

Capital Region Adult Literacy Plan



**Submission to the
Connecticut Employment and Training Commission
Pursuant to the Governor's Executive Order 35**



Capital Workforce Partners

November 2010

Capital Region Adult Literacy Plan

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Capital Workforce Partners worked with a regional core planning team in the preparation of this plan, building on considerable work by its members in recent years. The Hartford Foundation for Public Giving supported the preparation of this plan through their Adult Literacy Project.

Capital Region Adult Literacy Plan

Executive Summary

In the 37-town North Central, CT Area, nearly 300,000 adults lack the basic literacy skills to meet employer requirements in the 21st century labor market. Businesses that are hiring new workers report their difficulty in finding individuals with both the hard and soft skills they need. The lack of literacy skills at the most basic levels has severe repercussions for the region, since the lack of skilled workers affects the ability of the region to compete economically. This group includes persons who lack high school degrees (estimated at about 100,000), persons with limited English proficiency (estimated at about 32,000), and persons with high school degrees who lack literacy skills (estimated at about 159,000).

Capital Workforce Partners (CWP), the regional Workforce Investment Board for the North Central, CT Area, was charged by the Connecticut Employment and Training Commission (CETC) with working closely with adult literacy stakeholders to develop a regional adult literacy plan aligned with regional and state workforce priorities to address this major challenge.¹ CWP convened a core planning team with representation from regional adult literacy providers and stakeholders from the public, private for profit and nonprofit sectors to guide the process and lead broader consultations.

This resulting plan framework builds on intensive work in recent years involving all the region's major adult literacy stakeholders, including efforts funded by the Hartford Foundation for Public Giving under its Adult Literacy Project since 2008 and the former Greater Hartford Literacy Council. The plan recommends formation of a new **Capital Region Adult Literacy Partnership** to implement the plan and serve as a permanent oversight structure for efforts to build the adult literacy system.

Results. Using the Results Based Accountability (RBA) framework adopted by the Connecticut General Assembly Appropriations Committee, the population results we seek is:

Adults of all ages will be ready for success in college or employment in order to achieve their highest fulfillment in work, life and society and meet the needs of employers.

This result aligns well with the RBA population result included in CWP's Board adopted Integrated Budget and Business Plan for self-sufficient adults and a regional workforce that meets the needs of employers.²

System Strategic Objectives include:

- ***Create a coordinated, accountable adult literacy system in the North Central Connecticut Region, linking the Adult Education, Community College and the Workforce Investment Systems.***
- ***Achieve measureable student gains in adult literacy, broadly defined to include traditional basic skills and workplace skills as detailed in CWP's Career Competencies***

The plan establishes initial population level indicators of the above result and system and performance measures the Partnership will use to track progress.

Skills Gaps. Extensive assessment data from providers and multiple employer surveys point to challenges in many job candidates' basic skills. The plan focuses not just on literacy/numeracy skills gaps—it addresses a need that has been heard across the business community to stress the rest of the seven career

¹ CETC is implementing the recommendations of the Adult Literacy Leadership Board (ALLB) and the Governor's Executive Order 35.

² See CWP "Integrated Budget and Business Plan for 2010-2011" at:

http://www.capitalworkforce.org/about/documents/Final-CWPIntegratedBudgetandBusinessPlan-06_17_10.pdf

competencies identified by CWP.³ Another major area of need is for English language instruction for immigrants and non-English speakers, a rapidly growing group in the region.

Target Groups. The initial focus of the regional plan will be on populations that are near ready for participation in higher education, post-secondary training, or the workforce to prepare them for entry as evidenced by their performance on a standardized assessment tool.

Current System. Adult literacy services are offered in the 17 different towns of the Greater Hartford area, with 40 programs offering one-to-one, small group or class instruction. About 6,742 students were served by the Adult Education Centers and state funded community-based providers in 2009-2010. Another 6,942 students accessed developmental courses in the Community Colleges in order to develop the skills required to qualify for credit courses and degree programs. State, federal and local public funds invested in the regional adult literacy system total \$16.8 million which includes \$2.9 million in Pell Grants for developmental courses.

Recent studies and regional planning efforts have identified substantial room for improvement and greater efficiency in the regional adult literacy delivery system. Areas include the need for better intake and assessment, professional development across all programs, a more integrated system and a higher quality curriculum, all of which the plan addresses.

Strategy

Proposed regional strategies include (a) system changes intended to improve the functioning, service quality, and capacity of the regional system and (b) the more programmatic work to expand and improve services. The strategies address the nine “pillars” of the adult education defined by regional stakeholders: Leadership, Advocacy, Accountability, Research & Development, Partnership / Collaboration, Intake/Assessment System, Curriculum, Professional Development, and Support Services.

System Strategies. The creation of the integrated, accountable system must replace and transform Connecticut’s “siloes” adult literacy structure which limits coordination, promotes duplication, and can frustrate innovation. Several objectives include: (a) the roles of each major system and provider will be clearly articulated and differentiated, (b) the system will include a range of effective program choices tailored to the needs of specific groups, and (c) a clear intake, assessment and referral process will assist all participants in finding the most appropriate service and understanding the pathway to accomplish their personal goals, be it employment, college, or literacy.

Five (5) system change efforts will move the region toward a more integrated, outcome-driven system for adult literacy. A successful launch of the regional Partnership proposed in the first will be critical to the implementation of the remaining system strategies as well as the service strategies.

1. **Create the Capital Region Adult Literacy Partnership, a formal and permanent oversight entity, with the leadership, design, organizational structure, powers, authority and capacity to focus and drive cross program outcome and reporting structures and accountability and thereby ensure improved outcomes.** Planning discussions dating back several years identify the need for improved regional coordination. The Partnership will monitor, drive, and trouble shoot plan implementation; seek to align and integrate the diverse funding sources; ensure data collection and reporting across programs; and work to reduce duplication and guide direction of funding to be consistent with the plan.
2. **Develop and implement integrated intake/assessment/referral protocols and a supporting web-based database for referral, assessment, case management, and tracking, building on CARS, 211,**

³ The seven are: (1) Basic Skills; (2) Computer Literacy; (3) Customer Service; (4) Problem Solving/ Decision making; (5) Interpersonal Skills; (6) Personal Qualities; (7) Job Seeking Skills. See details on Seven Competencies at <http://www.7careercompetencies.org/>

Hartford Connects, and the Community College systems. This will address the issues of too many potential participants “falling between the cracks.”

1. **Develop and implement a regional, cross-program professional development and technical assistance initiative.** This will include both regular offerings to all staff and embedded technical assistance to programs through “circuit rider” coaching (regular, intensive onsite technical assistance).
2. **Institute a broad public awareness campaign to help all residents and employers understand, access and navigate the regional adult literacy service system.** The Partnership needs to work with major institutions to raise policy-maker and public awareness of the need for increased work on adult literacy as a key part of growth model (in what economic) for state.
3. **Define and pursue a proactive advocacy and policy agenda to secure the system and programmatic changes needed to create an aligned, outcome-driven adult literacy system in the North Central Region.** Achieving results will require concerted efforts to connect and align currently “siloes” systems. Developing this policy agenda and designing how the Partnership will work are next steps.

Service Strategies. Regional service Strategies include:

4. **Develop an integrated system of approaches and models across the region that integrate ‘work-and- learning,’ provide multiple choices, and are evidence-based.** The system would define the roles and niches of current providers to provide a mix of vocational and classroom instruction to get and hold student interest towards successful completion personal goals. Across this continuum, all providers would be encouraged to adopt proven practices and accountability measures within their area.
5. **Complete and implement a common high-quality set of curriculum materials across providers, with alignment of adult education and community college credit requirements and related assessments and adoption of the CASAS Workforce Skills Assessment.** The system must develop a (standard) common, high-quality curriculum for core Adult Literacy programs (Retreat 2009) through a collaborative effort across providers and state partners.
6. **Systematically connect adult literacy program participants to support services to ensure success in programs.** Provider experience has highlighted the need to engage providers of support for students that face daunting life challenges that interfere with their ability to participate in and complete adult literacy programs. Child care, transportation and mental health services rise to the top.

Outcomes. The Partnership will track both outputs (numbers served) and outcomes (credentials and personal goals achieved) within an RBA Report Card framework. The bottom line will include higher levels of achievement by participants in the adult literacy system and an increase in the number of people meeting skill requirements of regional employers. System outcomes will include a more coordinated, aligned, and efficient use of public adult literacy resources and increased public and policymaker awareness of the importance of adult literacy to the state’s economic future.

Policy. The plan identifies a number of areas where adjustments in state and federal policies may be critical to the success of proposed adult literacy improvements. These include adjustments to restrictions, mandates, and funding processes for services which may inhibit system alignment and innovation.

Next Steps. Within 90 days, the core planning team under the guidance of CWP as the convener will help the larger group take the immediate next step to charter the proposed Capital Region Adult Literacy Partnership. This body will then drive plan implementation in the region and bring immediate opportunities for policy change to the attention of the new state administration.

Capital Region Adult Literacy Plan

I. Introduction

In the 37-town North Central, CT Area, nearly 300,000 adults lack the basic literacy skills to meet employer requirements in the 21st century labor market. Many are unable to take and successfully complete college level course work towards a certificate or degree program. Connecticut's economic competitiveness depends on its ability to produce and sustain a highly educated workforce with the requisite basic and technical skills to be productive in the rapidly changing global economy. A lack of basic skills and high cost associated with publicly funded social services programs at a time of high budget deficits leaves too many individuals stuck in low-wage work in the state's dual economy and imperils our state's economic growth.

Capital Workforce Partners (CWP), the regional Workforce Investment Board for the North Central, CT Area, was charged by the Connecticut Employment and Training Commission (CETC) with working closely with adult literacy stakeholders to develop a regional adult literacy plan aligned with regional and state workforce priorities to address this major challenge.⁴

This resulting plan framework builds on intensive work in recent years involving all the region's major adult literacy stakeholders. Numerous studies, plans, system reform efforts, and pilot programs have focused on expanding and improving the functioning of the regional Adult Literacy System to produce better results. The Greater Hartford Literacy Council for years worked to raise awareness of the literacy issue and educate key stakeholders. The Hartford Foundation for Public Giving has invested \$1.5 million in its Adult Literacy Project since 2008, funding capacity building activities and piloting innovative service delivery models such as the Hartford School system's Adult Education redesign. Regional stakeholders came together for a major retreat in 2009 sponsored by the Hartford Foundation to develop a regional adult literacy strategy. While not officially adopted, the 2009 document developed based on this event has guided subsequent work to make connections across a "siloed" system and was an important foundational contribution to this plan.

The plan recommends as a top priority the formation of the Capital Region Adult Literacy Partnership to formalize a permanent oversight structure responsible for carrying on and deepening the recent work reflected in this plan to ensure results. Corresponding recommendations have been developed to strengthen the adult education system and services, as well as make needed policy changes to increase the number of skilled residents to meet the needs of the region's employers.

Process to Prepare the Plan. CWP convened a core planning team with representation from regional adult literacy provider sectors and stakeholders to advise them in the preparation of this strategic level plan (see list in text box). The core planning team members have all been active in recent planning and improvement efforts, bringing a wealth of practical experience to the effort. They reached out to a wider group of adult literacy stakeholders for their critical input on the draft plan. The core team held separate work

Regional Adult Literacy Plan core planning team includes representatives from:

Capital Workforce Partners
Capitol Region Education Council
Connecticut Community Colleges
CT State Department of Education
Hartford Adult Education
Hartford Foundation for Public Giving
Hartford Public Library
Literacy Volunteers of Greater Hartford
MetroHartford Alliance
New Britain Adult Education

Note: All documents referred to in this plan, including the Executive Order and the CETC Planning Guidelines are available online at the Capital Workforce Partners web site at <http://www.capitalworkforce.org/partners/AdultLiteracy.shtml>. For a glossary of acronyms and terms used by CWP see: <http://www.capitalworkforce.org/employer/documents/Acronyms.pdf>

⁴ CETC is implementing the recommendations of the Adult Literacy Leadership Board (ALLB) and the Governor's Executive Order 35.

sessions with adult education and community providers, regional libraries, and the presidents of the community colleges and convened a half-day work session with area adult literacy stakeholders at the Hartford Foundation on November 4 to review the emerging plan.

II. Results

The plan utilizes the Results Based Accountability (RBA) framework that has been adopted by the Connecticut General Assembly Appropriations Committee and a number of State Departments as a tool for using results and indicators of progress to drive policy and program improvement across all sectors of State investment.⁵

Population Results and Indicators

The population results we seek are:

Adults of all ages will be ready for success in college or employment in order to achieve their highest fulfillment in work, life and society and meet the needs of employers.

- *Help adults achieve their specific learning goal, be it post-secondary education or training, a job or life-skills.*
- *Help enable individuals to be successful family members, workers and contributors to society.*
- *Help adults become self-sufficient.*
- *A workforce that meets the needs of employers*

The population result aligns well with the RBA population result included in CWP's Board adopted Integrated Budget and Business Plan for self-sufficient adults and a regional workforce that meets the needs of employers.⁶

System Strategic Objectives

- ***Create a coordinated, accountable adult literacy system in the North Central Connecticut Region, linking the Adult Education, Community College and the Workforce Investment Systems.***
- ***Achieve measureable student gains in adult literacy, broadly defined to include traditional basic skills and workplace skills as detailed in CWP's Career Competencies***

Population Level Indicators

The population level indicators of the above results for which the regional adult literacy forces will seek to "turn the curve" include:

- The number and percentage of adults with high school diplomas and college degrees
- Number of residents over 18 who (a) lack high school diplomas or GEDs, (b) have limited English language ability, or (c) have a diploma but lack the basic skills required for success in the workplace.
- Employer satisfaction with labor force

Robust population level indicators of adult literacy that are sensitive enough to show year-to-year progress are simply not available at this time.

An early task of the Partnership will be to work with the partners to define additional population level indicators that will help the Partnership measure its tangible progress in addressing what are daunting challenges and levels of need in the region.

⁵ For extensive background on the Appropriations Committee's implementation of RBA, see:

<http://www.cga.ct.gov/app/rba/>

⁶ See CWP "Integrated Budget and Business Plan for 2010-2011" at:

http://www.capitalworkforce.org/about/documents/Final-CWPIntegratedBudgetandBusinessPlan-06_17_10.pdf

System Level Indicators and Performance Measures

The plan will include measures of the Adult Literacy System as well as recommended performance measures at the program level. These are a work in progress at plan submission, with the proposed **Capital Region Adult Literacy Partnership** charged with developing a more complete set of indicators and measures.

Table 2.1 System and Performance Measures

Area	Measure	Sources
CASAS Level at Entry	CASAS(&) score	CARS, *CWP Intake#
Attendance Rate	Sessions attended	CARS
Persistence Rate	Hours attended; # of matched pairs on pre and post tests	CARS
Program Completion	Credential attainment	Programs (ALP, CARS)
CASAS Gains (by subject/program)	% making gains 4+ points	CARS; CT WBS
Diplomas Awarded	Number of GED/EDP graduates	CARS
Customer Satisfaction (students, employers)	Survey questions	Survey at programs/online
Community College Entry Assessment (Accuplacer)	% eligible for credit course	Community Colleges

* CARS is the Connecticut Adult Reporting System, the State Department of Education's main database for tracking adult student activities and outcomes for state-funded adult literacy programs. # CWP is Capital Workforce Partners. & CASAS is the Comprehensive Adult Student Assessment Systems developed by a national consortium.

Other ideas related to measurement that will be considered by the Partnership include measures of employment and income gains (form CTDOL Wage file); new exit assessments based on the CASAS system; and a new high school exit assessment linked to workplace needs and college success under development through a national consortium.

III. Story Behind the Indicators

The plan strategies are based on an understanding of the "story behind the indicators".

Nature and Extent of Need

Forty-one percent of adults in the North Central Region are functioning at the two lowest levels of literacy. In Hartford, 71 percent of residents are performing at these levels. This means that they are unable to read a map, write a letter, read a prescription, or fill out a job application. The lack of literacy skills at the most basic levels has severe economic repercussions for the region, since the lack of skilled workers affects the ability of the region to compete economically. Businesses that are hiring new workers even in this time of high unemployment report to CWP their difficulty in finding individuals with both the hard and soft skills they need. It impacts families when parents are unable to be involved in their children's education and the family's healthcare or to participate fully in civic life. The quality of life for those with low literacy skills is lessened, as is the quality life in the region as a whole.

According to a recent statement by senior staff of the U.S. Department of Education, in order to be eligible for adult education services, individuals must "lack sufficient mastery of basic educational skills to enable them to function effectively in society;" lack a high school diploma or its equivalent such as the GED certificate, or be "...unable to speak, read, or write the English language."⁷ In their study conducted for the CT Employment and Training Commission in 2008, the Northeastern University Center of Labor Market Studies estimated the size of each of these groups in Connecticut. For this plan, factors were applied to break out the Capital Region in Table 3.1 based on Census data. (See Appendix 1 for data by community)

⁷ Beth Lasater and Barbara Elliott, "Profiles of the Adult Education Target Population: Information from the 2000 Census," Prepared for Division of Adult Education and Literacy Center for Research in Education, Office of Vocational and Adult Education, U.S. Department of Education, Washington, D.C., April 2004, pages 1-2. Quoted in Sum et al. 2008

The study also identified a disproportionate representation of African-Americans and persons of Hispanic origin among these numbers relative to their numbers in the general population.

Most of these individuals do not participate in the Workforce investment system. For those few who do, data from CASAS assessments of WIA participants shows that a majority of them demonstrate higher levels of literacy but are more challenged with math (see Table 3.2 below).

This data provides a broad brush quantification of need. As the Partnership planning proceeds, further analyses will be conducted to refine its understanding of need.

Table 3.1: Estimated Number of Persons in Capital Region by Literacy Challenge, 2005-2006

Type of Schooling/Skills Deficit	18-64 Years Old	65 and Over	Total, 18 and Over
Lacks high school diploma/ GED	63,449	34,789	98,237
Foreign born, high school diploma or higher, limited English-speaking skill	25,212	6,519	31,731
High school graduate with limited quantitative proficiency	123,168	35,601	158,769
Total, above three groups	211,829	76,909	288,738

Source: Sum, Andrew et al., "Estimating the Potential Universe of Need for Adult Education Program Services in Connecticut and the U.S. and The Potential Labor Market and Civic Benefits from An Effective State Adult Basic Education System," Center for Labor Market Studies, Northeastern University, October 2008.

Skill Gaps

CETC has asked the region to briefly describe the gap(s) between the skills of the target group(s) and those required by the region’s workforce system, higher education institutions and employers.

Skill gaps are defined by assessment results and by feedback from employers. Extensive assessment data from providers and multiple employer surveys point to challenges in many job candidates’ basic skills. The plan focuses not just on

literacy/numeracy skills gaps—it addresses a need that has been heard across the business community to stress the rest of the seven workplace competencies identified in the Capital Workforce Partners Career Competencies; (1) Basic Skills; (2) Computer Literacy; (3) Customer Service; (4) Problem Solving/ Decision making; (5)

Interpersonal Skills; (6) Personal Qualities; (7) Job Seeking Skills.⁸ English language instruction for immigrants and non-English speakers, a rapidly growing group in the region, represents a major area of need.

Table 3.2 shows that among 4,979 CWP customers assessed since 2005, math skills posed the greatest challenge, with 48% scoring at “Low Intermediate Basic Education” or below.

Table 3.2 CASAS Levels for WIA Customers and Jobs First Employment Services and, Age 18 and up, Served from July 2005 to October 2010 (Source: CT WIA Business System)

Level	Score	Reading		Math	
		Count	Percentage	Count	Percentage
Beginning ABE Literacy	<201	193	4%	406	8%
Beginning Basic Education	201-210	106	2%	727	15%
Low Intermediate Basic Educ.	211-220	318	6%	1268	25%
High Intermediate Basic Educ.	221-235	1245	25%	1636	33%
Low Adult Secondary Educ.	236-245	1684	34%	646	13%
High Adult Secondary Educ.	246+	1433	29%	296	6%
Total		4979		4979	

⁸ See details on Seven Competencies at <http://www.7careercompetencies.org/>

Target Groups

While work will continue for each of these main groups of people facing literacy challenges in their efforts to achieve economic self-sufficiency, the initial focus of the regional plan will be on populations that are near ready for participation in higher education, post-secondary training, or the workforce to prepare them for entry as evidenced by their performance on a standardized assessment tool. While no rigid dividing line exists, this group generally has High Intermediate Basic Education or above (CASAS scores of 221 and above) and are motivated to enter and succeed in college or the workforce.

IV. What Are We Doing Now

Current Infrastructure of Programs and Services

A 2006 assessment of literacy services in Greater Hartford by World Education, Inc. (WEI) commissioned by the Hartford Foundation included outreach to the majority of the 40 literacy providers in the Capital Region. In its report, WEI estimated that due to limited resources, only 15 percent of adults in need of literacy services in the region are receiving them.

Hartford is similar to many areas of the country in its need for increased access and quality of adult literacy services. In terms of access, adult basic education (ABE), adult literacy, adult English for Speakers of Other Languages (ESOL), General Educational Development (GED) preparation, high school completion, and citizenship classes are offered in the 17 different towns of the Greater Hartford area, with 40 programs offering one-to-one, small group or class instruction. Some programs also provide workforce development or family literacy services. The majority of services are offered through public schools, since state funding by law must go to public school districts in towns that provide local matching funding for adult education services, with some services delivered regionally by the Capital Region Education Center (CREC). A very rough estimate of providers' ability to serve adult students lies between 5 to 15 percent of the overall need annually.

Recent studies and regional planning efforts have identified substantial room for improvement and greater efficiency in the regional adult literacy delivery system. The most pressing system issues impeding student persistence and achievement include the need for better intake and assessment, professional development across all programs, a more integrated system and a higher quality curriculum, all of which the plan seeks to address.

Table 4.1 summarizes the numbers of community college students taking developmental courses to address basis skills gaps (**6,942 students** or 26.6% of all matriculating students). This reflects the degree of need for developmental courses. Statewide, \$9 million in Pell Grant resources are devoted to developmental courses, reducing the availability of Pell funds for credit courses leading to degrees. Table 4.2 summarizes participation in the state-funded adult literacy programs (6,742 students). This includes only those students that are captured in the CARS database. Other major categories of adult literacy services not included in the CARS database include the programs at the community colleges and at community-based agency programs that are not state-funded. (See Appendices 1-3 for additional data on adult literacy programs)

College	12 Mo. Unduplicated Enrollment	Enrollment in Developmental Courses	
Asnuntuck	2,723	538	19.8%
Capital	6,275	1,868	29.8%
Manchester	10,326	2,420	23.4%
Tunxis	6,737	2,116	31.4%
Capital Region	26,061	6,942	26.6%

Table 4.2 Students in State Supported Regional Adult Literacy Programs (2009-2010)

Location:	ABE/GED Prep	Citizenship	ESL	Adult HS Credit Diploma Program	National External Degree Program	Total Students
Adult Education Programs	1,994	186	2439	925	247	5,791
Community Providers	434	10	507	0	0	951
Total	2,428	196	2946	925	247	6,742

Source: SDE Adult Education Program Profiles, 2010

Nature, Extent, and Adequacy of Resources for Adult Literacy Services

Government formula and Workforce Investment Act Title II grants provide a total of \$13.9 million for adult literacy services in the region, with an additional \$2.9 million in Pell Grants to support enrollment in Community College developmental courses, mostly in English and Math (Table 4.3, see detail in Appendix 2).

Local governments provided an estimated \$2.90 million in matching funds to leverage state funds. .

Resources are far short of the amount required to serve a significant portion of the need in the Capital Region. Table 4.4 identifies the main funding sources for each provider group in the system.

Table 4.3 State, Federal, and Local Public Funding for Adult Literacy (2009-2010)

Source	Dollars in Millions	% of State
Adult Education, State	\$8.56	23%
Adult Education, Federal	\$0.72	21%
Adult Education, Local	\$2.90	
WIA Title II	\$1.71	.
Pell Grants (Developmental Courses)	\$2.90	
Regional Total	\$16.8	.

V. Strategy

The regional strategies are presented by category—first, system changes intended to improve the functioning, service quality, and capacity of the regional system; second, the more programmatic work to expand and improve services. These strategies create a framework for continued work by the proposed Partnership to build out detailed strategies and tactics to achieve the specified results.

Several principles are guiding concepts which informed the work of the core planning team on this plan:

- The System needs a non-linear jolt through this plan if we are to achieve markedly better measurable outcomes.
- Both employers and students must be primary customers of the adult literacy system.
- Focus on measurable outcomes: Look at ways to improve delivery of services to achieve outcomes we want.
- Adult education completers should be ready to participate immediately in college credit courses. This creates a need to better align and integrate the Community College assessment tools and to examine the post-secondary transition process within the adult education system. (Accuplacer) content requirements into GED prep/curriculum.
- Need to define WHEN WE ARE DONE and plan backwards from the results we want.
- Need to structure programs for common cross program outcomes within an RBA approach. This entails having a good assessment process to understand where participants are on entry into the adult education system, delivering the correct training for those outcomes, and having a fluid set of possible responses tailored to participant needs.

- Move to contextualized learning across the Adult Education System.
- Teaching should be focused on skills needed for success in jobs and college not just for the test, with integration of the CWP Workforce Competencies throughout the curriculum.
- Connect employers to adult education options to increase employee skills and credentials.
- Family literacy has to be a major component– not an afterthought – it stands as both a major entry point for young mothers and prevents literacy issues in the next generation.
- Need to consider several major hubs of adult education centers in the region, with a primary comprehensive Adult Education Center in Hartford, also as a laboratory for best practices, central point of web-based curriculum and instruction resources, central point for uniform data-system linking to other adult education service portals throughout the region.
- No one primary strategy will resolve the set of regional adult education needs, and various strategies should not be conceived as “either/or,” but as connected to a system of coordinated parts.

Table 4.4 Resources to Tap and Align for Adult Literacy Implementation

● = primary source ⊙ = secondary source

Provider Type	Examples	Fed or Fed/State								Private			
		Federal Grants	WIA Title I (CWP)	WIA Title II (SDE)	TANF	SDE	CCCS Funds	Pell Grants	Corrections	Local Government	Philanthropy	Private Sector	Tuition & Fees
Public Sector													
Adult Education Providers	Bloomfield, Enfield, Farmington, Hartford, New Britain, Vernon, W. Hartford, CT Dept of Corrections, etc	⊙	⊙	⊙	⊙	●			⊙	●	⊙	⊙	
RESCs	CREC				⊙	●			⊙	⊙	⊙		
Community Colleges	Capital, Manchester, Tunxis, Asnuntuck		⊙	⊙			●	●					⊙
Public Libraries	Hartford, Bloomfield, Windsor, E. Hartford, etc	●		⊙					⊙	⊙	⊙		
Private Sector													
Proprietary Schools	Goodwin; Stone Academy							⊙					●
Private Employers	Work-based education					⊙			⊙		●		
Regional & Community-based Nonprofits	Urban League, YMCA, Literacy Volunteers of Greater Hartford, CT Puerto Rican Forum		⊙	⊙	⊙						⊙	⊙	
Faith-based Organizations				⊙							●	⊙	

For the initial target population, there needs to be greater involvement and emphasis of the workforce development system and the business community related to moving critical strategy components ahead. The Partnership will be looking to define and elevate critical overall strategies or groupings of strategies that can produce measureable impact through attaining some uniformity of evidence-based approaches. An example would be to support the continued reforms at the Hartford Adult Education Center as a regional HUB (or Laboratory) and that best practices and innovation emanating out of here. Other core adult education locales will include: Enfield, Farmington, New Britain/Bristol; Vernon/Manchester, and West Hartford.

Capital Region Adult Literacy Plan Components

At a regional retreat of adult literacy stakeholder convened by the Hartford Foundation for Public Giving in 2009, the group identified eight “pillars” of the system which are listed in Table 4.2, the areas in which the system must excel in order to achieve the core goals, along with a ninth pillar calling for a coordinated regional intake/assessment system. These pillars help the partners organize all the work required to create an integrated, coordinated system.

Table 4.2 Essential Pillars of the Regional Adult Literacy System

Pillar Component	Brief Description	Crosswalk to Strategies	State Policy Issue	Regional System Improvement	Program Level
Leadership	System development and guidance	System 1	○	○	
Advocacy	Advocating for system development and investment	System 1,4,5	○	○	
Accountability	Good data collection and reporting to the community	System 1,4	○	○	Data delivery
Research & Development	Regular reports back; define responsibility ;Best practice reviews; CARS role	System 1 Service 6	○	○	Local Data
Partnership / Collaboration	Facilitate connections and alignment across providers and across sectors	System 1 Service 6		○	Local Advisory Committees
Intake/Assessment System	Align processes across providers, explore unified database -- CARS link, 211 link -- build on LEARN	System 2	○	○ Design/Manage	Implement
Curriculum	Models/standards across region; CASAS Workforce Competency system under development	Service 6,7		○	Implement
Professional Development	Cross-provider professional development; Embedded technical assistance for programs	System 3 Services	○	○	Proficiency / certification
Support Services	Stronger Linkages with providers Specify a case management standard	Service 8	○	○	Implement / collaborate

NOTE: (a) System refers to the five system strategies (numbered 1-5) and (b) Service relates to the three service strategies (numbered 6-8). Workforce competencies are a focus across all components.

The Plan: System Changes

System change must commence with immediate attention to:

- The roles of each major system and provider will be clearly articulated and differentiated.
- The system will include a range of effective program choices tailored to the needs of specific groups (by age, literacy level and family situation), with a focus on contextual learning that promotes persistence, common access to the best curriculum and assessment models, and good connections to supportive services as needed.
- A clear intake, assessment and referral process will assist all participants in finding the most appropriate service and understanding the pathway to accomplish their personal goals, be it employment, college, or literacy.
- Methods to ensure a continued dialog with the business and institutional employer community to ensure alignment of programs with skills required in the labor market.

- Clear information on this system and its access points and requirements will be available to all residents, employers, and providers.
- The system and all its parts will focus on producing defined, measurable outcomes for participants and then tracking and reporting to the community and funders for continuous improvement.

The creation of the integrated, accountable system must replace and transform the siloed, fragmented institutional adult education structure in Connecticut which presently limits coordination, promotes duplication in certain cases, and can frustrate innovation.

The battered state budget, incapable of providing immediate increased responses to the great needs for improved adult literacy services, accentuates the need for such a system. This pushes system change efforts to focus on breaking down silos and requiring the systems to be more customer-focused (with customer defined as both the students and the employers seeking skilled workers) and to include measures that increase the quality and effectiveness of all programs.

Figure 5.1 provides a picture of this coordinated, integrated system that guides the work of the Partnership. This picture will be refined over time through discussion with all stakeholders.

Details for each of the seven strategies related to outcomes, measures, responsibility, and cost can be found in Appendix 4.

Five (5) system change efforts will move the region toward a more integrated, outcome-driven system for adult literacy. A successful launch of the regional Partnership proposed in the first will be critical (and serves as the “Jolt” needed) to the implementation of the remaining system strategies as well as the service strategies.

- 1. Create the Capital Region Adult Literacy Partnership, a formal and permanent oversight entity, with the leadership, design, organizational structure, powers, authority and capacity to focus and drive cross program outcome and reporting structures and accountability and thereby ensure improved outcomes.**

Planning discussions dating back several years identify the need for improved regional coordination to overcome serious institutional fragmentation endemic in Connecticut in the absence of a coherent adult literacy system or regional governance structures found in other states. Recent discussions at the CETC and the Adult Literacy Leadership Board, and regionally through the CWP, have reinforced the need to integrate a workforce skills orientation into all adult literacy programming. Threats of decreases in public funding in the face of dramatic levels of need increase the pressure to ensure that every dollar flows to the most effective and necessary services that are accountable, measureable, and continually improving; that inefficient duplication is minimized; and those services are responsive to the needs of both residents and employers.

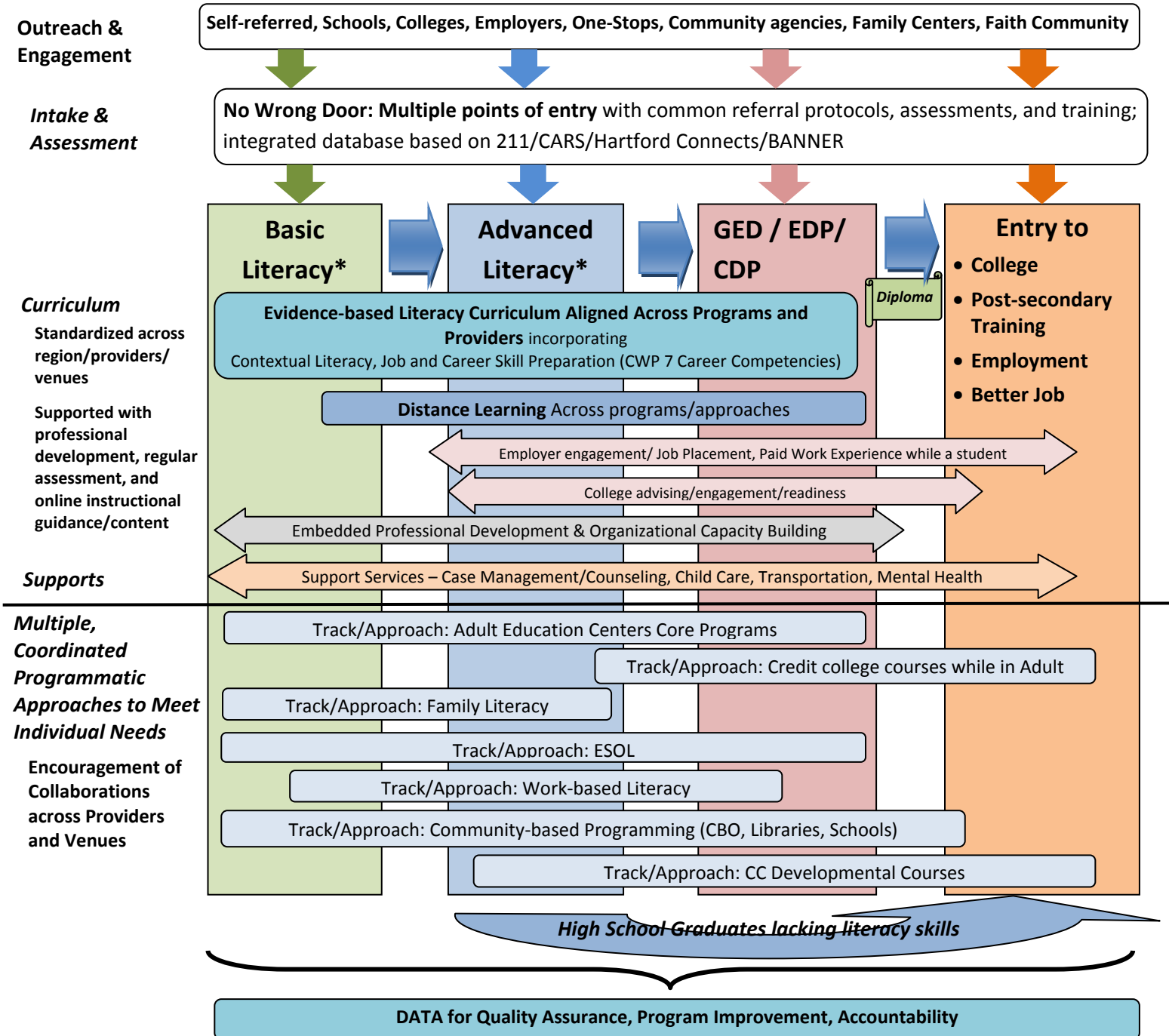
The Partnership will be a lean, dynamic convener, forum, and source of accountability for guiding the formation of the integrated and aligned system of services needed – definitely not “another layer” of bureaucracy. This formal regional coordination body, provided with effective support, will convene key stakeholders from all the systems engaged in adult literacy work in the region, including particularly the “big three” public systems -- the Adult Education, Community Colleges, and Workforce Development working in concert with nonprofits and community-based organizations, and the Hartford Foundation for Public Giving. The Hartford Public Library and regional libraries will also be asked to participate.

he Partnership will monitor, drive, and trouble shoot plan implementation; seek to align and integrate the diverse funding sources cited above (e.g. WIA Title I and Title II); ensure data collection and reporting across programs; and work to reduce duplication and guide direction of funding to be consistent with the plan. The Partnership will also be charged with issuing an annual, unified “RBA report card” covering the entire regional adult literacy system and aligned with CWP’s annual

indicators report card. The initial stage of work for this Partnership will be taking this plan to the next level of specificity with (a) a more fleshed out structure, (b) a more detailed theory of change as to how the various moving parts can be brought into better alignment, and (c) a action plan and timeline to guide implementation. The Partnership will establish a leadership group with representatives from all sectors of the adult literacy community while also encouraging broad membership by all adult literacy stakeholders both institutionally and individually.

To have the most impact, the Partnership must be vested with some authority to ensure alignment across funding streams and systems (a discussion that will be followed up in the plan’s policy section).

Figure 5.1 Capital Region Adult Literacy Continuum: Multiple Aligned Programs and Choices



* Includes High School graduates lacking literacy

2. Develop and implement integrated intake/assessment/referral protocols and a supporting web-based database for referral, assessment, case management, and tracking, building on CARS, 211, Hartford Connects, and the Community College systems.

Adult literacy providers identified a need for a process to ensure that persons seeking literacy services were assisted in getting to the most appropriate resource tailored to their needs. Too many potential participants were “falling between the cracks.” A common intake and assessment process was recently piloted as Hartford LEARN through the Hartford Foundation for Public Giving Adult Literacy Project. Results of that pilot have reinforced the value of such a system and pointed to the need to build off major state investments already in place in the CARS database at the State Department of Education, which tracks outcomes and the 211 Infoline system which assembles program details and provides warmline referrals.

3. Develop and implement a regional, cross-program professional development and technical assistance initiative.

In order to strengthen the adult literacy system’s ability to achieve the overarching goal, the system must continually invest in and enhance its greatest asset – its people (2009 Retreat). A regional, cross-program professional development and technical assistance plan will be developed. Consideration will be given to a certification process for staff based on adult education competencies. It will include embedded technical assistance through “circuit rider” coaching (regular, intensive onsite technical assistance over time) to leaders and staff of programs on the Center for School Change model used in K-12. A review of current expenditures and strategies for professional development across providers will inform collaborative planning of this initiative.

4. Institute a broad public awareness campaign to help all residents and employers understand, access and navigate the regional adult literacy service system

In order to strengthen the adult literacy system’s ability to achieve its overarching goals, the system must have a strong voice in the local, regional and state policy arena (Retreat 2009). The Partnership needs to work with major institutions to raise policy maker and public awareness of the need for increased work on adult literacy as a key part of growth model (in what economic) for state.

5. Define and pursue a proactive advocacy and policy agenda to secure the system and programmatic changes needed to create an aligned, outcome-driven adult literacy system in the North Central Region

Achieving the population results of this plan will require concerted and focused efforts to connect and align currently “siloes” systems and. The adult literacy stakeholders coming together as the regional Partnership have the experience and insight to drive improvement – without the mandate and authority from elected officials and policymakers to implement this ambitious plan, the Partnership would risk falling back into yet another regional advisory body overseeing interesting discussions but not moving the required agenda. The task of the next several months consists of developing the policy agenda and designing how the Partnership will work and its powers..

The Plan: Service Strategies

6. Develop an integrated system of approaches and models across the region that integrate ‘work-and-learning,’ provide multiple choices, and are evidence-based.

Initial regional focus will be on populations that are near ready for participation in higher education, post-secondary training, or the workforce to prepare them for entry.

The core planning team identified a need to articulate a well-oiled adult literacy system that is customer friendly for students, employers, and providers and achieves the specified results. The system would define the roles and niches of current providers – e.g. Adult Education Programs,

Community Colleges, Libraries, workforce development entities, and community providers – and connect them together in an effective network to address the diverse needs of the adult population. A mix of vocational and classroom instruction has the potential to get and hold student interest towards successful completion personal goals. Services range from basic to advanced levels and are delivered through a range of program approaches that meet individual needs (see Figure 5.1).

The Hartford Adult Education Center, the largest in the region and undergoing a significant transformation, leads the efforts to develop a common, more integrated and complete literacy curriculum incorporating the CWP Career Competencies which can be disseminated by the Partnership across the region. While maintaining a truly regional perspective, there may be opportunities for the Center to play a role as a center for innovation and programming for both Hartford and the region.

Several of the region's Public Libraries have launched into adult literacy programming in partnership with other agencies like Literacy Volunteers. Hartford Public Library received a major federal grant to work with new immigrants to build English language skills.

Adult literacy stakeholders consulted in the planning process endorsed this direction and provided the following guidance to the work groups of the Partnership that have agreed to take this issue on:

- Portals/access points need to be connected to the continuum/to other access points in a practical, user-friendly way.
- Emphasize practical pathways, customized to address individual students' circumstances/needs/abilities. So that they can imagine success through the continuum and can pursue it realistically.
- Maintain a focus on the employer needs as they inform program design.
- Individual programs on the continuum need to do effective job of handing-off students when they are ready, making smooth transitions.
- Service delivery strategies need to be integrated, timely (fast), tech-friendly, to address adults' realities/needs/expectations.
- Recognize that most adults' immediate priority is gaining/maintaining economic self-sufficiency.
 - Emphasize preparation for work/employability as a key outcome objective by embedding the CWP Career Competencies in program design across spectrum of programs on the continuum.
 - Connect WIA One-Stop Services to adult literacy programs wherever feasible. One-Stop staff are currently co-located at Hartford Adult Education and work systematically with Community Colleges. Public library branches could be added as connection points as their literacy activities increase.
- Experience nationally and in the region suggests that a balance of large comprehensive adult education schools/centers and smaller community based centers (e.g. family centers delivering family literacy programming) are required to meet student needs, with all partners tied into common systems of intake/assessment, data tracking, and curriculum and professional development.
- Adult education providers should be engaged to provide basic adult education instruction, embedded in the community college system, allowing respective experts to play to their respective strengths.

Across this continuum, all providers would be encouraged to adopt proven practices and accountability measures within their defined area of work on the continuum, with effective handoffs to other systems. The Partnership would also encourage creative collaborations such as the Bloomfield Public Library/Literacy Volunteers collaboration.

Providers would be supported in a self-assessment process to determine their strengths and role within the integrated system. The Partnership would develop criteria for guiding investments in programming along the continuum.⁹

- 7. Complete and implement a common high-quality set of curriculum materials across providers, including (a) alignment of adult education and community college credit requirements and related assessments (CASAS and Accuplacer) and (b) promoting the CASAS Workforce Skills Assessment, CWP Career Competencies and Curriculum System now under development across the region as the standard.**

In order to strengthen the adult literacy system's ability to achieve the overarching goal, the system must develop a (standard) common, high-quality curriculum for core Adult Literacy programs (Retreat 2009). This can be a collaborative effort across providers and state partners. A curriculum framework web-based database, focused on updates to the Adult Education Center in Hartford, will serve as the core reform mechanism that will be extended throughout the City and Region to enhance adult education curriculum better targeted to student assessments.

The enhancements under way to the CASAS system incorporate assessment and curriculum elements that will focus on the CWP Seven Competencies with integrated assessment, curriculum, and instruction work to standardize all curriculums across providers. Through web-based tools, teachers will have access to a rich array of instructional resources and strategies.

- 8. Systematically connect adult literacy program participants to support services to ensure success in programs.**

Recent provider experience has highlighted the need for support for students that face daunting life challenges that interfere with their ability to participate in and complete adult literacy programs. Substantial public and philanthropic investments in the regional service system could be more connected to regional literacy and related workforce development efforts, and a number of promising collaborations point the way. For example, Capital Workforce Partners has co-located CT Works One-Stop staff at the Hartford Adult Education Center to provide counseling and case management support to students and to engage them in workforce programs. The Bridges program provided support to Community College students seeking health care credentials.

The system needs a regionally-managed system of support services for students that provides case management and self-study supports. Major needs identified include child care, transportation and mental health services. Again, some significant support services are available for specific adult learners' needs, but must be intentionally linked, aligned and integrated into adult education centers of activity.

VI. Resources

In times of budget deficits, resources will continue to be a major challenge. Thus the first order of business is to make sure that:

- Existing investments are most effectively applied and producing the outcomes sought.
- All community resources are required to be effectively aligned, engaged, and possibly be integrated in supporting the adult literacy system, including service providers and the business community.

⁹ Examples of criteria include: Total needs, Ability to impact – likelihood of success, Record of accomplishment in accordance with agreed standards of performance, Return on investment – impact /cost, Alignment with the overall plan

Tables 4.1 and 4.2 above describe the resources currently available in the adult literacy system. New resources will be required to implement the proposed strategies, with the system strategies requiring relatively modest resources compared to the resources required to expand services to meet identified needs.

More work will be required under the leadership of the Partnership to define resource needs and examine how current resources such as WIA Title I and Title II can be more effectively aligned and used. Most important resources must be connected by the Partnership to this plan’s set of priority system and service reforms. Lastly, with an emphasis on linking adult education centers to the workforce system, state and local policies must support this alignment and linkage.

VII. Outcomes

The Partnership will track both outputs (numbers served) and outcomes (credentials and personal goals achieved) within an RBA Report Card framework.

The overall outcomes fall into two areas: system capacity building and program outcomes. These are identified for each strategy in Appendix 4 and summarized in Table 7.1.

Table 7.1 Summary of Outcomes and Measures Associated with Plan Strategies

Strategy	Outcome	Measures
System Strategies		
1. Partnership	Improved coordination, increased collaboration, reduced duplication of effort, and higher level of impact for investments in adult literacy programming.	<ul style="list-style-type: none"> Partnership formed. Number of signatories to Memorandum of Agreement and % of total adult literacy resources represented. Recognition by state agencies
2. Intake/ Assessment	System established. Increased, faster and more appropriate enrollments	<ul style="list-style-type: none"> Number of agencies and programs participating. Number of students entered, assessed, and referred. Elapsed time from inquiry to enrollment. Number of students coming in through this system completing their goal. Satisfaction of providers and students.
3. Professional Development / TA	Array of professional development opportunities; visible improvement in instruction	<ul style="list-style-type: none"> Number of staff participating in professional development activities. Number of staff obtaining credentials
4. Public Awareness	Heightened awareness of issue, needs and programs. Increased support as evidenced in appropriations	<ul style="list-style-type: none"> Number of publications distributed. Website visits. Appropriations for adult literacy
5. Advocacy	Practical system barriers eliminated; funding sources better aligned	<ul style="list-style-type: none"> Partnership chartered Changes adopted
Service Strategies		
6. Continuum of Services/Strategies	Increased graduation and other credentialing	<ul style="list-style-type: none"> Number and diversity of adult literacy offerings. Persistence of students in those offerings. Credentialing rate
7. Curriculum	Curriculum integrated. Higher levels of adult learning	<ul style="list-style-type: none"> Number of teachers using the common curriculum. Number of students enrolled
8. Support Services	Partnerships to connect increased number of adult literacy students to effective support services	<ul style="list-style-type: none"> Number of working partnerships between service providers and literacy programs Increased number of students receiving counseling and case management support. Students per case manager/counselor.

VIII. Policy

The core planning team and the larger stakeholder group identified a number of areas where adjustments in state and federal policies may be critical to the success of proposed adult literacy improvements. Regional and philanthropic leaders seek to work together with state and federal agencies to target resources cooperatively in support of the plan. Specific recommendations include:

- Explore opening access to selected state appropriations (e.g. WIA Title II) to all providers and invite best practice proposals (i.e. Illinois/PA funding models).
- Change state policy to allow (and fund) Adult Education Programs to serve individuals with high school diplomas who still require significant academic skills remediation.
- Related to the above, work with state funding agencies, the Community Colleges, and the Adult Education programs to shift the work of preparing students for direct entry into credit courses from the Community College developmental courses, where students blast through their Pell allotments, to the Adult Education system.
- Contextualize the remaining Community College developmental courses as a retention and learning strategy.
- Allocate state adult education funding through regional partnerships to ensure responsiveness to regional needs.
- Examine models of delivering adult literacy services under which the funding follows the participants.
- Emphasize program outcome objectives/standards pegged more to outcomes vs. seat-time.
- Work with Community Colleges to provide services on a more flexible schedule than the current semester 15 week CCCS semester session does not meet needs of students seeking literacy services (i.e. developmental courses at the Community College level)
- Add non-state funded programs to CARS database for broader coverage – and then link CARS to referral system at 211, the Community College data systems, and ETO Hartford Connects.
- Require SDE and regional WIBS to jointly develop a plan for aligning both Title I & II resources in support of workforce development and adult literacy priorities.
- Address availability/quality/utility of relevant data about students older than 18. Need to make better use of student performance data to inform that communication with teachers.

IX. Next Steps

The core planning team will continue its work past the submission of the plan to CETC, working under the convening of the same lead agency, Capital Workforce Partners, and in close coordination with the Hartford Foundation Adult Literacy Project.

Within 90 days, the core planning team will help the larger group take the immediate next step to develop the detailed proposal for the chartering of the Capital Region Adult Literacy Partnership. This body will then drive plan implementation and bring immediate opportunities for policy change to the attention of the new state administration.

Coming out of the November 4th planning session, two additional work groups were formed to advance work on (a) System Strategy #2 regarding the Intake/Assessment/Referral system and supporting database strategies and (b) Service Strategy #1 relating to better articulating and connecting a clearer continuum of adult literacy services and programs for the region.

The work of all three of these groups will feed into a living community implementation plan through with all implementation activities will be coordinated and monitored.

Appendix 1: Data on Need for Adult Literacy Services

Table A-1-1 Population Lacking High School Diploma or Who Do Not Speak English Well, 2000

Location	Number 18 or older no HS Diploma	Percent 18 or older no HS diploma	Number 18 or older who do not speak English well	Percent 18 or older who do not speak English well
Berlin	1,779	12.97	270	1.97
Bloomfield	2,444	15.81	190	1.23
Bristol	9,065	19.63	1,052	2.28
East Hartford	8,529	22.68	1,710	4.55
Enfield (Granby, Somers, Suffield)	9,500	15.49	778	1.27
Farmington (Avon, Canton, Reg. Dist. 10)	3,575	7.77	566	1.23
Hartford	32,952	38.74	10,974	12.9
New Britain	15,933	29.33	5,548	10.21
Newington	3,445	14.74	697	2.98
Plainville	2,216	16.2	373	2.73
Simsbury	1,139	6.94	143	0.087
Southington	4,315	14.26	356	1.18
Vernon*	22,625	10.96	2,173	1.05
West Hartford	4,910	9.89	1,929	3.88
Wethersfield	3,490	16.64	814	3.88
Windsor	2,706	12.73	280	1.32
Windsor Locks	1,590	12.57	159	1.26
TOTAL	130,213		28,012	

Source: Census 2000, compiled from Adult Education Program Profiles

Table A-1-2 GED and External Diplomas Granted by Capital Region Providers in CARS Database, 2009-2010

Program Type	GED Test Taken	GED Passed	% Passed	CT GED Awards	External Diploma
Adult Education Programs	502	284	56.6%	345	150
Community Providers	66	38	57.6%	46	1
Total	568	322	56.7%	391	151

Source: CT State Department of Education, Adult Education Profiles, 2009-2010

Appendix 2: Funding for Adult Literacy Programming in the Capital Region

Table A-2-1 State and Federal Education Grants for Adult Literacy Programming, 2009-2010

Location	State Funds	Federal Funds
Berlin	\$47,913	\$0
Bloomfield	\$91,290	\$0
Bristol	\$581,641	\$0
East Hartford	\$229,525	\$64,680
Enfield (Granby, Somers, Suffield)	\$208,409	\$172,200
Farmington (Avon, Canton, Reg. Dist. 10)	\$72,500	\$0
Hartford	\$3,566,890	\$158,760
New Britain	\$1,170,699	\$0
Newington	\$73,187	\$0
Plainville	\$171,241	\$50,400
Simsbury	\$50,015	\$0
Southington	\$46,349	\$0
Vernon*	\$1,545,776	\$226,800
West Hartford	\$384,093	\$50,400
Wethersfield	\$74,757	\$0
Windsor	\$178,445	\$0
Windsor Locks	\$66,029	\$0
TOTAL	\$8,558,759	\$723,240

*includes Bolton, Colchester, Ellington, Glastonbury, Lebanon, Manchester, Reg District 19, 9, South Windsor, Stafford, Tolland, East Windsor

Table A-2-2: Workforce Investment Act Title II Grants for Adult Literacy Programming, 2009-2010

Grantee	Priority Area	Amount
Capital Community College	TP, WP	\$63,000
Co-opportunity	21st Century Elementary/Secondary	\$50,400
CREC	21ST Century skills, Family Literacy Elementary/Secondary	\$151,200
CT Distance Learning Consortium	CT Virtual High School	\$273,000
Ct Puerto Rican Forum	21st Century Elementary/Secondary	\$50,400
East Hartford Adult Education	External Diploma Program, Transition to Post Secondary	\$64,680
Enfield Adult Education	21ST Century, Family Literacy Elementary/Secondary , External Diploma Program, Transition to Post Secondary	\$172,200
Hartford Adult Education	21ST Century, English Language, Transition to Post Secondary	\$158,760
Hartford Public Library	English Language	\$29,400
Plainville Adult Education	Family Literacy Elementary/Secondary	\$50,400
Urban League of Greater Hartford	21st Century Elementary/Secondary , Transition to Post Secondary	\$88,200
Vernon Adult Education	21ST Century, Family Literacy Elementary/Secondary , External Diploma Program, English Language, Transition to Post Secondary, Workplace Education	\$226,800
West Hartford Adult Education	Family Literacy Elementary/Secondary	\$50,400
Total		\$1,428,840

Appendix 3: Data on Adult Literacy Programming in the Capital Region

Table A.3.1. Unduplicated 12 month head count for students with various course-taking behaviors from the Study Terms Summer 2009, fall 2009, winter 2009, and spring 2010

College	12 Month Unduplicated Enrollment	Students With College Level Courses Only		Students with Both Developmental English and Math Courses		Students with Developmental English Courses (No Developmental Math)		Students with Developmental Math Courses (No Developmental English)		Students with Other Developmental Course Types (No Developmental Math or English)	
		Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Asnuntuck	2723	2185	80.20%	144	5.30%	126	4.60%	268	9.80%		0.00%
Capital	6275	4407	70.20%	615	9.80%	407	6.50%	758	12.10%	88	1.40%
Manchester	10326	7906	76.60%	713	6.90%	939	9.10%	750	7.30%	18	0.20%
Tunxis	6737	4621	68.60%	735	10.90%	485	7.20%	858	12.70%	38	0.60%
Capital Region	26061	19119	73.36%	2207	8.47%	1957	7.51%	2634	10.11%	144	0.55%
Balance of State	53657	37687	70.24%	5549	10.34%	3100	5.78%	6,894	12.85%	427	0.80%
Grand Total	79718	56806	71.26%	7756	9.73%	5057	6.34%	9,528	11.95%	571	0.72%

Source: Connecticut Community College System Office

Table A.3.2. Subsets of the 12 month enrollment headcount with Pell Grants

College	12 Month Undupl. Enrollment Of Pell Recipients	Total Courses Taken By Pell Recipients, 4 Terms	Development Courses Taken By Pell Recipients During Four Study Terms	Total Pell Awarded During Four Study Terms	Pell Award Per Course Taken	Pell Award Per Course * Number of Developmental Courses
Asnuntuck	825	4696	535	1,635,857	348	186,368
Capital CC	3684	18663	3260	7,991,223	428	1,395,884
Manchester	3600	19008	2103	7,066,774	372	781,851
Tunxis	2195	11934	1706	4,028,817	338	575,931
Capital Region	10,304	54,301	7,604	20,722,671	1486	2,940,034
Balance of State	20,579	105,039	17,338	39,578,958	2961	6,611,427
Grand Total	30,883	159,340	24,942	60,301,629	4447	9,551,461

Source: Connecticut Community College System Office

NOTE: On average, 15.7% of the courses these Pell students registered for during the four terms in the study were developmental courses. Interestingly, this percentage is 8.9% for non-Pell Students. The final column is the average Pell awarded per course times the number of developmental courses taken.

Appendix 4: Strategy Details

The Plan: System Changes

- 1. Create the Capital Region Adult Literacy Partnership, a regional partnership with the leadership, design, organizational structure, powers, and capacity to focus and drive the work and real outcomes.**

Outcomes: Improved coordination, increased collaboration, reduced duplication of effort, and higher level of impact for investments in adult literacy programming. Increased proficiency of provider staff.

Measures: Partnership formed. Number of signatories to Memorandum of Agreement and % of total adult literacy resources represented. Recognition by state agencies.

Responsibility: core planning team

Cost: To Be Determined. Initial work will be supported through an HFPG grant for Adult Literacy Project technical assistance.

- 2. Develop integrated intake/assessment/referral protocols and a web-based database for referral, assessment, case management, and tracking, building on CARS, 211, and learning from the LEARN pilot.**

Outcome: System established.
Increased, faster and more appropriate enrollments.

Measures: Number of agencies and programs participating. Number of students entered, assessed, and referred. Elapsed time from inquiry to enrollment. Number of students coming in through this system completing their goal. Satisfaction of providers and students.

Responsibility: Partnership Leadership in collaboration with SDE, United Way of Connecticut, and providers

Cost: To Be Determined. Adjustments to CARS and 211 systems will require both initial programming work and ongoing staff effort to maintain.

- 3. Develop a regional, cross-program professional development and technical assistance initiative.**

Outcome: Array of professional development opportunities; visible improvement in instruction.

Measures: Number of staff participating in professional development activities. Number of staff obtaining credentials

Responsibility: Core Planning Team; Distributed Leadership

Cost: To be determined. Resources would be required to support more courses and embedded coaching work.

- 4. Institute a broader public awareness campaign to make all potential students aware of system and garner business and community support for the work**

Outcome: Heightened awareness of issue, needs and programs. Increased support as evidenced in appropriations.

Measures: Number of publications distributed. Website visits. Appropriations for adult literacy.

Responsibility: Partnership – ad hoc public awareness group

Cost: Modest cost of publications, web site, and events. Secure in-kind and pro bono assistance from providers and business.

5. Define and pursue a proactive advocacy and policy agenda to secure the system and programmatic changes needed to create an aligned, outcome-driven adult literacy system in the Capital Region

Outcome: practical system barriers eliminated; funding sources better aligned.

Measures: Partnership chartered; changes adopted.

Responsibility: Partnership /core planning team

Cost: Part of Partnership work.

The Plan: Service Strategies

6. Develop integrated system or continuum of approaches and models across the region that are evidence-based and provide multiple choices, integrating work and learning.

Outcome: Increased graduation and other credentialing.

Measures: Number and diversity of adult literacy offerings. Persistence of students in those offerings. Credentialing rate.

Responsibility: Partnership Leadership Team

Cost: Will require adjustments in current resources as well as new resources. New niche programs will require support.

7. Complete and implement a common high-quality set of curriculum materials across providers, including promoting the CASAS Workforce Skills Assessment and Curriculum System across the region as the standard.

Outcome: Curriculum integrated. Higher levels of adult learning

Measures: Number of teachers using the common curriculum. Number of students enrolled.

Responsibility: Providers with SDE

Cost: To be determined

8. Systematically connect adult literacy students to supportive services to ensure success in programs.

Outcome: Partnerships to connect increased number of adult literacy students to effective support services

Measures: Increased number of students receiving counseling and case management support. Students per case manager/counselor. Number of working partnerships between service providers and literacy programs

Responsibility: Partnerships establish protocols and expectations, providing a forum to expand collaboration. Agencies form partnerships and enhance programming. Who will have accountability to ensure that each student is connected to a case manager?

Cost: Much can be done within existing resources, but additional funding for support services will be needed to expand program reach.

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