

VI.E.

**CONNECTICUT STATE BOARD OF EDUCATION
Hartford**

**TO BE PROPOSED:
March 4, 2015**

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 the period July 1, 2015, through June 30, 2016, and directs the Commissioner to take the necessary action.

Approved by a vote of _____ this fourth day of March, Two Thousand Fifteen.

Signed: _____
Dianna R. Wentzell, Secretary
State Board of Education

CONNECTICUT STATE BOARD OF EDUCATION
Hartford

TO: State Board of Education

FROM: Dr. Dianna R. Wentzell, Interim Commissioner of Education

DATE: March 4, 2015

SUBJECT: Revision to Connecticut State Plan for Adult Education and Family Literacy, Title II of the Workforce Investment Act (WIA)

Executive Summary

Introduction

The President signed into law the Workforce Innovation and Opportunity Act (WIOA) on July 22, 2014, which reauthorizes the Workforce Investment Act (WIA). As a result of the reauthorization, states are required to submit revisions and to include transition activities necessary to prepare for the full implementation of WIOA in 2016. 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 Career, Technical and Adult Education (OCTAE). The process for state plan revisions, as detailed in Section 224(c) and (d) of the Adult Education and Family Literacy Act, Title II of the WIA has been followed, and all applicable requirements mandated by the State of Connecticut have also been met.

History/Background

Title II of WIA Public Law 105-220 requires each state to submit a five-year plan for adult education to the U.S. Department of Education. Moreover, in Connecticut, state legislation mandates the provision of adult education services, free of charge, to any adult 17 years of age or older who is not enrolled in a public elementary or secondary school program. Connecticut utilizes federal adult education funds to expand program offerings and give a wide variety of agencies the opportunity to offer locally responsive programs.

Since 2004, Connecticut has submitted annual revisions to that State Plan following State Board of Education approval. Because the WIA had not been reauthorized, Connecticut's initial State Plan for FY 2001 through 2004 had been updated with one-year extension plans that were submitted annually beginning with fiscal year 2004-05. States are required to use 2015-16 as a transition year to begin work toward full implementation of the new WIOA in 2016-17.

In addition, on November 25, 2009, former Governor M. Jodi Rell issued Executive Order No. 35 requiring that the Connecticut State Plan for Adult Education and Family Literacy be reviewed and approved by the Connecticut Employment and Training Commission (CETC). This Executive Order requires the CETC to advise the Governor regarding endorsement of the State Plan. Upon Board approval, the document will be presented to the full body of the CETC so that it can advise the Governor in this regard before formal submission to the U.S. Department of Education.

Recommendation and Justification

OCTAE's *Guide for the Development of a State Plan* requires revisions and transition activities to certain sections of the current State Plan for Adult Education and Family Literacy. This proposed State Plan Revision responds to those required section revisions and activities. I recommend that the State Board of Education approve the State Plan Revision with new transition activities in the following sections: Section 3.3 indicates that an organizational chart, reflecting changes to the structure of the CSDE, is appended to the State Plan Revision; Section 4.0 describes current allowable activities as related to WIOA; Section 6.0 establishes revised levels of performance for adult education and literacy activities authorized under Title II; Section 7.0 describes how the eligible agency will fund local activities in accordance with Title II; Section 8.2 calls for the Governor to review and provide comments to the State Plan Revision; Sections 13.0 and 13.1 demonstrate how Connecticut will use the State Leadership funds to transition providers to the new requirements under WIOA; Section 14.0 highlights the extension of the English Language/Civics grants.

Finally, once received, any comments made by the Governor will be incorporated into Connecticut's State Plan Revision. In keeping with the guidelines issued by OCTAE with respect to the State Plan Revision, no other revisions to the existing State Plan are necessary.

Policy Implications

Connecticut will have the ability to continue funding the local adult education activities in the following priority areas: Non-Traditional Adult Education Instruction and Services; expansion of the National External Diploma Program; English Literacy/Civics Education; Family Literacy Services; Connecticut Adult Virtual High School; Transition – Postsecondary Education and Training; Transition – Preparing for Twenty-first Century Careers; and Transition – Integrated Basic Education and Skills Training (I-BEST). In addition, the state will have the opportunity to establish performance targets for adult education literacy skill levels and postsecondary and employment outcomes.

Follow-up Activity

Upon Board approval, the State Plan Revision will be submitted to CETC for its review and approval and for submission to the Governor for review and comment. Thereafter, the State Plan Revision will be submitted to the U.S. Department of Education OCTAE on or before April 1, 2015.

Prepared by: S. Pierson (JP)
Susan Pierson, Education Consultant
Bureau of Health/Nutrition, Family Services
and Adult Education

Reviewed by: JF Li
John Frassinelli, Chief
Bureau of Health/Nutrition, Family Services
and Adult Education

Approved by: Charlene Russell-Tucker
Charlene Russell-Tucker, Chief Operating Officer



CONNECTICUT STATE
DEPARTMENT OF EDUCATION

CONNECTICUT STATE PLAN REVISION

FOR

ADULT EDUCATION AND FAMILY LITERACY,

TITLE II OF THE WORKFORCE INVESTMENT ACT

**TRANSITION YEAR: TITLE II OF THE WORKFORCE INVESTMENT ACT
OF 1998 (PUBLIC LAW 105-220)**

**TO TITLE II OF THE WORKFORCE INNOVATION AND OPPORTUNITY
ACT OF 2014 (PUBLIC LAW 113-128)**

FISCAL YEAR 2015-16

**Revision to the
Connecticut State Plan for Adult Education and Family Literacy,
Title II of the Workforce Investment Act, Public Law 105-220
Transition to Title II of the Workforce Innovation and Opportunity Act of 2014
Public Law 113-128**

Fiscal Year 2015-16

The Connecticut State Department of Education (CSDE) submits this revision to the Connecticut State Plan for Adult Education and Family Literacy 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 additional 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, 2015, through June 30, 2016:

1. Section 3.3 includes a chart delineating the most recent organizational structure of the CSDE.
2. Section 4.0 describes current allowable adult education and literacy activities described in the new Workforce Innovation and Opportunity Act (WIOA).
3. Section 6.0 establishes revised levels of performance for adult education and literacy activities.
4. Section 7.0 describes how the eligible agency will fund local activities in accordance with Section 231(e).
5. Section 8.2 ensures that this document will be submitted to the Governor for review and comment as required and any comments appended.
6. Sections 13.0 and 13.1 address state leadership activities which are underway to meet the new requirements of WIOA.
7. Section 14.0 states that the CSDE is extending the English Language/Civics grantees for 2015-16.

Details of each revised section follow:

Section 3.3 – Description of New Organizational Arrangements and Changes

This section of the plan includes a chart delineating the organizational design of the CSDE 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 4.0 – Description of Allowable Activities

At recent meetings of Family Literacy grantees and the Statewide Policy Forum, participants were polled and asked what activities are currently underway that would fulfill WIOA requirements. Some examples included career development, employment skills training, resume writing, mock job interviews, job search assistance, goal setting, career days, local business relationship development, on-site college and career centers, soft skills workshops, and high school credit for employment training and job shadowing.

The following chart describes current activities Connecticut has implemented as they relate to WIOA:

<i>Allowable Activities</i>	<i>Current Activities</i>
Adult education and literacy activities that include:	
<ul style="list-style-type: none"> • Adult Education 	Mandated by Section 10-69 of the Connecticut General Statutes (C.G.S.) and required of all programs receiving state and/or federal funding
<ul style="list-style-type: none"> • Literacy 	Mandated by Section 10-69 of the C.G.S. and required of all programs receiving state and/or federal funding
<ul style="list-style-type: none"> • Workplace Adult Education and Literacy 	The CSDE offers support and technical assistance to adult educators so that classroom instruction can include the integration of workforce preparation and workforce literacy skills. Basic skills, English as a Second Language (ESL) and secondary completion programs are taught in an employability context.
<ul style="list-style-type: none"> • Family Literacy 	PIP priority area – programs must provide access to career or employment information and assist students in the development of individual career portfolios
<ul style="list-style-type: none"> • English Language Acquisition 	Mandated by Section 10-69 of the C.G.S. and required of all programs receiving state and/or federal funding
<ul style="list-style-type: none"> • English Literacy and Civics Education 	PIP priority area – curriculum must focus on skills that will provide information and support in the skills necessary for the workplace
<ul style="list-style-type: none"> • Workforce Preparation 	PIP priority area – integration of career advising, career exploration and labor market research in relevant adult career pathways; development of a customized career pathway profile; job shadowing, internships and or pre-apprenticeships; links to employment, occupational training and/or post-secondary credit and non-credit certificate programs; employer-recognized workplace soft skills
<ul style="list-style-type: none"> • Integrated Education and Training 	PIP priority area – joint program of study that integrates basic education and skills training
<ul style="list-style-type: none"> • Provision of Employability Skills Training 	Priority areas such as Nontraditional instruction, 21 st Century skills preparation, Integrated Basic Education and Skills Training (I-BEST) include employability skills components.

Section 6.0 – Performance Measures

This section of the plan proposes revisions to the performance targets for three core indicators of performance for adult education and literacy activities authorized under Title II for the period July 1, 2015, through June 30, 2016. 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 2015-16 as established are based on the *actual* performance of the most recently completed fiscal year 2013-14.

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	Approved Target Percentage of Learners Completing the Level 2013-14	Actual Percentage of Learners Completing the Level 2013-14	Proposed Target¹ Percentage of Learners Completing the Level 2015-16
ABE* Beginning Literacy	47%	55%	56%
ABE Beginning Basic Education	49%	48%	49%
ABE Intermediate Low	48%	44%	46%
ABE Intermediate High	28%	32%	33%
ASE** Low	31%	33%	34%
ESL*** Beginning Literacy	58%	60%	61%
ESL Low Beginning	60%	60%	61%
ESL High Beginning	57%	58%	59%
ESL Intermediate Low	46%	45%	46%
ESL Intermediate High	46%	44%	45%
ESL Advanced	21%	38%	39%

- * 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 2013-14	Approved Target Percentage of Learners Attaining Outcome 2014-15	Proposed Target¹ Percentage 2015-16
Entered Postsecondary	3%	20%	21%
Entered Employment	17%	28%	29%
Retained Employment	33%	56%	57%

¹ Targets proposed to the Office of Career, Technical and Adult Education (OCTAE) are subject to negotiations and approval and are based largely on prior year performance and/or national averages for each indicator.

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

Follow up Indicator	Actual Percentage of Learners Attaining the Outcome 2013-14	Approved Target Percentage of Learners Attaining Outcome 2014-15	Proposed Target¹ Percentage 2015-16
GED or Diploma	42%	74%	75%

Section 7.0 – Procedures and Process for Funding Eligible Providers

The CSDE will extend current grants for FY 2015-16. Mid-year 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 (CSDE) and that all goals have been achieved including any new requirements based on the new WIOA legislation. 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 the elimination of funding. The chart in Section 4.0 outlines what Connecticut is currently doing to meet the new requirements of WIOA.

Section 8.2 – Governor’s Comments

Connecticut’s State Plan Revision will be submitted to the Connecticut Employment and Training Commission (CETC) for its approval and then forwarded to Governor Dannel P. Malloy for review and comment in accordance with program requirements outlined in: Program Memorandum FY 2015-01 from the U.S. Department of Education, Office of Career and Technical Adult Education, Division of Adult Education and Literacy (OCTAE/DAEL). Comments received from the Governor will be appended to this document.

Section 13.0 – State Leadership Activities

To enhance program quality and assure continued progress in meeting the indicators of performance and to assist in implementation of the new WIOA, Connecticut will award a contract to one eligible provider to deliver state leadership activities, focusing primarily on professional development activities for adult education providers. Additionally, Connecticut has been preparing for the new federal requirements by planning the activities outlined in Section 13.1.

Section 13.1 – Description of Activities

- 1. Implementation of College and Career Readiness Standards (CCRS)** – Connecticut is committed to the CCRS and plans to increase the involvement of adult education providers and educators in its implementation. A Connecticut team participated in the OCTAE College & Career Readiness Standards for Adult Education Implementation Institute in Washington, D.C., on June 4-5, 2014. The strategies and activities learned were presented to adult education providers at the state’s August 2014 Summer Institute entitled "CCRS: Beyond the Basics." In order to build capacity statewide, an implementation agreement was shared during the Directors' Policy Forum and was distributed to adult education teachers. CCRS continues to be incorporated into all workshops in math, reading, writing and also, ESL. As a result of our commitment to CCRS, CSDE applied for and was awarded the *College and Career Readiness Standards-in-Action (CCRSIA) Technical Assistance project*. We are looking forward to receiving intensive, advanced level CCRS implementation support over the next two years.

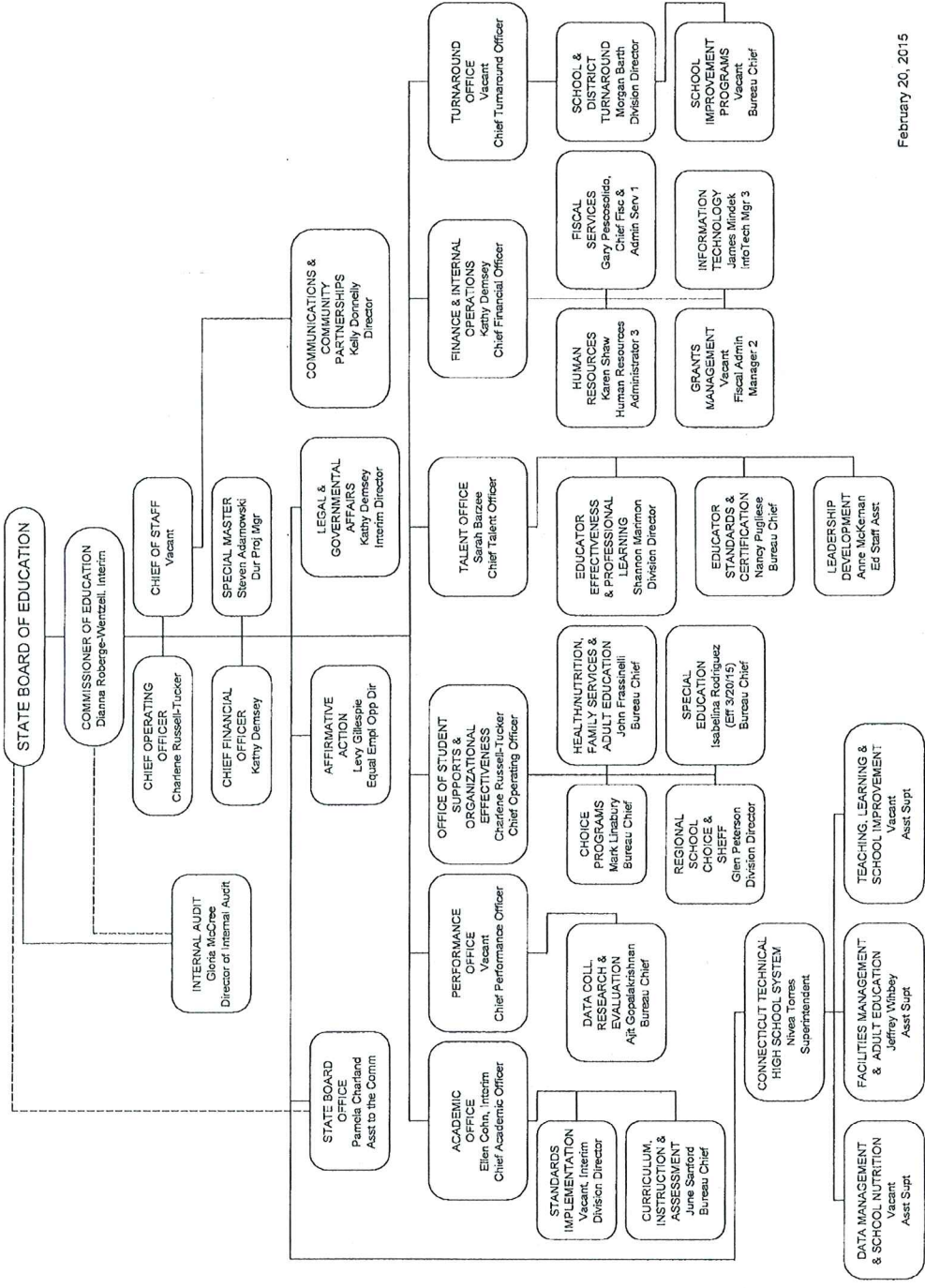
¹ Targets proposed to the Office of Career, Technical and Adult Education (OCTAE) are subject to negotiations and approval and are based largely on prior year performance and/or national averages for each indicator.

2. **Career Pathways** – Connecticut is receiving technical assistance from Kratos Learning through the *Moving Pathways Forward* project sponsored by OCTAE. The CSDE will expand all work in this area and align its implementation with Connecticut’s workforce development system.
3. **Workforce Development** – Workforce development discussion forums are being offered to inform providers about adult education’s role in workforce education and to help the state system prepare for the implementation of WIOA. The forums have been facilitated by experts on the following relevant workforce development topics: sharing information on the workforce development landscape; connecting the work of adult education and workforce development activities; collaborating with workforce investment boards (WIB); developing job shadowing opportunities for adult learners; and implementing college and career transitions and career pathways, including I-BEST.
4. **Integrated English Literacy and Civics Education** – Connecticut is currently designing a professional development model for Integrated English Literacy and Civics Education that will focus on instructional support for teachers on how to prepare adults for employment in high-demand industries and in coordination with the local workforce system.
5. **Transition to Postsecondary Education and Training** – Transition roundtables provide professional development opportunities for adult education providers and their partner community colleges who are working collaboratively on transitioning students to postsecondary education. Local and state adult education staff attended the National Transitions Conference in November 2014 to prepare for WIOA implementation and to learn new professional development strategies regarding career awareness, transition models, work readiness and retention, and motivation of students. State level education consultants worked collaboratively with Connecticut’s Board of Regents for Higher Education on the final implementation phase of Public Act 12-40 (PA 12-40). PA 12-40 is a legislative strategy designed to shift the provision of developmental education from Connecticut’s community colleges to adult education programs. Local adult education providers established memoranda of understanding (MOU) with local community colleges to deliver these transitional education services and remedial classes for those individuals seeking admittance to the community college system but lacking the basic skills to be successful. The goal of this effort is for students to progress from transitional services directly to credit-bearing classes at the community college level.

Section 14.0 – English Language/Civics Education

See Section 13.1, Number 4.

ORGANIZATION CHART FOR THE CONNECTICUT STATE DEPARTMENT OF EDUCATION



February 20, 2015