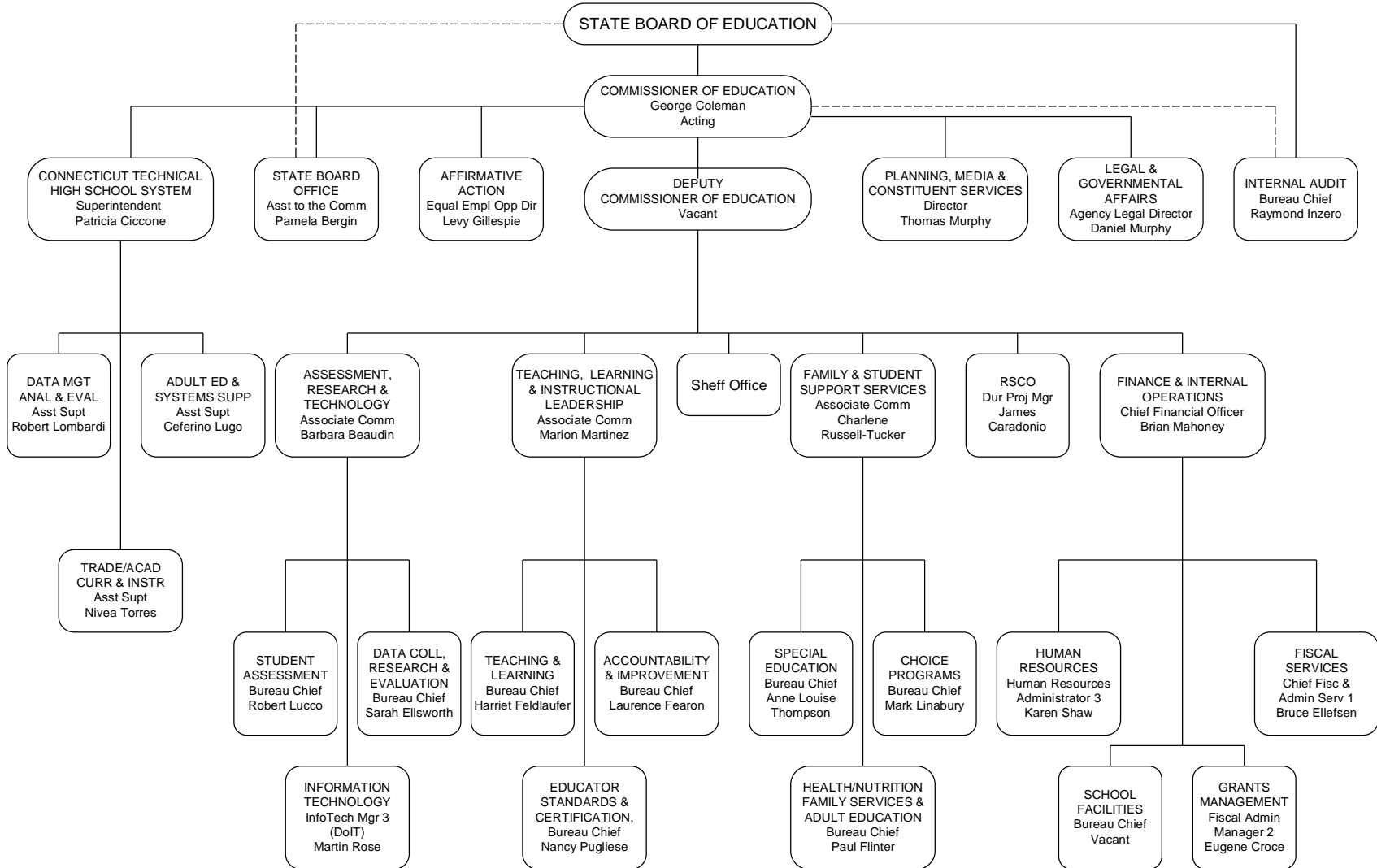
The CSDE will extend current grants for FY 2011-12. Mid and year-end evaluative reports will require that program providers submit a current program profile, which will ensure that all projects have met the standards established by the eligible entity and that all goals have been achieved. Projects not meeting the established standards will be identified for the CSDE's intervention, which may include on-site technical assistance, a decrease in funding or an elimination of funding.

On November 25, 2009, Executive Order No. 35 directed the Connecticut Employment and Training Commission (CETC) to coordinate development of regional-level adult literacy plans in each of the state's five workforce investment areas. The CSDE plans to issue a new Request for Proposals (RFP) for FY 2012-13 that will include priority areas that are reflective of the recommendations in these adult literacy plans and as well as identified needs of Connecticut's learners.

Section 7.2 – Governor's Comments

Executive Order No. 35 also directed the CETC to guide and monitor preparation of Connecticut's State Plan for Adult Education and Family Literacy. In compliance with this directive, Connecticut's State Plan Revision was 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 2011-01. The Governor's comments are appended to this document.

ORGANIZATION CHART FOR THE STATE DEPARTMENT 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, 2011, through June 30, 2012, which was approved by the State Board of Education on March 2, 2011. 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 Malloy, Governor
State of Connecticut

3-16-11
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 2011-12.

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 over 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:

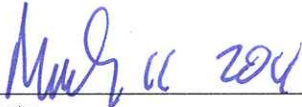
- supports the infrastructure costs of One-Stop operations, represents adult education on the Workforce Investment Boards (WIB) and coordinates a common intake/assessment process;
- establishes priority areas for innovative adult education and literacy instruction in a variety of areas including, but not limited to, 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 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 state plan revision and I wish the CSDE continued success in the coming years.



Dannel Malloy, Governor
State of Connecticut



Date

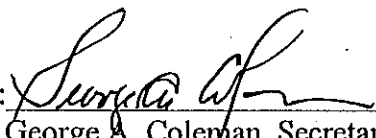
CONNECTICUT STATE BOARD OF EDUCATION
Hartford

TO BE PROPOSED:
March 2, 2011

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 2011 (July 1, 2011 – June 30, 2012) and directs the Commissioner to take the necessary action.

Approved by a vote of 10 this second day of March, Two Thousand Eleven.

Signed: _____


George A. Coleman, Secretary
State Board of Education

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 21st 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 21st 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 21st 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.

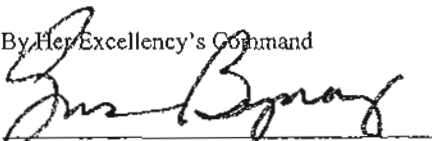
3. CETC to monitor and report regularly on progress in implementing recommendations of the adult literacy Strategic Plan. Affected state agencies will cooperate with and support CETC's monitoring and reporting efforts.
4. CETC to include relevant adult literacy-related performance information in its 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.

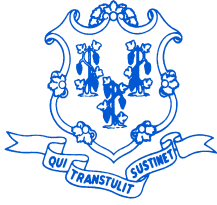
Dated at Hartford, Connecticut, this 25 day of November, 2009


M. Jodi Reil

By Her Excellency's Command


Susan Bysiewicz, Secretary of the State





STATE OF CONNECTICUT

EMPLOYMENT AND TRAINING COMMISSION

WALLACE BARNES
CHAIRMAN

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

March 1, 2011

Re: WIA Title II Adult Education and Family Literacy Act State Plan Revision for FY 2011-2012

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 advise the Governor on endorsing the plan for formal submission to the United State 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 jobs creation priorities, the state's talent pipeline framework and 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 7, 2011, 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.

I should note that CETC sees a genuine opportunity to fully integrate this state-level planning responsibility next year as part of a broad effort to focus and coordinate the state's education, workforce development and jobs creation efforts, building on the important work produced by key stakeholders at the regional level. 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,

Wallace Barnes, Chair