

Connecticut Appropriations Committee RBA Template

Part II, Program/Agency/System Accountability Summary

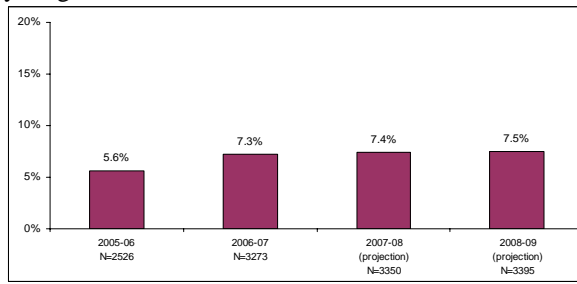
Program/Agency/System: Adult Education (*mothers of young children only*)/State Department of Education

Quality of Life Result: A mother's education level is one of the greatest predictors of children's school success (Final Report of the Goal 2 Committee). Adult education programs contribute to the population goal of ensuring that all children are healthy and fully successful in school by age 9 since mothers who enroll in adult education to improve their literacy abilities and/or achieve a high school diploma are:

- prepared to be more effectively involved in their children's education;
- better prepared to enter employment or postsecondary education; and
- better equipped to move out of poverty and provide a healthier and safer future for their children.

Program/Agency/System Purpose: Connecticut's adult education programs operate in local communities to assist adults in obtaining the knowledge and skills necessary for employment, self-sufficiency, secondary school completion, and citizenship. Programs also serve to assist parents in obtaining the knowledge and skills necessary to become more effectively involved with their children's education.

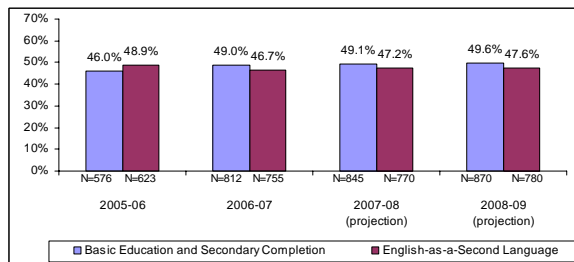
Performance Measure 1: Percent of mothers without a high school diploma who are enrolled in adult education and have children 10 years of age and younger



Story Behind Measure 1

The total enrollment in adult education statewide averages a little over 30,000 individuals annually of whom about 52% are females. Mothers account for approximately 11% of this total enrollment. Approximately 50% of the mothers in adult education were enrolled in English-as-a-Second-Language (ESL) programs. Without a substantial boost to the resources allocated for adult education that can provide for expanded comprehensive instructional opportunities and ample support services, only modest increases in the enrollment of mothers are anticipated.

Performance Measure 2: Percent of mothers in adult education with a measurable educational outcome



Story Behind Measure 2

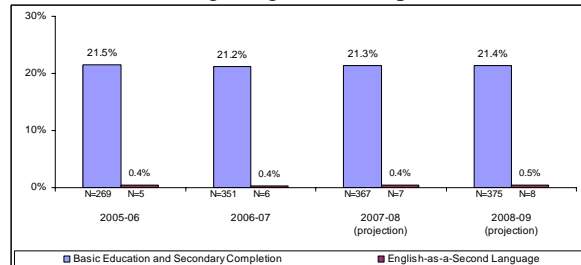
The performance of mothers is similar to that of other females in Connecticut's adult education programs and slightly better than the national performance average of

around 40%. Participation in adult education is voluntary. Therefore, learner persistence is often a strong indicator of student success. Two key proven strategies that improve learner persistence and success are:

1. comprehensive instructional opportunities (e.g. availability of all three options for secondary school completion including the General Educational Development (GED) exam, the Adult High School Credit Diploma Program (AHSCDP) and the National External Diploma Program (NEDP), as well as classes with greater weekly intensity); and
2. ample support services such as counseling, childcare and transportation that can be vital to continued participation in adult education, especially for mothers with young children.

The legislative cap on state adult education grants constrains local programs from offering comprehensive instructional opportunities and ample support services. Therefore, this level of performance, though somewhat disappointing, is expected to continue.

Performance Measure 3: Percent of mothers in adult education achieving a high school diploma



Story Behind Measure 3

Among mothers in basic education and secondary completion programs, about 15% of those in basic education/GED programs attained a high school diploma while a vast majority (over 60%) of nongraduates failed to persist with adult education in a

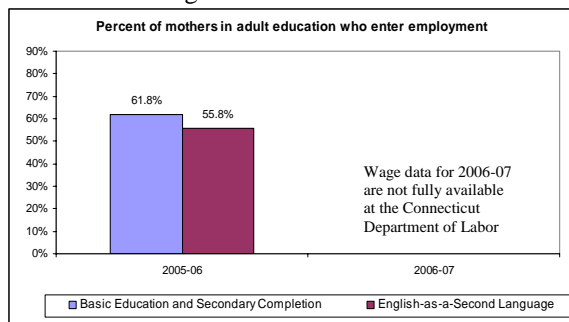
Connecticut Appropriations Committee RBA Template Part II, Program/Agency/System Accountability Summary

subsequent fiscal year. By contrast, 31% of mothers in the AHSCDP and 58% of mothers in the NEDP achieved their high school diploma and nearly 60% of nongraduates returned to adult education in a subsequent fiscal year.

The contrasting persistence and success rates illustrate that more students will likely succeed if presented with alternatives to the GED preparation program. However, in 2006-07, of the 47 providers of adult education, all of whom offered GED preparation services, 30 offered the AHSCDP and only 14 offered the NEDP. Connecticut General Statute 10-69(a)(1) mandates the local school district to offer only one secondary completion option. Therefore, the limited availability of the AHSCDP and NEDP is a critical barrier to learner persistence and success. Moreover, even when multiple options are available, the offerings may be limited in scope and not available at locations and times that are convenient to mothers.

Mothers in ESL programs generally do not possess the English proficiency necessary to succeed in secondary school completion programs. Therefore, few ESL learners attain a high school diploma.

Performance Measure 4: Percent of mothers in adult education who enter employment and the percent of adult education graduates who enter postsecondary education/training



Story Behind Measure 4

Mothers who are employed and/or pursuing postsecondary education will be better equipped to move out of poverty and provide a healthier and safer future for their children. Complete data are currently not available for this measure. Wage data for 2006-07 are not fully available at the Connecticut Department of Labor. Postsecondary entrance data are available only for those graduating mothers who had the goal of entering a postsecondary program (about 12%). The Department is exploring the possibility of conducting a data match to gather definitive information on their postsecondary status.

Turning the Curves: What do you propose to do over the next two years and why?

Low-cost solutions for improved performance*:

- Provide training and technical assistance using evidence-based approaches; and
- Target professional development efforts to improve learner persistence.

On-going grant priorities at current service levels:

- Transition-to-postsecondary projects that help adult education graduates to transition successfully to postsecondary education or training with minimal to no remediation;
- The Family Learning Curriculum Connections project which strengthens school-family partnerships and builds collaborations between adult education programs and elementary schools;
- The Workforce Education Initiative that trains adult education program staff to offer instruction in the workplace that meets employer needs and improves advancement opportunities for employed mothers; and
- The Connecticut Adult Virtual High School that increases access to learning opportunities by offering mothers high quality online courses.

Strategies requiring significant additional resources:

- Reduce the number of 16-18 year olds who drop out of school and enroll in adult education as recommended in the Final Report of the Goal 2 Committee (page 7);
- Expand the NEDP and the AHSCDP program offerings to reach more mothers; and
- Provide comprehensive and ample support services such as counseling, childcare and transportation to facilitate the recruitment and continued participation of mothers with young children.

*No-cost/low-cost action steps.

Key Budget Information	
Total Current Program Year Funding	\$4.6 mil
Funding as Percent of All Funding for Population Result	
Program Funding As Percent of Total Agency Budget	
Funding Distribution	
Total Federal Funds	\$0.4 mil
Total State Funds	\$2.0 mil
Capital Projects Subtotal	
Other Funding	\$2.2 mil
Percent of Total Current Funding Contracted to Third Parties	

Connecticut Appropriations Committee RBA Template
Part II, Program/Agency/System Accountability

Program/Agency/System: Adult Education (*mothers of young children only*)/State Department of Education

Program/Agency/System Purpose: Connecticut’s adult education programs operate in local communities to assist adults in obtaining the knowledge and skills necessary for employment, self-sufficiency, secondary school completion, and citizenship. Programs also serve to assist parents in obtaining the knowledge and skills necessary to become more effectively involved with their children’s education.

Contribution to Population Result: A mother’s education level is one of the greatest predictors of children’s school success (Final Report of the Goal 2 Committee). Adult education programs contribute to the population goal of ensuring that all children are healthy and ready and successful in school by age 9 since mothers who enroll in adult education to improve their literacy abilities and/or achieve a high school diploma are:

- prepared to be more effectively involved in their children’s education;
- better prepared to enter employment or postsecondary education; and
- better equipped to move out of poverty and provide a healthier and safer future for their children.

Key Budget Information (*Dollars reported in millions*)

Total Current Program Year Budget	\$4.6 million
Funding as Percent of All Funding for Quality of Life Result	
Program Funding as Percent of Total Agency Budget	
Budget Distribution:	
Federal	\$0.4 million
State	
General Fund	\$2.0 million
Capital Project Funds	
Other State Funding	
Other Funds (Not Federal or State)	\$2.2 million*
Percent of Total Current Funding Spent on Direct Service	
Percent of Total Current Funding Contracted to Third parties	

* See Appendix B for explanation

Basic Program Facts

Connecticut’s adult education programs operate in their local communities to:

- Assist adults to become literate and obtain the knowledge and skills necessary for employment, self-sufficiency and citizenship;
- Assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children; and
- Assist adults in the completion of a secondary school education.

Connecticut Appropriations Committee RBA Template Part II, Program/Agency/System Accountability

The total enrollment in adult education statewide averages a little over 30,000 individuals annually of whom about 52% are females¹. Because a mother's education level is one of the greatest predictors of children's school success (Final Report of the Goal 2 Committee, page 42), this template presents the outcomes of those mothers without a high school diploma who are enrolled in adult education and have children 10 years of age and younger. At current funding levels, it is estimated that fewer than 10% of the mothers of young children without a high school diploma are enrolled in Connecticut's adult education programs.

Mothers may be participating in one or more program(s) including adult basic education (ABE)², English-as-a-Second-Language (ESL)³, and secondary school completion⁴. Connecticut General Statutes requires that adult education services be provided by local school districts, free of charge, to any adult 16 years of age or over who is no longer enrolled in a public elementary or secondary school program. Over 70 organizations including school districts, community and faith-based organizations and other agencies provide adult education services in Connecticut.

The Department of Education has established a standards-based framework, the Connecticut Competency System (CCS), that connects curriculum, assessment and instruction, and integrates standardized assessments in reading, writing, math, listening, and speaking. The Internet-based management information system, the Connecticut Adult Reporting System (CARS), collects individual student data on demographics, test results, entry status, goals and achievements. Together, CCS and CARS serve as the backbone for Connecticut adult education's accountability and inform program improvement, state/federal reporting, technical assistance and professional development.

The Department implements a statewide program to deliver evidence-based professional development services to teachers, facilitators and administrators of adult education programs.

¹ Source: Connecticut Adult Reporting System (CARS)

² Instruction is designed for adults who are unable to read, write and compute sufficiently well to meet the requirements of adult life and for adults who lack mastery of basic educational skills that will enable them to function effectively in society.

³ Instruction is designed for adults who have limited proficiency in the English language or whose native language is not English. Instructional emphasis is on listening and speaking. Literacy skills (reading and writing) also are introduced at this level.

⁴ Connecticut residents can attain a diploma through one of the following three options:

1. passing the General Educational Development (GED) high school equivalency exam;
2. earning at least 20 adult high school credits in academic and elective areas to complete the Adult High School Credit Diploma program (AHSCDP); or
3. completing the competency-based portfolio assessments of the National External Diploma Program (NEDP)

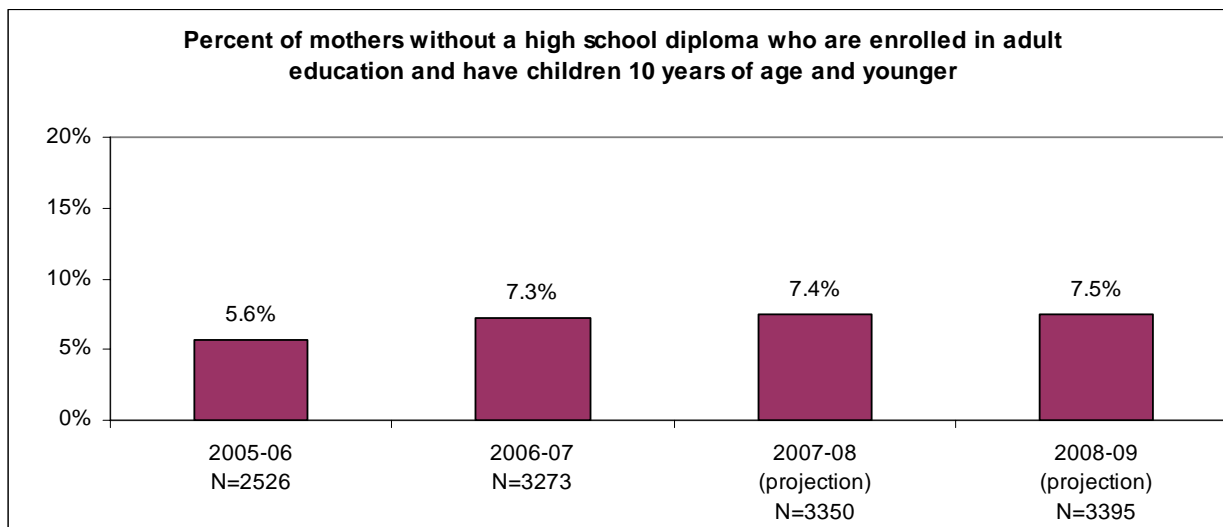
Performance Measures and Story Behind the Baselines

Summary of Story Behind the Baselines:

The performance measures highlight that the legislative cap on state adult education grants that was imposed in 2002-03 continues to restrict local program capacities to meet a greater portion of the unmet need. It also limits the expansion of two key proven strategies that improve learner persistence and ultimately learner success:

1. comprehensive instructional opportunities (e.g. availability of all three options for secondary school completion, as well as classes with greater weekly intensity); and
2. ample support services such as counseling, childcare and transportation that can be vital to continued participation in adult education, especially for mothers with young children.

Performance Measure 1: Percent of mothers without a high school diploma who are enrolled in adult education and have children 10 years of age and younger



Story Behind Measure 1

The total enrollment in adult education statewide averages a little over 30,000 individuals annually of whom about 52% are females. This measure presents the mothers in adult education with children 10 years of age and younger as a percent of mothers without a high school diploma⁵.

Adult education programs have collected individual learner data since the mid-1990s. School year 2005-06 was the first year in which they began collecting and reporting participant data relative to their status as a parent of a young child. The increased enrollment of mothers in 2006-07 is attributable primarily to improved local program practices relative to the collection and reporting of this new learner

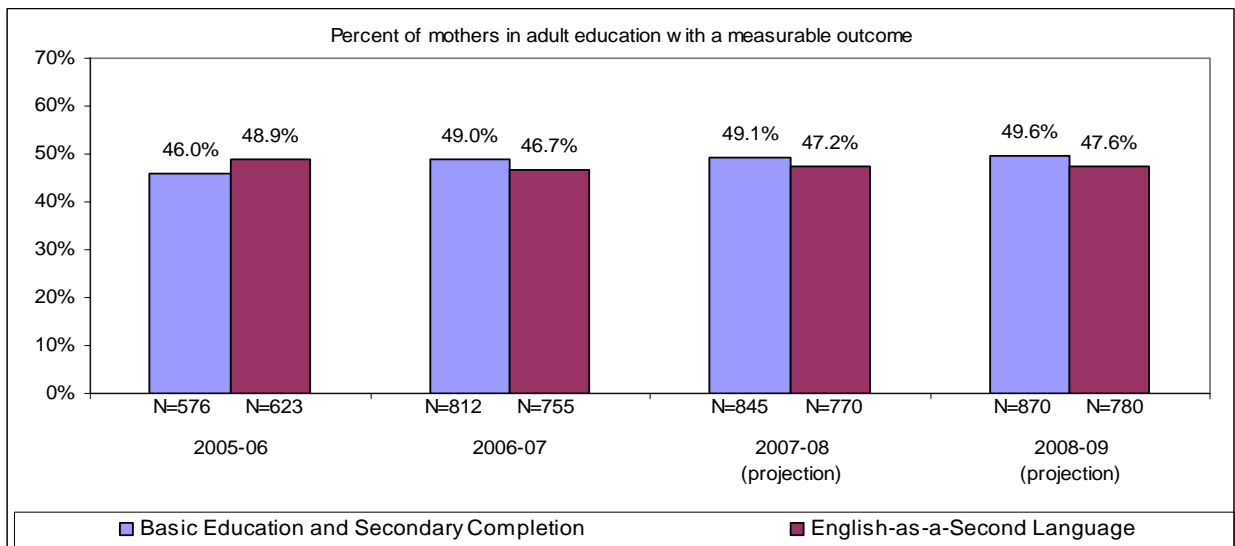
⁵ Source: Based on six-year data from the Connecticut Department of Public Health on births to mothers without a high school diploma, it is estimated that there are approximately 45,000 mothers annually who can benefit from adult education services.

**Connecticut Appropriations Committee RBA Template
Part II, Program/Agency/System Accountability**

characteristic. Going forward, without a substantial boost to the resources allocated for adult education that can provide for expanded comprehensive instructional opportunities and ample support services, only modest increases in the enrollment of mothers are anticipated.

Mothers are participating in one or more program(s), including adult basic education (ABE), English-as-a-Second-Language (ESL), and secondary completion. Approximately 50% of the mothers were limited English proficient and enrolled in ESL programs. About 20% were younger than 22 years of age, and 39% were between 22 and 30, inclusive, while 41% were older than 30. Approximately 71% were living in Connecticut's priority school districts while about 10% were receiving TANF benefits.

Performance Measure 2: Percent of mothers in adult education with a measurable educational outcome



Story Behind Measure 2

An adult education student attains a measurable educational outcome by achieving at least one of the following during the school year as evidenced in the Connecticut Adult Reporting System:

Basic Education and Secondary Completion	English-as-a-Second Language (ESL)
<ul style="list-style-type: none"> • four-point scale score gain from pre- to post-test; • four adult high school credits in the year; or • a local or state high school diploma. <p>Note: Achieving greater levels of literacy proficiency as demonstrated through progress on standardized pre- and post- literacy assessments and/or earning four high adult high school credits in the year increases a learner's likelihood of attaining a high school diploma.</p>	<ul style="list-style-type: none"> • four-point scale score gain from pre- to post-test; or • a local or state high school diploma. <p>Note: Achieving greater levels of literacy proficiency as demonstrated through progress on standardized pre- and post- literacy assessments indicate that mothers can be more effectively involved with their children's education. Few learners in ESL programs attain a high school diploma.</p>

Connecticut Appropriations Committee RBA Template Part II, Program/Agency/System Accountability

The performance of mothers is similar to that of other females in Connecticut's adult education programs and slightly better than the national performance average of around 40%. In the current funding climate where state grants to local programs are reduced each year because of the legislative cap on funding and no changes to state and local expenditures are anticipated, this level of performance, though somewhat disappointing, is expected to continue for the near future.

Participation in adult education is voluntary. Therefore, learner persistence is often a strong indicator of student success. Mothers who successfully attained a measurable educational outcome attended two to three times as many hours on average as other mothers. In addition, learners in the Adult High School Credit Diploma Program (AHSCDP) and the National External Diploma Program (NEDP) – secondary school completion options that include in their program design several research-recommended strategies to improve learner persistence – demonstrated significantly greater persistence and success rates than those in the GED preparation program.

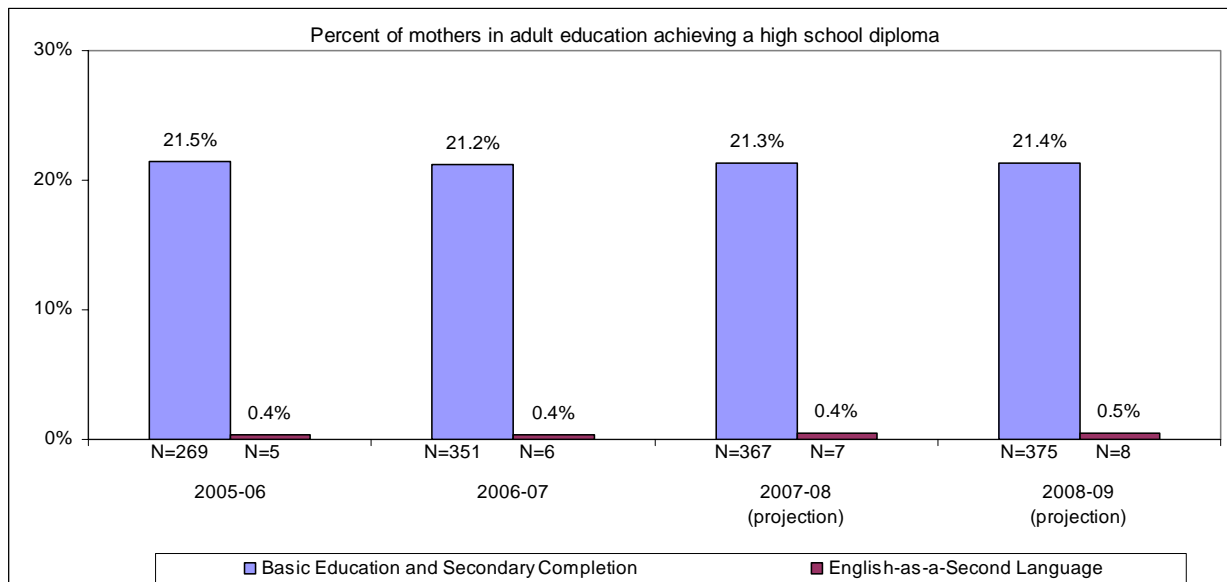
The limited availability of the AHSCDP and NEDP options is a critical barrier to learner persistence. In 2006-07, of the 47 providers of adult education, all of which offer GED preparation services, 30 offered the AHSCDP and only 14 offered the NEDP. Connecticut General Statute Section 10-69(a)(1) mandates the local school district to offer only one secondary completion option. Many learners may thus be restricted to the GED option when one of the other options may be more appropriate. Even when multiple options are available, the offerings may be limited in scope and not available at locations and times that are more convenient to mothers. Classes in ABE, GED and ESL are also limited in scope. About 70% of all classes in these areas meet on average six or fewer hours per week.

The inadequate availability of comprehensive support services, such as counseling, childcare and transportation, hamper efforts to facilitate greater learner persistence. Such services can be vital to continued participation, especially for mothers with young children. It is illustrative that parents who are enrolled in the Even Start program and receive such support services attain a measurable educational outcomes at rates that are significantly greater (about 25 percentage points) than all learners statewide.

The legislative cap on state adult education grants constrains local programs from offering comprehensive instructional opportunities and ample support services.

Connecticut Appropriations Committee RBA Template
Part II, Program/Agency/System Accountability

Performance Measure 3: Percent of mothers in adult education achieving a high school diploma



Story Behind Measure 3

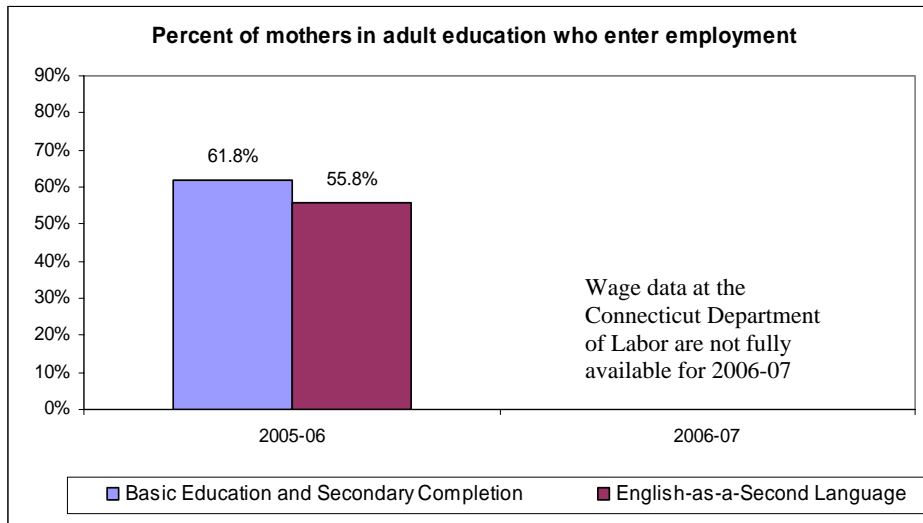
During the two-year period of 2005-06 and 2006-07, 631 mothers achieved a high school diploma including 59 mothers who took and passed the GED test after participating in adult education. Mothers in ESL programs generally do not possess the English proficiency necessary to succeed in secondary school completion programs. Therefore, few ESL learners attain a high school diploma.

Among mothers in basic education and secondary completion programs, about 15% of those in ABE/GED programs attained a high school diploma while a vast majority (over 60%) of nongraduates failed to persist with adult education in a subsequent fiscal year. By contrast, 31% of mothers in the AHSCDP and 58% of mothers in the NEDP achieved their high school diploma, and nearly 60% of nongraduates returned to adult education in a subsequent fiscal year. Connecticut is only one of about 12 states to offer three options for adults to complete secondary school. Though comparison data on the graduation rates from these three programs are not readily available from other states, the contrasting persistence and success rates illustrate that more students will likely succeed if presented with alternatives to the GED preparation program.

Therefore, as stated under measure 2, the limited availability of the AHSCDP and NEDP options, the general limited scope and intensity of instructional offerings, and the inadequate availability of comprehensive support services such as counseling, childcare and transportation hamper efforts to facilitate greater learner persistence and success.

Connecticut Appropriations Committee RBA Template Part II, Program/Agency/System Accountability

Performance Measure 4: Percent of mothers in adult education who enter employment and the percent of adult education graduates who enter postsecondary education/training



Story Behind Measure 4

This measure will evaluate the success of mothers after they leave adult education. The Final Report of the Goal 2 Committee (page 35) states that “Issues such as poverty, lower parental education levels, lack of access to health care providers and other resources, and lack of health insurance all contribute to poorer health status of children.” Mothers who are employed and/or pursuing postsecondary education will be better equipped to move out of poverty and provide a healthier and safer future for their children.

Complete data are currently not available for this measure for some of the following reasons:

- Employment outcome information is procured by conducting a data match to the wage records at the Connecticut Department of Labor (CTDOL) that are submitted quarterly by all Connecticut employers. Because of the time required to obtain information from employers, the results are not fully available for the most recent program year, 2006-07. As a result, employment outcome information is only available for the 2005-06 school year and does not provide an adequate baseline.
- Postsecondary entrance data are only available for those mothers who had the goal of entering a postsecondary education or training program. This goal-based approach, necessitated by federal reporting requirements, has not yielded a complete picture of the postsecondary outcomes achieved by all adult education graduates. For example, of the 631 mothers who graduated during 2005-06 and 2006-07, postsecondary data were attained for 75 (12%) of them. The Department is exploring the possibility of conducting a data match of all its adult education graduates with an agency like the National Student Clearinghouse to gather definitive information on their postsecondary status.

Connecticut Appropriations Committee RBA Template
Part II, Program/Agency/System Accountability

Partners and Their Roles

The key partners and their roles are presented in the table below.

Partner	Partner Roles
State and Regional Workforce Investment Boards, One-Stop Centers, Departments of Economic and Community Development, Labor and Social Services	<ul style="list-style-type: none"> • Refer parents without a high school diploma or with limited English proficiency to participate in adult education • Assume responsibility for the coordination of regional business services that involves adult education • Provide employment services to learners in adult education programs
Postsecondary Education and Training Institutions	<ul style="list-style-type: none"> • Partner with adult education programs to align curricula and create seamless pathways for learners to transition from adult education to postsecondary education opportunities with minimal to no remediation • Coordinate business services with adult education programs
School Readiness, Head Start, Family Resources Centers, and Elementary Schools	<ul style="list-style-type: none"> • Encourage parents without a high school diploma or with limited English proficiency to participate in adult education • Partner with the adult education instructors to strengthen school-family partnerships and build curriculum connections
High Schools	<ul style="list-style-type: none"> • Provide alternative educational opportunities that help 16 to 18 year old students to stay in school and minimize their entry into adult education programs

What do you propose to do to improve performance in the next two years and why?

The Department will support the following low-cost solutions to facilitate improvements in program performance:

Connecticut Appropriations Committee RBA Template Part II, Program/Agency/System Accountability

- Department consultants and professional development experts will provide training and technical assistance using evidence-based approaches to strengthen the alignment of curriculum, assessment, and instruction and continually improve the quality of reading, writing, numeracy, and English language instruction in adult education programs.
- Professional development efforts will target programs to improve learner persistence in all instructional areas.

Within its available resources, the Department will continue its support of the following priorities to improve program performance at current service levels. However, additional resources will be needed to expand these priorities to reach more mothers of young children:

- The Transition-to-Postsecondary initiative within its federal adult education grant award strengthens partnerships between adult education programs and postsecondary institutions (especially Community Colleges). This results in aligned curricula and higher standards that eventually help adult education graduates to transition successfully to postsecondary education or training with minimal to no remediation;
- The Family Learning Curriculum Connections Project, which provides an opportunity to strengthen school-family partnerships and build unique collaborations between adult education programs and elementary schools, specifically targeting families of children in kindergarten and first through third grades to recognize the curriculum expectations for their children;
- The Workforce Education Initiative, which trains adult education program staff to offer instruction in the workplace that is customized to meet employer needs and improve advancement opportunities of employed mothers; and
- The Connecticut Adult Virtual High School, which increases access to learning opportunities by offering mothers high quality mentored online credit-bearing courses toward their adult high school diploma or with online instruction to prepare for the GED exam.

Significant additional resources coupled with a removal of the legislatively imposed cap on state adult education funds are needed to implement the following strategies, which are critical to achieving substantial improvements in learner persistence and performance:

- Reduce the number of 16-18 year old youth who drop out of school and enroll in adult education – a key policy recommendation in the Final Report of the Goal 2 Committee (page 7), which calls for the provision of programs that enable teen mothers to complete their education and get their babies off to a good start;
- Expand the NEDP and the AHSCDP program offerings to reach more mothers; and

Connecticut Appropriations Committee RBA Template Part II, Program/Agency/System Accountability

- Provide comprehensive and ample support services such as counseling, childcare and transportation to facilitate the recruitment and continued participation of mothers with young children.

Appendix A, Data Development Agenda

The Department will:

- Evaluate the employment outcomes for mothers who enrolled in adult education during 2006-07 when the data becomes available in Connecticut Department of Labor wage file in 2008; and
- Explore the possibility of conducting a data match of all adult education graduates with the National Student Clearinghouse to ascertain the postsecondary achievements of those learners.

Appendix B, Funding Details

Other funds include revenues from local school districts, community foundations, and other private sources. Because the total enrollment and expenditures of adult education programs are not known until the fiscal year is completed, budget information for the most recent complete year i.e. 2006-07 is presented. The total expenditures in adult education during 2006-07 were \$3,713,079 (Federal), 18,616,580 (State) and 19,736,016 (Other). Because the mothers who are enrolled in adult education and have children 10 years of age and younger account for approximately 11% of the total enrollment in adult education, the adult education expenditures presented here are pro-rated accordingly

Despite a marginal increase in the total state appropriation for adult education in 2007-08, it is insufficient to meet the current operating needs of the program. In light of the continued legislative cap on state adult education funds coupled with level funding for 2008-09, it is expected that state grants to local adult education providers will be reduced significantly over this two year period.

Appendix C, Information and Research Agenda

If the postsecondary achievements of adult education graduates can be procured through a data match with the National Student Clearinghouse, the following research questions will guide the inquiry:

- What percent of adult education graduates enroll in postsecondary education and attain a degree?
- What are the types of postsecondary institutions in which adult learners enroll after graduation?
- What majors or degrees are learners pursuing?
- Are there differences in the postsecondary enrollment, persistence, and graduation rates based on the type of adult secondary credential attained?
- How do adult education and GED test scores predict college entrance and success?