



Connecticut State Department of Education
Bureau of Health/Nutrition, Family Services and Adult Education
Office of Student Supports and Organizational Effectiveness
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Connecticut Narrative Report 2017-18

Introduction

The Connecticut State Department of Education (CSDE) has successfully completed another year of implementing the goals outlined in its Unified State Plan as mandated by Title II of the Workforce Innovation and Opportunity Act (WIOA). The CSDE has enhanced and supported 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 WIOA Title II dollars.

Sixty organizations including school districts, volunteer programs, community colleges, 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 following responses are part of its Narrative Report for Fiscal Year 2017-18.

State Leadership Funds *Describe how the State has used funds made available under section 223 (State Leadership activities) for each of the following required activities:*

- 1) Alignment of adult education and literacy activities with other one-stop required partners to implement the strategies in the Unified or Combined State Plan as described in section 223(1)(a).*
- 2) Establishment or operation of a high quality professional development programs as described in section 223(1)(b).*
- 3) Provision of technical assistance to funded eligible providers as described in section 223(1)(c).*
- 4) Monitoring and evaluation of the quality and improvement of adult education activities as described in section 223(1)(d).*
- 5) As applicable, describe how the State has used funds for additional permissible activities described in section 223(a)(2).*

Professional Development

CSDE contracts with two Regional Education Service Centers (RESA) to provide professional development to the adult education field of instructors/practitioners/directors. They are Capitol Region Education Council (CREC) and EdAdvance. Our training organization is entitled the Adult Training and Development Network (ATDN). Both RESAs are included in ATDN.

During fiscal year 2017-2018, approximately 1180 practitioners attended 82 pre-planned training sessions plus presentations at the annual Connecticut Adult and Continuing Education (CAACE) Conference. Ninety-five percent of all workshop evaluations were rated four or five on a five-point scale for overall quality. ATDN implemented a Lunch and Learn Go-To-Meeting on the topic *Using English Language Proficiency Standards*. Additional requested training sessions, including a two-day Summer Institute, were developed and conducted for more than 150 participants. 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. About 20 teachers attended these sessions. The CCS is an integral part of the Comprehensive Adult Student Assessment Systems (CASAS) to connect curriculum, assessment and instruction that is able to capture progress made by adult education learners. Training for administering assessments includes the following topics: NRS policy; accountability policies with the data collection process; definitions of measures; and conducting assessments. CCS has incorporated the College and Career Readiness Standards (CCRS) for Adult Education into training. ATDN staff supports the network of CCS Program Facilitators – lead practitioners who ensure high quality CCS implementation – through regional networking sessions that provide updates, links to best practices, opportunities for sharing and an awareness of regional/national issues. ATDN continues to work with the CSDE to host a required statewide meeting for CCS Program Facilitators as well as regional meetings in the fall and spring. Currently, CT has two National/State Certified trainers for CCS.

High School Completion

The 2014 GED® Test - As additional information about the subtests and newer student preparation material became available, instructors eagerly incorporated all of it into their instructional settings. ATDN provided sessions that recognized instructor engagement with the GED Testing Service™ website, and the Official GED® Practice Test, as well as discussion of relevant new materials and resources. Sessions in *Science and Social Studies* were offered to 47 participants through EdAdvance’s professional staff while CREC’s staff supported the Math and ELA areas of the GED® which help teachers find ways to use data across content areas, concentrating on resource sharing and deepening the problems used with students. Additionally, a *GED Day* was held with 4 offerings in RLA, Science, Math and Social Studies at the University of New Haven for approximately 95 instructors. The GED® programs offer an enhanced opportunity for discussion and writing related to career options and pathways for students to continue into either employment and/or further educational situations.

The **NEDP** Center continues to provide training and technical assistance to all of Connecticut’s National External Diploma sites on an as-needed basis, as well as providing portfolio review for newly trained NEDP staff. Two sessions were developed and held at CAACE and both were well received by the field. One three-day NEDP New Advisor/Assessor Training was held. Four sessions of NEDP Administrative Policies and Practices meetings were held, as well as ongoing support for the CASAS NEDP Written Prompt training. The NEDP Center has reviewed and provided feedback to CASAS regarding program research and development of program changes. In total, approximately 145 NEDP practitioners attended these sessions.

College and Career Readiness Standards (CCRS) for Adult Education In July 2017, the CSDE required full implementation of the CCRS for Adult Education and continues to be the focal point for our state’s professional development particularly in reading, writing, and math. ATDN Trainers for English

Language Arts (ELA) and Math provided training and review of required completion activities to ensure teachers were able to implement CCRS in their lesson planning. The ELA trainers offered 14 sessions while the Math trainers conducted 12 sessions. To date, more than 500 practitioners have completed the ELA series and over 100 practitioners completed the Math series. In addition, several sessions were presented at the CAACE Conference in both reading and math.

Teacher Evaluation

Required by the CSDE as of July 2017, an evaluation plan has been implemented to create a consistency of expectations and accountability across programs. This new program, modeled after the CT Model used in the K-12 field, focuses solely on the Teacher Performance & Practice components and observations on Learning Environment and Instruction domains from the Common Core of Teaching rubric. It uses a holistic approach to rating and has much greater flexibility in the type and number of observations and reviews of practice. In order to accomplish this newly developed program, all adult education directors (Administrator certification required) and/or evaluators were required to attend 2 workshops modified on the CSDE Foundational Skills for Evaluators of Teachers. One workshop was the plan overview and orientation and the second workshop focused on data collection, matching data to the rubric and providing high quality feedback. Certifications were issued to 54 administrators that successfully completed both workshops during the year. Currently, 174 participants have completed these trainings. Follow up sessions include Communicating about Evaluation to Staff and Rating Calibration Practice for the 34 participants who have already attended the required Part I & II workshops.

Technical Trainings to practitioners targeted relevant topics in digital literacy. These trainings include basic skills in digital literacy for instructors, technology integration, and coding as a problem solving solution. An ATDN webpage was established to house and support the many adult education offerings and resources including power point presentations, webinars and workshop materials throughout the year. Additionally, we have set up a Schoology site for practitioners as a communication tool for the field. During the school year, we held a Digital Learning Day for 116 participants in 6 different workshops. We also offered 4 technology based workshops attended by 22 participants.

A **Teacher Induction** program workshop series was offered to provide training for new directors and teachers in the areas of Competencies for Adult Educators and Motivating Adult Learners with LINCS. Eleven instructors participated in both of these workshops.

English-as-a-Second Language (ESL) teachers were provided multiple professional development opportunities for all levels of ESL instruction. IEL Civics teachers met to share how they have integrated Workforce Readiness and preparation into classes and shared lessons around work readiness. Continuing the emphasis on English Language Proficiency in Adult Education, *Using CCRS in the ESL Classroom* was offered. At the ESL Lead Teacher meeting, *LINCS ESL Pro* focused on introducing this tool and discussing how teachers can use the resources for planning instruction and using technology to help their students in the classroom. Approximately 50 ESL practitioners attended these sessions.

Workforce Development and Career Pathways regional forums/meeting on topics relevant to Adult Education were held at the five Workforce Development Board sites. The sessions had over 100 participants. A Transition to Post Secondary meeting/Roundtable was held in May with approximately 40 participants. Presentation topics included: Accuplacer and Writeplacer in the classroom; CT Adult Virtual High School's Intro to Manufacturing course; New Approach to Transitions in an adult education program and; Student Perspective on transitioning from Adult Education into postsecondary education.

The 26th Annual Conference on Serving Adults with Disability was delayed until October 2018 to align with the National Disability Awareness Employment month. A monthly “thought exchange” program was offered in lieu of the conference and used to solicit ideas from the field on various disability topics of interests. This feedback was used by the Disability Focus Group to help plan workshops for the newly moved October 2018 conference. This thought exchange was an attempt to keep disability topics forefront in program personnel’s mind and anticipate conference offerings for the fall.

Additional Permissible Activities

New England Literacy Resource Center (NELRC)

Connecticut is a member of the NELRC board which meets three times per year with other New England states. The Board is made up of the State Adult Education Director, Professional Development staff, local program providers and teachers. Each state has 4 members. NELRC offers each state customized regional professional development, from webinars to intensive initiatives, based on NELRC board priorities; cross-state collaboration and sharing about practice and policy through board meetings and quarterly meetings of the professional developers, and free online access to *The Change Agent* magazine, teaching resources, and archives for all adult educators in your state.

The ATDN staff developed and presented to 49 adult educators, two workshops, “Attention Issues: Strategies for Learning” and “Generalized Anxiety: An Appropriate Reaction to the Classroom Environment or a Disability to be Accommodated” The annual Disability Contact Persons training was held for new and experienced disability contacts, totaling over 75 participants. Consultations with Adult Education and Literacy programs occurred at the rate of several per month around the state.

We provide assistance to local programs in technology applications, including professional development to support the use of instructional technology. Training and technology assistance to local programs in technology applications, especially in the area of web based communications are provided as well as assistance in finding access to computers. Applications such as NearPod and Google Docs help teachers and staff become more efficient in their work. Use of Wiggio and Schoology provide strong communication avenues for program to program, and other connections for teachers and students.

We support activities for the integration of literacy and English language instruction with occupational skill training, including promoting linkages with employers. Local programs can be assisted by sharing effective models, assisting local programs in engaging employers and how to partner successfully with other agencies to place students in employment.

Training staff on learning styles and needs, facilitating adult learning, planning for instruction and monitoring student progress is ongoing now that our Teacher Evaluation program is in effect and required by all educators and programs.

We continue to provide professional development to local programs for improved program quality. Instruction is designed to improve instruction in the essential components of reading instruction, those related to specific needs of adult learners, instruction provided by volunteers or paid personnel and the dissemination of information about models and promising practices. Participants are asked to evaluate the training sessions to determine if the sessions fit their needs. This is done both manually and electronically. Changes are made to future workshops based on the evaluations completed.

Performance Data Analyses *Describe how the adult education program performed in the overall assessment of core programs based on the core indicators of performance. Discuss how*

the assessment was used to improve quality and effectiveness of the funded eligible providers and any plans to further increase performance in future reporting years.

Number of Students Enrolled: The total number of students enrolled in fiscal year 2017-18 continued to decline slightly from the previous year with all age cohorts dropping off. The following chart shows our performance from FY 2017 and FY 2018. This shows some good increases in the ABE levels and a slight drop in ASE low. ESL Beginning literacy had the most significant increase but the other ESL levels had decreases in performance for which we will evaluate in 2018-19.

MEASURE	2016-17 PERFORMANCE	2017-18 PERFORMANCE
ABE Beginning Literacy	48%	49%
ABE Beginning	47%	48%
ABE Low Intermediate	46%	47%
ABE High Intermediate	38%	41%
ASE Low	42%	40%
ESL Beginning Literacy	66%	70%
ESL Low Beginning	64%	58%
ESL High Beginning	55%	54%
ESL Low Intermediate	42%	39%
ESL High Intermediate	44%	43%
ESL Advanced	36%	35%

Percentage of Unemployed Learners

The October 2018 unemployment rate for Connecticut is estimated at 4.2% (seasonally adjusted), unchanged from September 2018 and down three-tenths of a percentage point from a year ago when it was 4.5%. The percent of learners who indicate that they are employed at entry has increased slightly from last year. The percent of learners who are unemployed and seeking employment remained the same.

Percent of Learners Based on Employment Status at Entry

	2013-14	2014-15	2015-16	2016-17	2017-18
Employed	38%	40%	40%	40%	41%
Unemployed - Seeking Employment	39%	38%	36%	36%	36%
Unemployed - Not Seeking Employment	22%	22%	24%	24%	23%

Integration with One-stop Partners

Describe how the State eligible agency, as the entity responsible for meeting one-stop requirements under 34 CFR part 463, subpart J, carries out or delegates its required one-stop roles to eligible providers. Describe the applicable career services that are provided in the onestop system. Describe how infrastructure costs are supported through State and local options.

WIOA 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.

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

-) 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.
-) 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; 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.
-) The Connecticut Adult Virtual High School (CTAVHS) continued to facilitate greater coordination among adult education programs and increased access to learning opportunities by offering high quality mentored online courses to learners statewide.

The CSDE continued to design three priority areas through its federally funded competitive grants to adult education providers specifically focused on critical aspects of career pathways for adult students: Workforce Readiness, Post-secondary Education and Training and Integrated Education and Training (IET).

-) Workforce 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. Students were exposed to labor market information, visited one-stop centers and learned about career pathways as part of their contextualized classroom instruction.
-) Post-secondary Education and Training grantees bridged the "transition gap" by raising students' standards/expectations, partnered with higher education institutions, aligned curricula, awarded dual credit, coached learners about postsecondary options and targeted 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 Integrated Education and Training (IET) grantees provided specific career pathways for adult students by utilizing a co-teaching model that included basic education/diploma attainment and training in a specific skill that led to an industry recognized credential. Some examples include Certified Nursing Assistant, Culinary Arts, and Advanced Manufacturing.

CSDE conducted continuation grants for Title II funds in the spring of 2018. The Program Enhancement Projects' (PEP) priority areas 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.

Collaborations with Workforce Development Boards (WDB), One-Stop Centers, the Connecticut Department of Labor and the Department of Rehabilitation Services.

In fiscal year 2017-18, the CSDE provided direct and equitable distribution of financial support to all one-stop centers for infrastructure costs in the amount of \$78,688 (1.5% of the state’s total federal allotment). These funds are awarded by the State Department of Education to support the local providers’ presence in their respective One-Stop Centers. Memoranda of Understanding are in place with each area Workforce Development Board (WDB) 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 WDB 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 CSDE has been working collaboratively with the State Workforce Development Board, Connecticut Employment and Training Commission (CETC), to ensure that career pathways development is connected with labor market needs and reflective of the certificate and credit-bearing courses offered at Connecticut’s twelve community colleges. 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.

CSDE staff members served on all five local workforce development boards and subcommittees as appointed. The CSDE remains committed to strengthening connections among adult education, social service organizations and the workforce system.

Twenty-five adult education providers have a Workforce Readiness grant. Some of the activities include trips to the local One-Stops and participation in career fairs. In some cases, the staff from the One-Stops do sessions in resume writing, career search, and mock job interviews at the program’s site.

Connecticut has had a long-standing Disability Focus Group whose membership includes staff from the Department of Labor, the Department of Rehabilitation Services, the Department of Mental Health and Addiction Services and the Department of Education. We have an annual Disabilities Conference which is supported financially and morally by those agencies,

Integrated English Literacy and Civics Education (IELCE) Program (AEFLA Section 243)

Describe how the state is using funds under Section 243 to support the following activities under the IELCE program:

- 1. Describe when your State held a competition [the latest competition] for IELCE program funds and the number of grants awarded by your State to support IELCE programs.*
- 2. Describe your State efforts in meeting the requirement to provide IELCE services in combination with integrated education and training activities;*
- 3. Describe how the State is progressing towards program goals of preparing and placing IELCE program participants in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency as described in section 243(c)(1) and discuss any performance results, challenges, and lessons learned from implementing those program goals; and*

4. *Describe how the State is progressing towards program goals of ensuring that IELCE program activities are integrated with the local workforce development system and its functions as described in section 243(c)(2) and discuss any performance results, challenges, and lessons learned from implementing those program goals.*

A new competition was held in the spring of 2017 and twenty-one grants were awarded for IELCE projects. Although the amount of funding was reduced for each grant, all twenty-one grants requested a continuation in 2018. FY 2017-18 was the first year of this project, so we have held professional development sessions specifically for IELCE grantees. We are also part of the *Building Opportunities Collaborative*, which supports the state in implementation of the new requirements under WIOA.

In our continuation application for the federal grant, the following requirements were included in the Integrated English Literacy/Civics Education (IEL/Civics) priority area for funding:

- A. Program design and goals that focus on preparing adults for employment in in-demand industries and occupations that lead to economic self-sufficiency;
- B. Curriculum focus on skills that will provide information and support in the skills necessary for the workplace;
- C. Coordination with the local workforce system;
- D. Activities provided in combination with integrated education/training (IET) activities

In addition to the requirements listed above, the grantees utilized these resources 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 1600 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, the development of functional language abilities in receptive and expressive oral and written English, improvement in numeracy/computation skills and a growing competence in idiomatic speech.

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

-) participation in career pathways exploration and distance learning activities that impacted competence in the workplace;
-) utilization of various technologies including tablets, smart phones, I Pads, Microsoft Office, Internet, Nearpod, Google and Schoology,;
-) integration of College and Career Readiness Standards into curriculum;
-) integration of workplace language and conversation practice;
-) visits to the local American Job Centers and participation in Career Fairs;
-) knowledge of the American education system with special focus on addressing the needs of families new to the U.S. school system;
-) cross cultural perspectives, civic responsibility, democracy topics and independent projects; and
-) attainment of industry recognized certificates in Customer Service, CNA, and ServSafe Food Handler

Adult Education Standards

If your State has adopted new challenging K-12 standards under title I of the Elementary and Secondary Education Act of 1965, as amended, describe how your Adult Education content standards are aligned with those K-12 standards.

Due to the new GED test and the NEDP aligning to College and Career Standards (CCRS), and after several years of research including presentations in CT as well as attendance to trainings out of state, SDE recognized the need to support a set of standards relevant to adult learners. The integration of CCRS into

adult education programs is intended to provide all adult students with the opportunity to be prepared for postsecondary training without needing remediation. To that end, the Common Core State Standards (CCSS) selected for inclusion here identify beginning levels of study, reaching students at their instructional levels upon program entry and positioning them for successful progress toward college and career readiness. Full implementation of the CCRS went into effect on July 1, 2017.

CSDE has required adult education program directors in each area to send as many CDP math and ELA teachers as well as ABE/GED teachers to participate in the CCRS training. We expect these programs to identify “lead” teachers to expand and sustain this effort within their programs. This will also help programs who have a turnover of teachers to keep the new ones informed of the CCRS. Since the English Language Proficiency Standards (ELPS) have been released, CT trainers have been delivering face to face trainings.

To enhance and support the CCRS implementation effort, CSDE’s adult education unit and ATDN have done outreach to stakeholders such as CAACE (CT Adult and Continuing Education association), NELRC (New England Literacy Resource Center), Regional Workforce Development Boards, the two RESCs which are supporting the delivery of CT’s professional development system as well as to content curriculum specialists at CSDE. Evaluation consists of ongoing technical assistance from trainers and CSDE which include trainers’ observations, submissions of documents, participating in webinars, postings in Schoology, presentations at meetings, and contributions to the learning resource library.

Secondary School Credentials and Equivalencies

Connecticut Adult Education offers three distinct pathways for adults to attain a high school diploma.

Adult High School Credit Diploma (AHSCD):

The Adult High School Credit Diploma program is a prescribed plan, process and structure for earning a required number of academic and elective credits. The provider must be a local education agency (LEA) or Regional Education Service Center (RESC). An adult who successfully completes the required credits of the AHSCD program is awarded a high school diploma by the providing LEA or RESC.

Credits toward a local diploma must be obtained through a prescribed plan that requires a minimum of 20 credits in academic and elective areas. Credits for work or military experience, independent study projects and online courses are additional ways to obtain credit. Also, CSDE offers an Adult Virtual High School (AVHS) program which provides a collaborative statewide system that delivers supplemental online courses aligned with the College and Career Readiness Standards for students enrolled in a CT Adult Education Center’s AHSCD or GED program. Online courseware are taught by CT certified teachers with a web-based tutoring service and a seven day help desk. The program operates from July to June and is sustained by an established infrastructure and management team with trained and experienced teachers and mentors. Each provider/town can enhance the basic AHSCD program but must adhere to the minimum state requirements: 1) use certified teachers and counselors; 2) adhere to State Department of Education requirements regarding assessment, enrollment, and accountability and reporting; 3) meet required credit standards; and 4) ensure that a one credit course offers a minimum of 48 instructional hours.

Credits are required to be distributed as follows:

- 4 English
- 3 Social Studies (including 1 credit in US/American History and half credit in Civics/Government)

- 3 Math
- 2 Science
- 1 Arts/Vocational Education
- 7 Electives

National External Diploma Program (NEDP):

The NEDP is a web-based applied performance assessment program that assesses the high school level skills of adults and out-of-school youth. The NEDP evaluates the reading, writing, math and workforce readiness skills of participants in life and work contexts. It is aligned with the College and Career Readiness Standards and evaluates competencies in ten content areas including Financial Literacy, Health Literacy, Civic Literacy, Geography, History, Science, and Twenty-First Century Workplace. An adult who successfully completes all components of the assessment, as required, is awarded a local high school diploma by the providing LEA or RESC.

General Educational Development (GED):

Adults who have not completed high school must demonstrate the attainment of academic skills and concepts normally acquired through completion of a high school program. They do this through the GED examination that includes four subject-area modules: Reasoning through Language Arts (RLA), Mathematical Reasoning, Science, and Social Studies. The test is also aligned with the College and Career Readiness Standards and measures both high school equivalency as well as readiness for career and college. Applicants for this examination must be at least 17 years of age and officially withdrawn from school for at least six months. Individuals who pass the GED Tests are awarded a Connecticut State High School Diploma. GED instructional programs, provided throughout the state in local school districts and a variety of other instructional sites, help individuals to prepare for this rigorous examination.

Programs for Corrections Education and the Education of Other Institutionalized Individuals (AEFLA Section 225)

What was the relative rate of recidivism for criminal offenders served? Please describe the methods and factors used in calculating the rate for this reporting period.

With major budget cuts, some Corrections' facilities have been closed, leadership has changed and staff has been reduced. Due to these factors, CSDE has not collected that information and the state Department of Corrections (DOC) has not been able to calculate the recidivism rate in relationship to education. Education is one factor of many factors in recidivism. Since DOC's sole mission is not education and education is not the purpose of the inmate's stay, this has been very difficult to determine. A system is actively being developed to collect information on the common clients we serve.

Annual Narrative Report Summary

During fiscal year 2017-18, Connecticut expended \$39,695,887 in state/local and \$4,823,554 in federal funds to serve 19,799 individuals for an average per pupil cost of \$2,248. 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 collaborate with our partners 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.