



Connecticut State Department of Education
Bureau of Health/Nutrition, Family Services and Adult Education
Office of Student Supports and Organizational Effectiveness
25 Industrial Park Road
Middletown, CT 06457

Connecticut Narrative Report 2012-13

Introduction

The Connecticut State Department of Education (CSDE) has successfully completed another year of implementing the goals outlined in its State Plan as mandated by Title II of the Workforce Investment Act (WIA). The CSDE has expanded its provider network while enhancing and supporting programs and services that are more comprehensive, cost-effective and responsive to community needs by supplementing Connecticut's commitment of state and local adult education dollars with WIA Title II dollars.

Seventy-three organizations including school districts, volunteer programs, community based organizations and other agencies provided adult education services in Connecticut by recruiting and retaining educationally and economically disadvantaged adults. By focusing on the needs of learners, families, communities and employers, adult education programs succeeded in improving the skills of Connecticut's learners, enabling thousands of residents to attain a secondary school diploma, helping to close the skills gap in the workplace, assisting non-English speakers to learn English, easing the transition to post-secondary education, preparing residents to attain U.S. citizenship and helping families to break the intergenerational cycle of illiteracy.

The CSDE offers the following responses as part of its Narrative Report for Fiscal Year 2012-13.

- 1. Describe successful activities, programs, and projects supported with State Leadership funds and describe the extent to which these activities, programs, and projects were successful in implementing the goals of the State Plan.*

The CSDE delivers a majority of its state leadership and professional development services through the Adult Training and Development Network (ATDN). The CSDE's professional development model supports the implementation of the goals of Connecticut's State Plan and consists of professional development basics and stipend based professional development activities.

Professional Development

During fiscal year 2012-2013, more than 970 practitioners attended 55 pre-planned training events. Ninety-five percent of all workshop evaluations were rated five or six on a six-point scale for overall quality with one indicating poor and six indicating high quality. 30 additional requested training sessions were developed and conducted for approximately 500 attendees. Sessions were presented in differing formats, face to face, through web conferencing, or a combination of both.

Connecticut Competency System (CCS) training sessions were offered several times during the year to practitioners from both adult education and the workforce development community. The CCS is the CSDE's standards-based framework that utilizes the Comprehensive Adult Student Assessment Systems

(CASAS) to connect curriculum, assessment and instruction and is able to capture the progress made by learners in adult education. CCS has incorporated the College and Career Readiness (CCR) Standards for Adult Education into training. ATDN staff supports the network of CCS Program Facilitators (lead practitioners who ensure the high quality implementation of CCS) through regional networking sessions that provided local programs with updates, links to best practices, opportunities for sharing and an awareness of regional/national issues, such as information related to the New 2014 GED® Test. ATDN continues to work with the CSDE to implement the statewide meetings for CCS Program Facilitators. Again this year, ATDN cooperated with the addition of CASAS eTests sites at adult education programs. The CCS Program Facilitator Wiggio continues to enhance statewide communication among facilitators.

The STAR federal initiative continued its successful implementation and capacity building, adding four new teachers to our current eleven programs. This intensive reading training introduces evidence-based reading research and provides teachers with valuable strategies in the areas of alphabets, fluency, vocabulary and comprehension, as well as training in administering diagnostic assessments and differentiated instruction. The Connecticut Reading Institute offered a series of supplemental STAR reading trainings to enrich and enhance the entire instructional series. The two nationally certified STAR trainers conducted extensive on-site mentoring and coaching activities and visited each STAR classroom to provide feedback to the teachers. They also provided sessions for the STAR teachers from each program to review the diagnostic assessments and the resources contained in the STAR Toolkit.

The Connecticut Adult Numeracy and Mathematics Institute (CANMI) was fortunate to have the Eastern LINCS, OVAE supported Adult Numeracy Instruction – Professional Development (ANI-PD) provide adult education math teachers with an extended and intensive PD opportunity. Continuing a tradition of strong influences from the Adult Numeracy Network (ANN), Pam Meader, Donna Curry and Dr. Lynda Ginsburg provided the training in conjunction with the Common Core State Standards to strengthen their impact on curriculum and adult mathematical knowledge development. All three facilitators are nationally and internationally recognized researchers and adult education math educators. The 2012-13 math stipend offerings supported instructors from six programs in both the face-to-face and online sessions for 30 hours of PD. Program administrators from three of the programs accompanied participants during several session segments. Also, additional staff from three other programs joined in portions of the intensive ANI-PD. Three of the participants presented excellent ANI related sessions at the statewide CAACE Conference in April. Each year, ATDN staff continues to support, plan and facilitate an Adult Numeracy Network COABE Pre-Conference. With enthusiastic and dynamic support from the LINCS facilitators, ATDN may have found an enthusiastic ANI-PD participant who will be able to carry forward the high quality teaching and learning of the ANI-PD Project.

The CASAS Functional Writing Assessment (FWA) training was delivered two times during 2012-2013. This nine-hour training is a requirement in order for programs to administer this assessment. The training includes one full day in person session with follow-up discussion and review via *GotoMeeting*. Each adult education provider is expected to maintain one Writing Contact Person who has completed the training. To ensure the reliable and accurate scoring of writing assessment results, ATDN offered three inter-rater reliability practices (two mailings and one face to face session). ATDN's Scoring Service, for the CASAS FWA, scored 1,714 standardized pre-post writing samples on behalf of local adult education programs. Intensive and ongoing training ensured the maintenance of the scoring service's accuracy.

SDE continued to offer an asynchronous writing lab for online writing practice and feedback designed as a supplemental reinforcement for learners enrolled in local adult education centers for intermediate/advanced English as a second language classes and intermediate adult basic education and high school completion preparation classes. The system offers students the opportunity to practice writing and receive online feedback from tutors who are Connecticut certified teachers. These tutors are also certified scorers in the CASAS FWA rubric and are familiar with teaching writing for the GED test.

Writing Matters in Connecticut focused on reflective teaching - a process of self-observation and self-evaluation – specific to writing instruction. By collecting information about what goes on in their classrooms, and by analyzing and evaluating this information, teachers identified and explored their own practices and underlying beliefs; changing and improving teaching. The Teaching Excellence in Adult Literacy (TEAL) Just Write! Guide was incorporated to familiarize adult education teachers with evidence-based writing instruction and teaching practices through a combination of in-person and on-line sessions. An on-line community of practice through Wiggio was used to maintain contact and discussion between sessions.

English-as-a-Second-Language (ESL) teachers were provided multiple professional development opportunities, both face-to-face and online. In October, forty ESL teachers attended a full-day training focusing on “Scaffolding Instruction in the ESL Classroom”, which included reading, writing and listening activities. As part of the CSDE’s stipend series eight teachers participated in an in-depth study of Peer Mentoring, focusing on developing collegial relationships and encouraging reflective practice as an effective means for creating a supportive workplace environment for all teachers. Teachers attended an introductory workshop, followed by opportunities for each teacher to mentor a peer through scheduled classroom visits and observations, followed by discussion with their mentor, as well as the whole group. Additional workshops were offered in “Teaching ESL Emergent Readers” and “Teaching Vocabulary in the ESL Classroom”.

Due to more stringent requirements in the DOL incumbent worker job training grants, there was considerably less participation by the Adult Education at Work directors and coordinators. In March, ATDN and the CSDE sought out interest in the field. A survey was developed to better understand the direction districts would like to take in the area of workplace training and their anticipated level of participation. Due to the positive response, ATDN and SDE have scheduled focus meetings and follow-up go-to-meetings for 2013-2014. Building on a relationship with LaGuardia Community College, ATDN consulted and disseminated information on the growing Integrated Basic Education and Skills Training (IBEST) methodology.

The Twenty First Annual Conference on Serving Adult with Disabilities attracted approximately 225 attendees. The keynote address *Integration of Trauma and Recovery; Effects on Education and Employment* was presented by Laurie Harkness, Ph.D. founder and director of VA Connecticut’s Healthcare System’s Errera Community Care Center (ECCC) national recognized as an exceptional model of care. The keynote address was followed by a panel discussion of returning Iraq and Afghanistan veterans relaying their experiences reintegrating into school and work following deployment. Breakout sessions focused on topics including paralympic athletes overcoming their physical disabilities telling their personal stories, mind/body wellness facilitation for clinical workers, understanding the core deficits of autism, and incorporating therapy animals in the classroom and beyond.

The Disability Contact Coordinator became certified to teach, through a four-week course in July, 2012, on *Self Determination Theory*, offered through LINCS. This curriculum will be rolled out to Adult Ed and Literacy providers in the 2013-2014 academic year. On 12/5/12, a workshop titled “*Learning Disabilities in English Language Learners*” was facilitated. This was followed by participants completing assignments in their programs and reporting at a *GoToMeeting* session on 3/13/13. Consultations with Adult Ed and Literacy Programs occurred at the rate of several per month and included discussion of policy and individual support around developing strategies to enhance learning for students with suspected disabilities. The most prominent effort here was working with a disability provider to infuse Adult Ed curriculum into their employment program with instruction at their site. Disability Contact Training was held for new and experienced contacts.

ATDN continued to provide training and technical assistance to the 26 National External Diploma Program (NEDP) sites for the high quality implementation and statewide coordination of the NEDP. Workshops included one three-day session on basic advisor/assessor training, refresher advisor/assessor training, administrative policies and practices and one evaluation workshop. The training sessions attracted approximately 200 attendees. The NEDP center located at Capital Region Education Council (CREC) provides on-going technical assistance to local practitioners. Additionally, customized technical assistance and professional development sessions are provided for individual sites and practitioners on an as-needed basis. The NEDP Center is working with CASAS to facilitate the launch of the new online NEDP and assisting sites with training and preparation for the shift to online delivery. The NEDP Center has reviewed and provided feedback to CASAS regarding the program software research and development. The NEDP Center staff attended the CASAS Summer Institute and participated in workshops and round table discussions about the program. The NEDP Center helped plan the National External Diploma Council Conference. Numerous workshops were planned for presentation at this national conference that was held in Warwick, Rhode Island, as well as workshops at the Connecticut Association of Adult and Continuing Education (CAACE) conference and the ATDN Summer Institute.

The ATDN Trainer Team enthusiastically responded to and supported requests for information about the New 2014 GED® Test. ATDN was involved with the SDE and CAACE Professional Learning Community to present three sessions that focused on different aspects of the new assessment. There were 75-90 participants at each of these sessions.

Taking the lead from the GED Testing Service® website, ATDN announced through its Weebly a series of ‘Conversations’ related to the new assessment. These March-April face-to-face conversations utilized Testing Service webinar PowerPoints to ‘guide’ the discussions. ATDN hosted the “Wednesdays in June” Series that focused on each of the 4 new test areas of Reasoning Through Language Arts, Mathematical Reasoning, Science, and Social Studies, and guided more than 35 individuals to the 8-week program of studies for the new GED® Test hosted on the Testing Service® website.

As part of LINCS Region 1, ATDN was able to bring Steve Quann and Diana Satin from World Education in Boston, to Hartford, CT for two days of training on “Building your Own Weebly Website”. Twenty teachers attended 2 full days of training where they learned how to use the free Weebly website builder to construct a “web space” to use with their students to share classroom activities and resources. The teachers created sites that were supplemental resources for their students, sites that were used every

day in class, sites for professional development, sites for technology resources and sites where students could post their own work.

The ATDN staff provided extensive technical assistance through visitations, telephone conferences, email exchanges, regional forums and follow-up meetings. ATDN and adult education staff from several providers collaborated to conduct workshops at the annual state adult education conference organized by CAACE in April .

The ATDN Summer Institute was held on August 21, 2012 with 65 attendees. Workshop topics included *Contextualized Learning, Differentiated Instruction, The Reading-Writing Connection*, and “*THE NEW GED.*”

The CSDE’s stipend-based professional development initiative offered resources to 13 adult education providers in order to impact student achievement by improving the professional capabilities of teachers. Stipends were awarded to providers in five categories: Learning Disabilities, STAR, Numeracy/Math, ESL and Writing. The stipend program was created to support local districts with customized technical assistance requirements and training.

Professional development staff attended LINC regional meetings and quarterly conference calls. They represented Adult Education on the CONNTESOL Board and at the annual state conference. Staff also assisted planning the New England Multicultural Conference and provided support to Literacy Volunteer affiliates throughout the state. In addition, staff provided leadership to the COABE national Board of Directors and the state CAACE professional association Board.

2. Describe any significant findings from the eligible agency’s evaluation of the effectiveness of the adult education and literacy activities based on the core indicators of performance.

Number of Students Enrolled: The total number of students enrolled in fiscal year 2012-13 declined slightly from the previous year although ESL had a modest increase .

The increase in ESL occurred at the Low Intermediate, High Intermediate and Advanced levels. Some age cohorts evidenced declines. The 16-18 age group declined the most (13%) which may be related to Connecticut’s second year of the “withdrawal from school” age of 17 years. However, the 22-44 age group had a slight increase.

Educational Gain: The following observations are presented:

- Educational gains were increased slightly in reading, math and writing despite continued reductions in total grant expenditures.
- Performance at the ESL Low Beginning, Low and High Intermediate Levels increased moderately while ESL Advanced declined.

Greater Percentage of Unemployed Learners

The percent of learners who indicate that they are employed at entry remained steady, ending a long decline. The percent of learners who are unemployed and seeking employment decreased slightly, reversing an upward trend over the past four years (see table below). These statistics correlate with our

state's unemployment rate staying between 7.6% and 7.9% for the last year, although the long recession has clearly discouraged some learners from seeking employment.

Percent of Learners Based on Employment Status at Entry

	2008-09	2009-10	2010-11	2011-12	2012-13
Employed	42%	39%	37%	37%	38%
Unemployed - Seeking Employment	36%	40%	41%	40%	40%
Unemployed - Not Seeking Employment	23%	22%	21%	22%	22%

Follow up Outcomes

- The “Entered Employment” outcome for learners who exited adult education continued to remain below 50%, while the “Retained Employment” measure declined a bit this year. The statistics suggest that, in the current economic climate, employers are maintaining their workforces, but still unwilling to expand the hiring of individuals who may have fewer marketable skills.
- The “Earned Diploma” measure went down this year. With fewer employment opportunities and increased competition in the labor market, the high school diploma credential remains an important screening criterion for job applicants. Additionally, the GED’s transition to computer based testing affected the increase in numbers taking the test who were not necessarily ready to complete and earn the GED.
- The “Entered Postsecondary” measure went down over the previous year. We are no longer doing a postsecondary survey from the Department and relying on the data match with the National Student Clearinghouse.

3. *Describe how the eligible agency has supported the integration of activities sponsored under Title II with other adult education, career development, and employment and training activities. Include a description of how the eligible agency is being represented on the Local Workforce Investment Boards, adult education’s involvement on the State Workforce Investment Board, the provision of core and other services through the one-stop system and an estimate of the Title II funds being used to support activities and services through the one-stop delivery system.*

WIA Title II funds enabled the CSDE to effectively supplement Connecticut’s legislatively mandated adult education system. Adult education providers were able to offer more comprehensive and cost-effective services to their eligible residents and expand their network to offer more locally responsive programming. Collaborative relationships have been developed between the CSDE, local adult education providers, community colleges, community based organizations, other state agencies and the workforce development system to greatly expand educational, support and training services to the target populations in the state. CSDE staff and local practitioners also worked closely with regional literacy councils to strengthen the connections between CSDE funded adult education programs and other literacy related programs in the community.

WIA Title II Grants

The goal of the CSDE's Program Improvement Project (PIP) competitive grant process for FY 2011-12 was to provide funding opportunities for adult education providers to offer programs and services for adults who lack the level of basic skills and literacy necessary for effective citizenship and productive employment and to build a comprehensive continuum of lifelong learning. All priority areas required program designs that were comprehensive and systematic in order to improve the learning experience; reach a greater number of students; increase a district's/agency's outreach and collaboration capacity; promote diversity in the delivery of instruction; and increase learning gains. Grantees coordinated their services with their WIBs and one-stop centers. Forty providers received one or more grants in the following priority areas:

- Transition: Preparing for Twenty-first Century Careers;
- Expansion of the National External Diploma Program;
- Transitions: I-BEST
- Transition: Post-secondary Education and Training;
- Non-traditional Adult Education Services
- Family Literacy; and
- The Connecticut Adult Virtual High School.

Overall, providers receiving WIA Title II grants demonstrated strong learner outcomes on the core indicators of performance. Some notable accomplishments included the following:

- Twenty-first Century Careers' grantees integrated career readiness activities including career portfolios, resume workshops, computer proficiency checklists, skill certification courses and community service experiences into their adult education programming. Instruction included the utilization of self-sufficiency models to provide opportunities for individuals to move toward full employment.
- National External Diploma Program (NEDP) expansion enabled providers to offer another high school completion option for adult learners and/or expand the program further into their region. This expansion offered 335 adults to earn their high school diploma through this option.
- Integrated Basic Education and Skills Training (I-BEST) was a new priority area in our RFP for 2012-13. The CSDE collaborated with eight adult education providers to establish I-BEST projects in 2012-13 with the goal of accelerating basic skills learning and career enhancement for adult education learners. Recognized as an effective method for teaching adults who need both basic skills and job skills, the I-BEST model increases the rate at which adults make improvements in reading, writing, math, English language acquisition and high school completion while earning industry-recognized credentials in fields offering good wages and opportunities for career advancement. Providers had to collaborate with a training partner to provide funding for the technical aspects of the I-BEST project. The projects included certifications in manufacturing, auto technician, culinary arts, emergency medical technician, pharmacy technician and certified nursing assistant and served individuals in English as a second language, adult basic education and high school completion programs.
- Transition to post-secondary education/training grants helped adult education programs bridge the "transition gap" by raising standards/expectations, partnering with higher education institutions, aligning curricula, awarding dual credit, coaching learners about postsecondary options and targeting instructional strategies to help them transition successfully to post-secondary education/training programs. Transition programs also

featured written agreements between the adult education provider and its post-secondary partner(s) and a solid referral and support process. The integration of a comprehensive career and education plan has provided the link that helps adult students connect the dots to life beyond adult education.

- Non-traditional adult education services grants promoted quality and increased accessibility to adult education programs for learners in halfway houses, homeless shelters and in work release programs needing ABE/GED instruction as well as ESL instruction.
- Family literacy grants integrated parent literacy training leading to economic self-sufficiency; age-appropriate education for children; training for parents regarding how to be the primary teachers and full partners in the education of their children; and interactive literacy activities between parents and children. Funds were used to support the adult education component in order to provide basic skills, ESL and/or secondary school completion instruction in an integrated learning environment. Programs were required to use a curriculum that incorporated computer literacy into the subject matter, provided access to career and employment information and assisted participants in the development of individual career portfolios. Some family literacy projects aligned their efforts with the state funded Even Start programs, which has proven to be an effective program for increasing family literacy skills.

Utilizing data from the adult education management information system, the CSDE created a Results Based Accountability template for the Connecticut legislature that continues to demonstrate the successes of the mothers of young children who are participating in adult education programs. The template supports existing research, which indicates that mothers who improve their literacy skills or attain their high school diploma through adult education are better able to ensure that their children are healthy and fully successful in school by age nine.

- The Connecticut Adult Virtual High School (CTAVHS) continues to facilitate greater coordination among adult education programs and increased access to learning opportunities by offering high quality mentored online courses to learners statewide: 825 enrollments were evidenced in the AHSCDP credit-bearing courses; 266 were enrolled in the online GED preparation course; and 1226 were enrolled in Orientation to Online Learning. The Year Round Bridges Math program had 62 enrollments. Flexible enrollment courses were expanded to include Algebra, Geometry and Civics resulting in a 73% increase in enrollments. The Online Writing Lab (OWL) had 42 different students submit 87 papers throughout the year. 30 different Adult Ed Centers registered to use the OWL during that time. The CTAVHS Web site and registration system underwent a major redesign giving it a new logo with a more updated look and making the site easier to navigate. The redesigned site introduced new messaging and announcement tools as well as a library of program resources including a video tutorial of Blackboard.

Collaborations with Workforce Investment Boards (WIB), One-Stop Centers, the Connecticut Department of Labor and the Department of Social Services

In fiscal year 2012-13, the CSDE provided direct and equitable distribution of financial support to all one-stop centers in the amount of \$198,710. Memoranda of Understanding are in place with each area Workforce Investment Board (WIB) regarding the roles and responsibilities of adult education as its partner. As part of our continuing collaboration, the CSDE has continued to ensure that its needs assessment process aligns with the service delivery goals and objectives of each WIB as a means of

enhancing adult education service delivery strategies. The CSDE continues to provide staff of all the one-stop centers with the training, technical assistance and assessment materials necessary to utilize CASAS appraisals and computer-based CASAS testing to gauge customers' literacy skills during the intake process.

The Commissioner of Education served as a member of the Governor's Connecticut Employment and Training Commission (CETC). CETC has legislative responsibility to report to the Governor and the legislature on the outcomes of Connecticut residents. The employment outcomes achieved by adult education learners are reported alongside those from higher education and employment and training programs, thus providing greater visibility and credibility on the impact of adult education in Connecticut.

The Design Group continued its long-standing interagency initiative with representatives from the Connecticut Departments of Labor, Social Services and Education; workforce investment boards; and American Job Center directors that focused on the delivery of Jobs First Employment Services (JFES). Increased recognition to support and improve JFES clients' educational needs strengthened the collaboration between the American Job Centers and adult education programs to provide educational services to clients that improved basic skills or helped them reach their educational goal to obtain a high school diploma. Teachers of adult education learners who are participating in the JFES program provided attendance verification information to the respective JFES staff.

In response to Connecticut Public Act 11-44, the CSDE collaborated, supported and assisted the Connecticut Departments of Social Services and Labor with the continuation of programs specifically designed to target JFES clients receiving Temporary Family Assistance (TFA). The Department of Labor provided funding to adult education providers to implement an Integrated Basic Education and Skills Training (I-BEST) delivery model offering industry-recognized credentials in areas such as Certified Nursing Assistant, Emergency Medical Responder, Culinary Arts with Food Handler Certification, Automotive Technician and Professional Bartending with SMART certification while enabling the clients to improve their basic skills or obtain an high school diploma.

Through its involvement with the Supported Education Advisory Committee, a stakeholder committee of the Department of Mental Health and Addiction Services (DMHAS), the CSDE collaborated with local mental health authorities and DMHAS to provide adult education programs and services to those adults who experienced behavioral and mental health conditions.

Workforce Coordinating Committee

The CSDE continued to convene a statewide Workforce Coordinating Committee (WCC) bringing together adult education directors; community colleges; workforce investment boards (WIBs); the Connecticut Business and Industry Association; the Departments of Economic and Community Development, Labor and Social Services; and the Office for Workforce Competitiveness to foster coordinated user-friendly systems that respond to employer and employee needs within each WIB region of Connecticut. The quarterly meetings provide a forum for exploring collaborative opportunities; refining the service delivery referral process; developing a smooth continuum between the adult education and community college systems; sharing training opportunities; and building relationships among workforce development stakeholders. These efforts are creating educational and occupational opportunities for low wage and low skilled workers, many of whom are adult education students, while piloting and institutionalizing collaborative workforce development models and forging innovative partnerships.

4. Describe successful activities and services supported with EL/Civics funds, including the number of programs receiving EL/Civics grants and an estimate of the number of adult learners served.

The State Department of Education distributed English Literacy/Civics Education (EL/Civics) funds to twenty-two adult education providers. Grantees utilized the funds to improve literacy skills including speaking, reading, writing and numeracy for immigrants and other limited English proficient populations and to provide contextualized instruction in civics education. More than 2,500 individuals learned about the rights and responsibilities of citizenship, naturalization procedures, civic participation and U.S. history and government. Program outcomes included increases in learners' mean gains in program year-end reports, a growing competence in idiomatic speech, the development of functional language abilities in receptive and expressive oral and written English and improvement in numeracy/computation skills. Many programs had a particular focus on writing. Students in one regional program submitted articles to an ESL newspaper as a way to connect students' writing from beginner to advanced levels to their personal, political and civic thoughts and options. Use of Weebly websites in EL/Civics classes were utilized as a way to communicate and stay in touch with teachers and classmates for English practice and writing experience. Mock presidential elections and polling station simulations were held in various locations. Numbers of workshops on immigration reform were sponsored by adult education programs and their partners as a way to inform the community and to bring a level of understanding and tolerance to this issue. In late spring, a culminating Show and Tell event was held for all grantees to share highlights of their EL/Civics projects.

Additional program activities directly related to the use of these funds included:

- Integration of various hand-held technologies into classroom work including tablets, GPS, smart phones and I Pads;
- use of virtual trips to various historical locations;
- creation of video oral histories;
- exposure to basic math vocabulary and interpretation of charts, tables and graphs;
- knowledge of the American education system with special focus on addressing the needs of families new to the U.S. school system;
- participation in career pathways exploration and distance learning activities that impacted competence in the workplace; and
- cross cultural perspectives, civic responsibility, democracy topics and independent projects.

In addition to ESL professional development provided by ATDN, a special workshop was offered for ESL lead teachers/coordinators with a focus on student persistence and curriculum development. The ESL Advisory Committee continued to meet regularly to ensure excellence in English language teaching by promoting standards of excellence and acceptable practice within the profession.

Annual Narrative Report Summary

During fiscal year 2012-13 Connecticut expended \$39,902,502 in state/local and federal \$4,352,459 funds to serve 25,662 individuals for an average per pupil cost of \$1,724. By augmenting state and local dollars with federal dollars, Connecticut has successfully assisted adults in achieving their educational goals, obtaining or advancing in their jobs, entering post-secondary education and participating more fully as family and community members. The CSDE will continue its efforts to partner with other organizations to ensure coordination of effort, increased accountability, maintenance of the highest standards and program access for those individuals in need of adult education services in Connecticut.