LEGISLATIVE PROGRAM REVIEW & INVESTIGATIONS COMMITTEE

Coordination of Adult Literacy Programs: Staff Briefing Report
September 19, 2006

\

APPENDICES

A. Adult Literacy Acronyms and Definitions
B. Literacy Definitions and Measures
C. State and Federal Adult Literacy Laws: Major Provisions
D. National Reporting System and CASAS Overview
E. Adult Education Program Providers with Cooperating Districts
F. Adult Education Providers: FY 05 Enrollment and Budget
G. Workforce Investment Act: Provisions for Employment and Training Programs
H. SDE 2006-2007 Preliminary Adult Education Reimbursement Percentages Based on Current Law
I. State and Local Adult Education Expenditures: FY 05

APPENDIX A. ADULT LITERACY ACRONYMS AND DEFINITIONS

ABE	Adult Basic Education
AEFLA	Adult Education and Family Literacy Act (Title II, P.L. 105-220)
AHSCDP	Adult High School Credit Diploma Program
ASE	Adult Secondary Education
ATDN	Connecticut Adult Training and Development Network
CAACE	Connecticut Association for Adult and Continuing Education
CASAS	Comprehensive Adult Student Assessment System
CARS	Connecticut Adult Reporting System
CCS	Connecticut Competency System
CETC	Connecticut Employment and Training Commission
CREC	Capital Region Education Council
DOL	Connecticut Department of Labor
DSS	Connecticut Department of Social Services
EDP	External Diploma Program
ESEA	Elementary and Secondary Education Act (P.L. 103-382)
ESL	English as a Second Language
GED	General Educational Development test
JFES	Jobs First Employment Services
LEP	Limited English Proficiency
LV	Literacy Volunteers
NAAL	National Assessment of Adult Literacy (2003)
NGA	National Governors Association
NIFL	National Institute for Literacy
NRS	National Reporting System for Adult Education
NSAL	National Survey of Adult Literacy (1992)
OVAE	Office of Vocational and Adult Education, U.S. Department of Education
OWC	Connecticut Office of Workforce Competitiveness
RESC	Regional Education Service Center
SDE	Connecticut State Department of Education
TANF	Temporary Assistance for Needy Families
TFA	Temporary Family Assistance
U.S. DOE	U.S. Department of Education
U.S. DOL	U.S. Department of Labor
WIA	Workforce Investment Act of 1998 (P.L. 105-220)
WIB	Workforce Investment Board

APPENDIX B. LITERACY DEFINITIONS AND MEASURES (JUNE 2006 PRI STUDY UPDATE)

How is Literacy Defined?

- The National Institute for Literacy (NIFL) definition of literacy, which is incorporated in federal adult education legislation is: an individual's ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society.

- Being literate is commonly thought of as being able to read but to educators, policymakers, and many employers, literacy encompasses an array of reading, writing, communication, and quantitative skills adults need to be successful now and in the future. Adult literacy levels generally are measured on a scale of functional skills ranging from little or no ability to read and understand printed material in English to the capability of comprehending and using very complex information in print or electronic formats.

Why are Adult Literacy Programs and Services Needed?

- The level of reading, writing, and math skills needed to function effectively as a citizen, worker, and parent in 21st century is high; increasingly, more than a high school diploma, as well as English language proficiency, is required to obtain a job that can support a family, particularly in Connecticut.

- Data from the 2000 Census show about 16 percent of Connecticut's adult population age 18 and over (426,553 individuals) lack a high school diploma and almost 4 percent of adult residents (92,783) speak English "not well" or "not at all."

- A substantial number of Americans age 16 and over have low literacy skills according to results from the 2003 U.S. Department of Education National Assessment of Adult Literacy (NAAL), the most recent survey of English literacy of adults in the United States.

- NAAL measured adult English literacy in three different skill areas:

  - *Prose* (search, comprehend, and use information from continuous text);
  - *Document* (search, comprehend, and use information from noncontinuous text in various formats); and
  - *Quantitative* (identify and perform computations, either alone or sequentially, using numbers embedded in printed material).

- Results from the national assessment were reported for each skill area using four adult literacy performance levels that range from "Below Basic" to "Proficient" (see Table 1).

Table 1. Literacy Performance Levels for Adults (NAAL 2003)		
Level	**Definition**	**Sample Tasks**
Below Basic	Nonliterate in English to the most simple and concrete literacy skills	• Search short, simple text to find out what a patient can drink before a medical test • Sign a form • Add amounts on a bank deposit slip
Basic	Skills necessary to perform simple and everyday literacy tasks	• Find in a prospective juror pamphlet how people are selected for the jury pool • Use a TV guide to find out what programs are on at a specific time • Compare ticket prices for two events
Intermediate	Skills necessary to perform moderately challenging literacy activities	• Consult reference materials to determine which foods contain a particular vitamin • Identify a specific location on a map • Calculate the total cost of ordering specific office supplies from a catalog
Proficient	Skills necessary to perform more complex and challenging literacy activities	• Compare viewpoints in two editorials • Interpret a table about blood pressure, age and physical activity • Compute and compare the cost per ounce of food items
Source: "A First Look at the Literacy of America's Adults in the 21st Century," National Center for Education Statistics, 2006.		

- Adult literacy performance levels of "Basic" and "Below Basic" are considered low. While there is no generally accepted standard or set benchmark for adult literacy, many experts believe adults need performance at least at the NAAL "Intermediate" level to function effectively as citizens, parents, and employees in the 21st century.

- National NAAL data presented in Table 2 show the portion of adults with a literacy rate below "Intermediate" was: 43 percent for prose literacy; 34 percent for document literacy; and 55 percent for quantitative literacy. State-by-state literacy rates for 2003 are not yet available.

Table 2. U.S. Adult Literacy Rates: 2003				
	Below Basic	**Basic**	**Intermediate**	**Proficient**
Literacy Area				
Prose	14%	29%	44%	13%
Document	12%	22%	53%	13%
Quantitative	22%	33%	33%	13%
Source: "A First Look at the Literacy of America's Adults in the 21st Century," National Center for Education Statistics, 2006				

APPENDIX C. STATE AND FEDERAL ADULT LITERACY LAWS: MAJOR PROVISIONS

Connecticut State Statutes

In Connecticut, all school districts are statutorily required to offer adult education instruction to eligible residents that includes: Americanization and United States citizenship; English for adults with limited English proficiency; and elementary and secondary school completion programs and classes. Districts may provide adult education classes on any subject and vocational education area included in their elementary and secondary school curriuculum as well as adult literacy, parenting skills, and any other subject or activity.

Credit requirements. Districts may award adult education diplomas to students who have satisfactorily completed a minimum of 20 adult education credits in certain academic and elective areas. As of July 1, 2004, the credit requirements by statute are: four credits in English; three credits in mathematics; three credits in social studies including one credit in American history and at least one-half credit in civics and American government; two credits in science; and one credit in the arts or vocational education. State law specifically allows adult education credits to be awarded for the following:

- experiential learning (e.g., military experience, occupational experience including training, community service, or avocational skills);
- successful completion of course work at state-accredited higher education institutions and approved public and private high schools and vocational-technical schools;
- satisfactory performance on subject matter tests; and
- independent study projects.

District authority. Each school district must determine the minimum number of weeks per semester for an adult education program. The district is further required to provide certified counseling staff to assist adult education program students with educational and career counseling. Local and regional boards of education providing adult education classes and activities are required to provide rooms and other facilities and employ necessary personnel. The boards have the same powers and duties in relation to adult education classes as with other public schools.

Students. Adult students may be admitted to any public elementary or secondary school to attend adult education classes. Persons enrolled in a full-time educational program in a local or regional school district must obtain the approval of the school district principal to enroll in an adult education activity.

An adult resident is statutorily defined as: (1) any person 16 years or older who in not enrolled in a public school program; (2) a student expelled from a public school for seriously disruptive conduct involving the use of alcohol and subsequently assigned to an adult class; or (3) a public school student who is under 16 and a mother and requests permission from the local or regional board of education to attend adult education classes.

Adult education providers. All local and regional boards of education are required to establish and maintain adult classes or provide through cooperative arrangements with other boards of education, cooperating eligible entities, or regional educational service centers for participation in adult classes for adult residents. A cooperating eligible entity is defined by statute as any corporation or other business entity, nonprofit organization, private occupational school, licensed or accredited institution of higher education, regional vocational-technical school, or library that enters into a written cooperative arrangements with a local or regional board of education or regional educational service center to provides adult education classes or services.

Regional educational service centers (RESCs) are education agencies formed by four or more local or regional boards of education in a state regional planning area to cooperatively provide services and programs. [1] RESCs often provide special education services, while some operate inter-district magnet schools and adult education programs for their member districts.

Fees and charges. Required adult education classes and programs in Americanization and United State citizenship, ESL, and elementary and secondary school completion programs must be provided free of charge to eligible adults. However, a providing school district can charge a registration fee to a cooperating district for that district's residents registered for required adult education classes. Further, adult students may be charged registration fees for nonrequired classes; for these classes, providing school districts may charge a higher registration fee for residents of a cooperating school district than it does for its own residents.

A board of education for any providing school district may also set and collect student fees for books and materials or require a refundable deposit for the lending of books and materials for an adult education classes, activities, or programs. Fees may be waived for a handicapped adult or elderly person (at least 62 years) enrolled in adult education classes, activities, and programs in any subject provided by the elementary or secondary school including vocational education, adult literacy, parenting skills, and any other subject or activity. A board of education providing adult education may establish and maintain an adult education school activity fund to handle the finances of the program.

State grants. To be eligible for reimbursement through a state grant, school districts and RESCs are required to annually submit an adult education proposal to the Department of Education. SDE determines the format of the proposal, including a description of the program and an estimate of the eligible costs for the upcoming fiscal year. Local and regional school districts and RESCs are reimbursed a percentage of their eligible adult education expenses based on a statutory formula.

Eligible expenditures for adult education are broadly defined in statute as those directly attributable to the required adult education program including teachers and teacher aides, administration, clerical assistance, program supplies, facility rentals other than rooms and

---

[1] There are six RESCs statewide: (1) Area Cooperative Educational Services (ACES) in the New Haven area; (2) Cooperative Education Services (CES) in the Bridgeport area; (3) Capital Region Education Council (CREC) in the Hartford area; (4) EastConn in the Windham area; (5) Education Connecticut in the Litchfield area; and (6) LEARN in the Middletown and Eastern shoreline area.

facilities specifically for adult education classes and activities, staff development, counselors, transportation, security, and child care services.

The percentage of eligible costs for adult education is determined based on a ranking for all towns in a descending order from 1 to 169. All towns are ranked based on their adjusted equalized net grand list per capita. A reimbursement percentage on a continuous scale of 0 to 65 is determined for each town. Priority school districts have a guaranteed floor (not less than 20 percent) built into their reimbursement formula and large schools and those providing basic adult education to Department of Mental Health and Addiction Services clients are given inceases up to a certain ceiling.

Federal Law

Federal legislation concerning adult literacy was first enacted in the mid-1960s as part of the national anti-poverty programs initiated during the Kennedy and Johnson administrations. Recognizing the link between economic success, effective community participation, and an individual's literacy level, Congress created a grant program to support state adult basic education activities under P.L. 88-452, the Economic Opportunity Act of 1964. The current federal adult literacy law, The Adult Education and Family Literacy Act (AEFLA), was enacted as Title II of The Workforce Investment Act of 1998 (WIA), Public Law 105-220.

Purpose. The main purposes of AEFLA, according to Section 202 of P.L. 105-220, Title II, are to: "…

- assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency;
- 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."

Under AEFLA, "literate" means an individual is able to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job, in his or her family, and in society. The federal definition does not establish any specific educational competency level or single, national literacy standard for adults.

Funding. Federal AEFLA funds are distributed to states according to a formula based on census data on the number of adults age 16 and over who lack a high school diploma and are not enrolled in school. In FY 05, all state Adult Education and Family Literacy Act grant awards totaled nearly $560 million and Connecticut received almost $5.8 million

A 25 percent state match (state and local monies combined) is required and states must also sustain their overall level of spending (maintenance of effort) on adult literacy services. The maintenance of effort requirement applies to aggregate and per-pupil spending and states can face reduced funding allocations for noncompliance.

Most states exceed the 25 percent matching level and Connecticut's state-local contribution typically is among the highest in the country. In FY 02, Connecticut's nonfederal share of total spending on adult education and literacy was 85 percent.

States must award at least 82.5 percent of the federal grant on a competitive basis to local providers of adult education and literacy services. The federal law prohibits states from using more than 10 percent of their AEFLA funding for the education of correctional facility or other institutionalized populations.

The local provider network may include local education agencies (LEAs)/school districts, community colleges, and a variety of community- and faith-based organizations and nonprofit agencies that provide literacy services. In awarding local funding, states must consider 12 statutory criteria that include factors such as: past effectiveness, commitment to serving those most in need, measurable goals, program intensity and duration, high-quality management information, flexible schedules, support services, and coordination with other available community resources.

States are allowed to establish additional criteria and set funding priority areas for their program activities. Currently, Connecticut has identified six federal funding priority areas that include, among others, projects related to workforce preparedness, programs to improve family (parent and child) literacy, and services that promote the transition from adult education to post-secondary education and training.

The state administrative agency can retain up to 17.5 percent of the federal grant, with a maximum of 5 percent for administration and 12.5 percent for leadership activities, which are statewide program improvements such as professional development and technical assistance. In Connecticut, the State Department of Education (SDE) is the agency authorized to administer AEFLA. As the administering and supervising entity, SDE must prepare a state five-year plan for providing adult education and literacy services, monitor and report on program performance, distribute funds to local providers and provide statewide leadership.

Activities. Providers must use federal AEFLA funds to operate programs that provide services or instruction in one or more of the following categories:

- Adult education and literacy services, including workplace literacy services;
- Family literacy services; and
- English literacy services.

Under the federal law, adult education is defined as instruction below the postsecondary level for persons age 16 or older and not enrolled in secondary school who do not have a high school diploma or equivalent level of educational skills, or competency in reading, writing, or speaking English. Workplace literacy services are basic skill and ESL instructional activities offered with the purpose of improving worker productivity through improved English literacy skills. Family literacy programs integrate parent and child literacy activities including early childhood and adult education programs, parent training, and interactive literacy activities between parents and their children.

In addition to literacy programs, local providers may, and many do, offer a variety of related support services such as job placement, child care, and transportation assistance. However, such activities are usually funded from sources other than AEFLA grant money.

Performance standards and reporting. Improving accountability for the results of publicly funded employment, training, and literacy programs was a central goal of the 1998 federal workforce investment reform legislation. Under the provisions of AEFLA, there are three core indicators for assessing state performance of adult literacy activities on an annual basis:

- demonstrated improvements in literacy skill levels;
- placement or retention in, or completion of, postsecondary education, training, unsubsidized employment or career advancement; and
- receipt of a secondary school diploma or its recognized equivalent.

The federal adult education law required the U.S. Department of Education, Office of Vocational and Adult Education (OVAE), to create a National Reporting System (NRS) on outcomes from state adult education and literacy activities. The reporting system developed by OVAE, which became effective in July 2000, establishes five core measures for assessing the AEFLA performance indicators as well as standardized definitions and data collection methodologies states must use to ensure comparable and reliable information. (The core NRS measures, their working definitions, and the assessement method and reporting process used in Connecticut are described in Appendix D).

Each year, states must negotiate targeted levels of performance for each NRS measure and report progress toward their goals to the U.S. DOE. States that meet or exceed their adult literacy activity goals as well as their performance goals for other WIA-funded employment and training programs can qualify for federal incentive grant funding.

Table 1. WIA Employment and Training Program Performance Measures

	WIA Title I Programs			
Measure	**Adult**	**Dislocated Worker**	**Youth Age 19-21**	**Youth Age 14-18**
Entered Employment Rate	•	•	•	
Employment Retention Rate at 6 Months	•	•	•	
Average Earnings Change in 6 Months	•		•	
Earnings Replacement Rate in 6 Months		•		
Entered Employment and Credential Rate*	•	•		
Employment/Education/Training and Credential Rate*			•	
Customer Satisfaction for Participants	•	•	•	•
Customer Satisfaction for Employers	•	•	•	•
Skill Attainment Rate				•
Diploma or Equivalent Attainment rate				•
Placement and Retention Rate				•

*Credentials includes a high school diploma, GED, postsecondary degree or certificate, professional license/certificate

Source of Data : GAO Report 04-657

The federal core indicators for WIA Title I employment and training programs that serve adults, youth, and dislocated workers are listed in Table 1. For the most part, they focus on employment rates, credential rates, and changes in the earnings of individual participants. The indicators regarding skill attainment and high school completion, which are comparable to AEFLA core measures, were recently added for the WIA programs that serve youth age 14-18.

Required coordination. Another central goal of the 1998 WIA reforms was to integrate workforce development services through a system of community-based "one-stop" career centers. The centers were intended to give jobseekers and employers in a local labor market area access to many employment, training, and education resources at one site.

To promote collaboration and coordination, WIA requires certain federal programs, including those funded under the Adult Education and Family Literacy Act, to be mandatory "one-stop" system partners (see Table 2). By law, mandatory partners are required to: make their core services available at the one-stop centers; use portion of their funding to support the one-stop system; provide representation on the local workforce investment board; and enter into formal agreements (written memoranda of understanding, MOUs) with the local boards concerning these activities.

Table 2. Mandatory WIA One-Stop System Partners

Program	Federal Agency
• Adult Education and Literacy (WIA Title II) • Vocational Education (Perkins Act) • Vocational Rehabilitation	Dept. of Education
• Employment and Training for Adults, Dislocated Workers, and Youth (WIA Title I) • Employment and training for migrants and seasonal farm workers • Employment and training for Native Americans • Job Corps • Older American Community Service Employment Program • Trade adjustment assistance programs • Unemployment Insurance • Veterans' employment and training programs • Employment Services (Wagner-Peyser Act) • Welfare-to-Work grant-funded programs	Dept. of Labor
• Employment and training funded by Community Services Block Grants	Dept. of Health and Human Services
• HUD-administered employment and training programs	Dept. of Housing and Urban Development

Source: GAO Report 02-275 (WIA Performance Measures) p.8; Workforce Alliance Training Policy in Brief 2006, p. 15

APPENDIX D: NATIONAL REPORTING SYSTEM AND CASAS OVERVIEW

All states are required under the federal Adult Education and Family Literacy Act to report on five core measures of the effectiveness of their adult literacy activities. The mandated measures and their working definitions are shown in Table 1.

Table 1. Federally Mandated Measures of Adult Literacy Program Effectiveness

AEFLA Core Measures	Definitions
1. Demonstrated Literacy Skill Improvement	
a. Education Gain Adult Basic and Secondary Education (ABE/ASE)*	Percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled
b. Educational Gain English Literacy	Percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of instruction in which they were enrolled
2. High School Completion	Percentage of adult learners with a high school completion goal who earned a high school diploma or GED after exiting the program
3. Entered Postsecondary Education or Training	Percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program
4. Entered Employment	Percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program
5. Retained Employment	Percentage of adult learners with a) a job retention goal at the time of enrollment and b) those with an employment goal who obtained work after leaving the program who were employed at the end of the third quarter after exiting the program

*ABE/ASE consists of programs covering six instructional levels ranging from beginning literacy to high school completion skills

Source of Data: U.S. Department of Education, 2006 AEFLA Annual Report to Congress on State Performance

States are required to use the National Reporting System (NRS), the AEFLA accountability process developed by the U.S. Department of Education, to report their core measures and other adult literacy activity data. NRS incorporates standard definitions and data collection methodologies to help ensure reliable, comparable performance data is gathered from all state programs

For the all but the first core measure, states can meet the NRS requirements by compiling outcome data based on program records (e.g., diplomas awarded, GED examinations passed), follow-up survey results, or cross-matches of different databases (e.g., adult education and labor/employment databases). Regarding the literacy skill improvement measure, states are required to establish standardized assessment procedures to identify the initial student proficiency as well as to measure gains from program participation. NRS defines six levels of

levels of proficiency (Educational Function Levels) for adult basic and secondary programs, and another six levels for ESL programs. The ABE/ASE levels are based on reading, writing, numeracy and functional and workplace skills while the ESL levels also incorporate speaking and listening skills.

The NRS Educational Function Levels for adult basic and secondary programs and for ESL programs are shown in Table 2. According to the U.S. DOE, one NRS level is roughly equal to two grade levels. The literacy skill improvement represented by advancing on Educational Function Level, therefore, is significant.

The NRS levels are benchmarked to common adult literacy assessments, such as the Comprehensive Adult Student Assessment System (CASAS) used by Connecticut, so that how students function at each level corresponds to their performance (score range) on such standardized tests. The CASAS test scores that correspond to each NRS level are also shown in Table 2. The highest number in each CASAS range is the benchmark test score used to identify learners who complete an NRS level.

Table 2. NRS Educational Function Levels

ABE/ASE NRS Levels	*CASAS Score Range Reading/Math*	ESL NRS Levels	*CASAS Score Range Reading/Math/Listening*
ABE Beginning Literacy	*200 and below*	Beginning Literacy	*180 and below*
ABE Beginning Basic	*201-210*	Beginning	*181-200*
ABE Low Intermediate	*211-235*	Low Intermediate	*201-210*
ABE High Intermediate	*236-245*	High Intermediate	*211-220*
ASE Low	*236-245*	Low Advanced	*221-235*
ASE High	*246 and above*	High Advanced *	*N/A*

* Connecticut's adult education system, like those in many other states generally does not serve individuals at a high advanced level of English language proficiency as they tend to be well-educated, with high literacy levels in their native language. These students typically would be referred to postsecondary-level ESL programs, such as those offered by community colleges. The ESL high advanced level is being eliminated from the NRS reporting system by U.S. DOE effective FY 07.

Source of Data: SDE, Bureau of Early Childhood, Career and Adult Education, *Connecticut Competency System Assessment Policies and Guidelines Fiscal Year 2005-2006*, September 2005.

CASAS. The Comprehensive Adult Student Assessment System is one of several nationally recognized tools for measuring adult literacy levels.[2] CASAS is approved by both the federal and state education departments for assessing the needs of adult learners and is widely used by state and local education agencies as well as many training program operators across the country. Connecticut is one of at least 30 states that uses CASAS for reporting on the federal core measures of adult education program performance.

CASAS assessment instruments measure literacy levels in terms of defined sets of critical skill sets (competencies) adult need in different contexts. There are about 180 different

[2] Some of the other commonly used standardized adult literacy assessment tools are TABE (Test of Adult Basic Education) and ABLE (Adult Basic Learning Examination), both of which are scored using grade-level equivalents.

instruments available for a wide variety of assessment purposes including initial skill appraisal, course and program placement guidance, and diagnosis of instructional needs as well as to monitor and document learning gains and other student outcomes.

A general description of the literacy levels in terms of reading, writing, computational, and functional/workplace skills that correspond to CASAS test scores for both ABE (which CASAS uses to refer to both adult basic and adult secondary education programs) and for ESL students is attached. The five CASAS levels shown in the attachment, which range from A to E for adult basic and secondary education as well as English as Second Language, do not directly relate to the National Reporting System levels. However, federal educational function levels for adult basic and secondary education can be matched to the subcategory descriptions within all five CASAS skill levels for ABE. Similarly, the subcategories for the CASAS skill levels A through C for ESL also match up with the six NRS levels for English language proficiency.

CASAS SKILL LEVEL DESCRIPTORS FOR ABE

Scale Score	CASAS Level	Descriptors
250	E	**Advanced Adult Secondary** With some assistance, persons at this level are able to interpret technical information, more complex manuals, and material safety data sheets (MSDS). Can comprehend some college textbooks and apprenticeship manuals.
245		
240	D	**Adult Secondary** Can read and follow multi-step directions; read and interpret common legal forms and manuals; use math in business, such as calculating discounts; create and use tables and graphs; communicate personal opinion in written form; write an accident or incident report. Can integrate information from multiple texts, charts, and graphs as well as evaluate and organize information. Can perform tasks that involve oral and written instructions in both familiar and unfamiliar situations.
235		
230	C	**Advanced Basic Skills** Can handle most routine reading, writing, and computational tasks related to their life roles. Can interpret routine charts, graphs, and labels; read and interpret a simple handbook for employees; interpret a payroll stub; complete an order form and do calculations; compute tips; reconcile a bank statement; fill out medical information forms and job applications. Can follow multi-step diagrams and written instructions; maintain a family budget; and write a simple accident or incident report. Can handle jobs and job training situations that involve following oral and simple written instructions and diagrams. Persons at the upper end of this score range are able to begin GED preparation.
225		
220	B	**Intermediate Basic Skills** Can handle basic reading, writing, and computational tasks related to life roles. Can read and interpret simplified and some authentic materials on familiar topics. Can interpret simple charts, graphs, and labels; interpret a basic payroll stub; follow basic written instructions and diagrams. Can complete a simple order form and do calculations; fill out basic medical information forms and basic job applications; follow basic oral and written instructions and diagrams. Can handle jobs and/or job training that involve following basic oral or written instructions and diagrams if they can be clarified orally.
215		
210		**Beginning Basic Skills** Can fill out simple forms requiring basic personal information, write a simple list or telephone message, calculate a single simple operation when numbers are given, and make simple change. Can read and interpret simple sentences on familiar topics. Can read and interpret simple directions, signs, maps, and simple menus. Can handle entry-level jobs that involve some simple written communication.
205		
200	A	**Beginning Literacy/Pre-Beginning** Very limited ability to read or write. Persons at the upper end of this score range can read and write numbers and letters and simple words and phrases related to immediate needs. Can provide very basic personal identification in written form such as on job applications. Can handle routine entry-level jobs that require only basic written communication.
190		
180		
150		

Note: This chart provides general skill descriptors by level. Level descriptors for reading, math and listening correspond to scale scores on tests in those specific skill areas.

Source: CASAS; reprinted in Connecticut Workforce Education Model Workplace Program Management and Administration User Handbook (Module 1), Fall 2006.

CASAS SKILL LEVEL DESCRIPTORS FOR ESL

Scale Score	CASAS Level	Descriptors
250	E	**Proficient Skills** SPL 8 Listening/Speaking: Can participate effectively in social and familiar work situations; can understand and participate in practical and social conversations and in technical discussions in own field. Reading/Writing: Can handle most reading and writing tasks related to life roles; can read and interpret most non-simplified materials; can interpret routine charts, graphs, and labels; fill out medical information forms and job applications. Employability: Can meet work demands with confidence, interact with the public, and follow written instructions in work manuals.
245		
240	D	**Adult Secondary** SPL 7 Listening/Speaking: Can function independently in survival and social and work situations; can clarify general meaning and communicate on the telephone on familiar topics. Reading/Writing: Can read and interpret non-simplified materials on everyday subjects; can interpret routine charts, graphs, and labels; fill out medical information forms and job applications; and write an accident or incident report. Employability: Understands routine work-related conversations. Can handle work that involves following oral and simple written instructions and interact with the public. Can perform reading and writing tasks, such as most logs, reports, and forms, with reasonable accuracy to meet work needs.
235		
230	C	**Advanced ESL** SPL 6 Listening/Speaking: Can satisfy most survival needs and social demands. Has some ability to understand and communicate on the telephone on familiar topics. Can participate in conversations on a variety of topics. Reading/Writing: Can read and interpret simplified and some non-simplified materials on familiar topics. Can interpret simple charts, graphs, and labels; interpret a payroll stub; and complete a simple order form; fill out medical information forms and job applications. Can write short personal notes and letters and make simple log entries. Employability: Can handle jobs and job training situations that involve following oral and simple written instructions and multi-step diagrams and limited public contact. Can read a simple employee handbook. Persons at the upper end of this score range are able to begin GED preparation.
225		
220	B	**High Intermediate ESL** SPL 5 Listening/Speaking: Can satisfy basic survival needs and limited social demands; can follow oral directions in familiar contexts. Has limited ability to understand on the telephone. Understands learned phrases easily and new phrases containing familiar vocabulary. Reading/Writing: Can read and interpret simplified and some authentic material on familiar subjects. Can write messages or notes related to basic needs. Can fill out basic medical forms and job applications. Employability: Can handle jobs and/or training that involve following basic oral and written instructions and diagrams if they can be clarified orally.
215		
210		**Low Intermediate ESL** SPL 4 Listening/Speaking: Can satisfy basic survival needs and very routine social demands. Understands simple learned phrases easily and some new simple phrases containing familiar vocabulary, spoken slowly with frequent repetition. Reading/Writing: Can read and interpret simple material on familiar topics. Able to read and interpret simple directions, schedules, signs, maps, and menus. Can fill out forms requiring basic personal information and write short, simple notes and messages based on familiar situations. Employability: Can handle entry-level jobs that involve some simple oral and written communication but in which tasks can also be demonstrated and/or clarified orally.
205		
200	A	**High Beginning ESL** SPL 3 Listening/Speaking: Functions with some difficulty in situations related to immediate needs; may have some simple oral communication abilities using basic learned phrases and sentences. Reading/Writing: Reads and writes letters and numbers and a limited number of basic sight words and simple phrases related to immediate needs. Can write basic personal information on simplified forms. Employability: Can handle routine entry-level jobs that involve only the most basic oral or written communication in English and in which all tasks can be demonstrated.
190		**Low Beginning ESL** SPL 2 Listening/Speaking: Functions in a very limited way in situations related to immediate needs; asks and responds to basic learned phrases spoken slowly and repeated often. Reading/Writing: Recognizes and writes letters and numbers and reads and understands common sight words. Can write own name and address. Employability: Can handle only routine entry-level jobs that do not require oral or written communication in English and in which all tasks are easily demonstrated.
180		**Beginning Literacy/Pre-Beginning ESL** SPL 0-1 Listening/Speaking: Functions minimally, if at all, in English. Communicates only through gestures and a few isolated words. Reading/Writing: May not be literate in any language. Employability: Can handle very routine entry-level jobs that do not require oral or written communication in English and in which all tasks are easily demonstrated. Employment choices would be extremely limited.
150		

Note: This chart provides general skill descriptors by level. Level descriptors for reading, math and listening correspond to scale scores on tests in those specific skill areas.

Source: CASAS; reprinted in Connecticut Workforce Education Model Workplace Program Management and Administration User Handbook (Module 1), Fall 2006.

APPENDIX E. ADULT EDUCATION PROGRAM PROVIDERS WITH COOPERATING DISTRICTS

Provider District/RESC	Number/List of Cooperating District Municipalities	
Branford School District	4	Clinton, Guilford, Madison, North Branford
Danbury School District	6	Bethel, Brookfield, New Fairfield, Newtown, Redding, Ridgefield
Enfield School District	4	East Windsor, Granby, Somers, Suffield
Fairfield School District	1	Easton
Farmington School District	4	Avon, Burlington, Canton, Harwinton
Hamden School District	3	Bethany, Orange, Woodbridge
Middletown School District	14	Chester, Cromwell, Deep River, Durham, East Haddam, East Hampton, Essex, Haddam, Killingworth, Middlefield, Old Saybrook, Portland, Rocky Hill, Westbrook
Naugatuck School District	4	Beacon Falls, Oxford, Wolcott*, Prospect*
New London School District	4	Lyme, Montville, Old Lyme, Waterford
Norwich School District	12	Bozrah, East Lyme, Franklin, Griswold, Ledyard, Lisbon, North Stonington, Preston, Salem, Sprague, Stonington, Voluntown
Shelton School District	4	Ansonia, Derby, Monroe, Seymour
Stamford School District	2	Darien, New Canaan
Vernon School District	16	Andover, Ashford, Bolton, Colchester, Coventry, Ellington, Glastonbury, Hebron, Manchester, Mansfield, Marlborough, South Windsor, Stafford, Tolland, Union, Willington
Waterbury School District	3	Watertown, Wolcott*, Prospect*
Westport School District	2	Weston, Wilton
Windsor Locks School District	1	East Granby
Education Connection (RESC)	27	Barkhamsted, Bethlehem, Bridgewater, Canaan, Colebrook, Cornwall, Goshen, Hartland, Kent, Litchfield, Middlebury, Morris, New Hartford, Norfolk, North Canaan, Plymouth, Roxbury, Salisbury, Sharon, Sherman, Southbury, Thomaston, Torrington, Warren, Washington, Winchester, Woodbury
EastConn (RESC)	16	Brooklyn, Canterbury, Chaplin, Columbia, Eastford, Hampton, Killingly, Lebanon, Plainfield, Pomfret, Putnam, Scotland, Thompson, Windham, Woodstock, Sterling
Total Providers with Cooperating Districts = 18	Total Cooperating District Municipalities = 125	

* Wolcott and Prospect have agreements with both Naugatuck and Waterbury

Source: PRI staff analysis

APPENDIX F: Adult Education Providers	FY 05 Enrollment (# Students attending 12+ hours)					Budget (est.) FY 05			
PROVIDER	ABE	ASE	ESL*	Total	% of Total	State & Local	Federal	Total	% of Total
School Districts/RESCs									
Berlin Adult Education	1	7	27	35	0.1%	$39,790	$20,000	$59,790	0.1%
Bloomfield Adult Education	20	35	7	62	0.2%	$62,212	$0	$62,212	0.2%
Branford Adult Education (ERACE)	11	161	127	299	0.9%	$177,820	$205,000	$382,820	0.9%
Bridgeport Adult Education	387	726	1,171	2,284	7.1%	$2,308,483	$170,000	$2,478,483	6.0%
Bristol Adult Education	2	273	85	360	1.1%	$460,610	$0	$460,610	1.1%
Cheshire Adult Education	-	7	26	33	0.1%	$109,234	$0	$109,234	0.3%
Danbury Adult Education (WERACE)	148	548	723	1,419	4.4%	$432,160	$170,000	$602,160	1.5%
East Hartford Adult Education	14	102	116	232	0.7%	$179,913	$0	$179,913	0.4%
East Haven Adult Education	3	200	49	252	0.8%	$765,928	$12,786	$778,714	1.9%
Enfield Adult Education	22	200	48	270	0.8%	$181,333	$0	$181,333	0.4%
Fairfield Adult Education	9	16	73	98	0.3%	$138,700	$0	$138,700	0.3%
Farmington Adult Education	3	11	67	81	0.3%	$62,706	$0	$62,706	0.2%
Greenwich Adult Education	14	16	286	316	1.0%	$164,667	$0	$164,667	0.4%
Groton Adult Education	-	94	-	94	0.3%	$61,682	$0	$61,682	0.2%
Hamden Adult Education	72	179	175	426	1.3%	$439,782	$155,000	$594,782	1.4%
Hartford Adult Education	262	1,692	683	2,637	8.3%	$6,062,762	$88,745	$6,151,507	15.0%
Meriden Adult Education	73	395	165	633	2.0%	$1,657,902	$0	$1,657,902	4.0%
Middletown Adult Education	86	443	245	774	2.4%	$2,517,600	$190,000	$2,707,600	6.6%
Milford Adult Education	5	51	29	85	0.3%	$125,560	$0	$125,560	0.3%
Naugatuck Adult Education	13	158	89	260	0.8%	$377,915	$0	$377,915	0.9%
New Britain Adult Education	107	421	586	1,114	3.5%	$1,384,652	$185,000	$1,569,652	3.8%
New Haven Adult Education	711	1,115	1,405	3,231	10.1%	$3,667,495	$120,000	$3,787,495	9.2%
Newington Adult Education	7	76	43	126	0.4%	$67,105	$0	$67,105	0.2%
New London Adult Education	97	428	379	904	2.8%	$1,752,680	$167,336	$1,920,016	4.7%
New Milford Adult Education	8	101	92	201	0.6%	$154,870	$20,000	$174,870	0.4%
North Haven Adult Education	4	13	12	29	0.1%	$64,065	$0	$64,065	0.2%
Norwalk Adult Education	37	274	555	866	2.7%	$296,731	$0	$296,731	0.7%
Norwich Adult Education	61	524	545	1,130	3.5%	$1,228,006	$215,000	$1,443,006	3.5%
Plainville Adult Education	34	59	56	149	0.5%	$511,296	$43,933	$555,229	1.4%
Shelton/Valley Reg. Adult Education	59	216	279	554	1.7%	$584,524	$55,000	$639,524	1.6%
Simsbury Adult Education	3	3	18	24	0.1%	$27,180	$0	$27,180	0.1%
Southington Adult Education	8	4	14	26	0.1%	$63,012	$0	$63,012	0.2%
Stamford Adult Education	132	302	1,917	2,351	7.4%	$1,116,527	$155,000	$1,271,527	3.1%
Stratford Adult Education	25	82	84	191	0.6%	$216,287	$0	$216,287	0.5%
Trumbull Adult Education	5	26	55	86	0.3%	$179,551	$0	$179,551	0.4%
Vernon Adult Education	35	568	293	896	2.8%	$1,164,113	$164,979	$1,329,092	3.2%
Wallingford Adult Education	31	115	137	283	0.9%	$680,045	$55,000	$735,045	1.8%
Waterbury Adult Education	218	904	884	2,006	6.3%	$2,922,315	$110,000	$3,032,315	7.4%
West Hartford Adult Education	15	59	253	327	1.0%	$372,675	$50,000	$422,675	1.0%

West Haven Adult Education	27	184	102	313	1.0%	$210,000	$0	$210,000	0.5%
Westport Adult Education	-	15	172	187	0.6%	$230,025	$0	$230,025	0.6%
Wethersfield Adult Education	8	24	52	84	0.3%	$68,344	$0	$68,344	0.2%
Windsor Adult Education	43	35	38	116	0.4%	$216,316	$81,645	$297,961	0.7%
Windsor Locks Adult Education	17	23	23	63	0.2%	$45,438	$0	$45,438	0.1%
CREC	91	83	133	307	1.0%	$600,440	$100,000	$700,440	1.7%
Education Connection	54	151	183	388	1.2%	$765,512	$180,000	$945,512	2.3%
EastConn	93	546	197	836	2.6%	$1,011,771	$255,000	$1,266,771	3.1%
CEEs									
Family Services Woodfield	75	-	272	347	1.1%	$146,898	$45,000	$191,898	0.5%
Literacy Volunteers - Danbury	-	-	21	21	0.1%	$55,255	$0	$55,255	0.1%
Literacy Volunteers - East Hartford	27	-	16	43	0.1%	$40,636	$0	$40,636	0.1%
Literacy Volunteers - Enfield	9	-	13	22	0.1%	$26,887	$0	$26,887	0.1%
Literacy Volunteers - Greater Hartford	102	-	130	232	0.7%	$234,310	$0	$234,310	0.6%
Literacy Volunteers - Meriden	12	-	26	38	0.1%	$38,896	$0	$38,896	0.1%
Literacy Volunteers - Middletown	4	-	10	14	0.0%	$32,687	$0	$32,687	0.1%
Literacy Volunteers - New Britain / Bristol	8	-	76	84	0.3%	$67,813	$0	$67,813	0.2%
Literacy Volunteers - New Haven	32	-	55	87	0.3%	$78,805	$0	$78,805	0.2%
Literacy Volunteers - New London	-	-	76	76	0.2%	$82,945	$0	$82,945	0.2%
Literacy Volunteers - Norwich	-	-	45	45	0.1%	$41,315	$0	$41,315	0.1%
Literacy Volunteers - Stamford/Greenwich	-	-	155	155	0.5%	$140,720	$0	$140,720	0.3%
Literacy Volunteers - Waterbury	7	-	39	46	0.1%	$38,593	$0	$38,593	0.1%
Urban League	188	58	-	246	0.8%	$190,859	$85,000	$275,859	0.7%
Waterbury OIC	5	-	-	5	0.0%	$19,835	$0	$19,835	0.0%
YMCA of Metro Hartford - Read to Succeed	18	-	-	18	0.1%	$121,462	$0	$121,462	0.3%
Other (Federal Funds Only)									
Department of Corrections	1,093	1,351	-	2,444	7.6%				
APT Foundation	18	16	-	34	0.1%	$0	$50,000	$50,000	0.1%
Bullard Havens Tech. High School	22	-	60	82	0.3%	$0	$154,921	$154,921	0.4%
Connecticut Puerto Rican Forum	-	-	18	18	0.1%	$0	$50,000	$50,000	0.1%
Connecticut Renaissance	*27*	*11*	-	*38*	*0.1%*	$0	$50,000	$50,000	0.1%
Housing Authority of Ansonia	8	10	-	18	0.1%	$0	$50,000	$50,000	0.1%
Housing Authority of Meriden	-	-	27	27	0.1%	$0	$50,000	$50,000	0.1%
Mercy Learning Center	64	28	27	119	0.4%	$0	$100,330	$100,330	0.2%
NW CT Community Technical College	58	76	84	218	0.7%	$0	$140,000	$140,000	0.3%
Southend Community Services	-	-	*37*	*37*	*0.1%*	$0	$50,000	$50,000	0.1%
Village for Families And Children	-	-	*6*	*6*	*0.0%*				
TOTAL	4,852	13,215	13,891	31,958		$37,285,650	$3,794,675	$41,080,325	
*Note: ESL enrollment figures also include Citizenship Program									
Source of Data: SDE Bureau of Early Childhood, Career and Adult Education									

APPENDIX G.
WORKFORCE INVESTMENT ACT: PROVISIONS FOR EMPLOYMENT AND TRAINING PROGRAMS

In Connecticut, the state Department of Labor is the designated administrative entity for the employment and training parts of the Workforce Investment Act (i.e., WIA Titles I and III), while the State Education Department is the designated entity for the act's adult education and literacy portion (Title II, the Adult Education and Family Literacy Act). The WIA programs overseen by the state DOL include: labor exchange services (also known as Wagner-Peyser services), which are job search, referral, placement and re-employment assistance as well as recruitment services for employers; and employment support and training programs for three categories of jobseekers. The three categories are:

- ***adults*** (persons 18 or older);
- ***youth*** (low-income persons age 14 through 21 who meet certain conditions that require assistance to complete their education or secure employment, such as deficient basic literacy skills, pregnancy, or homelessness); and
- ***dislocated workers*** (individuals who have been terminated or laid off from their jobs, or received termination or layoff notices, are eligible for or have exhausted unemployment benefits, are self-employed but unemployed because of general economic conditions, or are displaced homemakers).

WIA Title I services. Three sequential tiers of services, which must be provided through one-stop centers, are funded under WIA Title I: ***core; intensive; and training***. Core services are primarily self-service activities and include job search and placement assistance, labor market information, as well as and information about training, unemployment and other benefits and supports (e.g., child care or transportation assistance). They are available to any jobseeker coming to a one-stop center.

Intensive services are available to individuals who complete one or more core services and are still unemployed or underemployed and may include: individual career planning and counseling, resume preparation, job clubs, internships, and comprehensive assessments. Persons who have received one or more intensive services as well as core services and are still unable to find a job may be eligible for WIA-funded employment training and education. By law, priority for WIA intensive and training services is given to public assistance recipients and other low-income individuals and to veterans.

Training. WIA-funded training services, for the most part, must be provided through Individual Training Accounts (ITAs), which operate like vouchers for vocational training and education services. Individuals can use their accounts to purchase training services from anyone on the eligible provider list prepared by the local workforce investment board for their area, as well as for tuition, books, supplies and other related training costs. Eligible training providers can include public or private training programs that meet state-established criteria, organizations that carry out certain apprenticeship programs, and post-secondary education institutions including two-year and four-year colleges and universities.

Connecticut WIA System Components

Connecticut's workforce investment system, as mandated by federal law, consists of a state administering agency, state-level and local-level workforce investment boards, an agency that staffs the state board, and a network of one-stop service delivery centers. Each major component is described briefly below.

Connecticut Department of Labor (DOL)

- State agency responsible for administering federal and state employment service, unemployment insurance, and employment and training program
- Regulates and enforces working conditions, wage standards, and labor relations
- Broad administrative role for WIA employment and training programs and directly operates Jobs First Employment Services (JFES), Connecticut's welfare-to-work program for eligible clients of the Temporary Assistance for Needy Families (TANF) program, which is administered by the state Department of Social Services

Connecticut Employment and Training Commission (CETC)/ State-level Workforce Investment Board

- Established by legislature in 1989 and replaced the state Job Training Coordinating Council, taking over its statewide coordinating duties mandated under the federal Job Training Partnership Act of 1978; given additional responsibility for reviewing and reporting on the success of state employment and training programs
- At present, functions as State Workforce Investment Board mandated under WIA; authorized under P.A. 99-195 to implement the federal act in Connecticut, serving as vehicle for developing state and local policies, processes and structures to achieve state workforce investment goals; within the state labor department until July 1, 2000, when transferred to the Office of Workforce Competitiveness (P.A. 00-120)
- By state law, comprised of 24 members with majority representing business and industry; remainder representing state and local government (current members include commissioners of education, higher education, economic and community development, labor and social services), organized labor, education, and community-based organizations; all members appointed by the governor from recommendations submitted by legislative leadership
- Required to develop and update the state's single five-year strategic plan for implementing the goals of WIA in consultation with the regional workforce investment boards (described below); additionally responsible for submitting recommendations to the governor and legislature on the appropriation of the state's federal WIA grant funding
- Required to develop, and include in its annual report to the governor and legislature, an education and job training report card that assesses the accomplishments of the state workforce investment system in accordance with federal accountability requirements

Office of Workforce Competitiveness (OWC)

- Initially established by Executive Order #14 (April 12, 1999), but made a statutory agency within the Office of Policy and Management for administrative purposes only under P.A. 00-192
- Purpose is to provide the governor with advice on workforce investment matters and coordinate the workforce development activities of all state agencies

- Must supply to the governor and legislature, with the assistance of the state labor department, necessary reports, information and assistance, drawing on any state agency for help, and serve as staff to support CETC and the JOBs Cabinet.
- Connecticut's JOBs Cabinet was also created by the governor under Executive Order #14 as the implementation arm for CETC; chaired by OWC Director, other cabinet members include the commissioners of labor, economic and community development, education, and social services, the OPM Secretary and the Community Colleges Chancellor

Regional Workforce Development Boards/Local Workforce Investment Boards (WIBs)

- System of regional workforce development boards, based on business-led Private Industry Councils that had been established as part of earlier federal employment and training legislation created in Connecticut in 1992
- Regional boards now function as the local workforce investment boards mandated under WIA; each board also required by WIA to have a youth council
- Similar to CETC, business members must constitute the majority of regional board members and whenever possible, at least half of the business and industry representatives should be small businesses including minority businesses
- Nonbusiness members must include representatives of community-based organizations, state and local governments, state and local organized labor, human service agencies, economic development agencies, and regional community-technical colleges and other educational institutions including secondary and postsecondary institutions and regional vocational-technical schools
- Regional board members appointed by local elected officials from the service area; boards required to broadly represent the interests of the region's population including welfare recipients, persons with disabilities, veterans, dislocated workers, younger and older workers, women, minorities, and displaced homemakers; number of members on a regional board in Connecticut ranges as high as 80
- In accordance with state and federal law, the regional boards plan and coordinate workforce investment programs and services at the local level within their region in partnership with local elected officials; boards have oversight, planning, policy-making and funding authority for regional workforce investment activities.

Connecticut Works (CTWorks) Centers/One-Stop Centers

- Statewide network of job centers offering comprehensive workforce development assistance to workers, students, and employers known as *Connecticut Works;* in place before one-stop employment and training delivery systems were federally mandated by the 1998 Workforce Investment Act (See P.A. 94-116)
- 20 *CTWorks* centers operate throughout the state under the direction of the regional workforce boards in partnership with DOL and serve as the state's WIA one-stop system.
- Provide full array of employment services to jobseekers – job referral, job search, job development, and career workshops; customers who meet eligibility requirement of WIA programs for adults, youth, and dislocated workers, or are JFES program participants, can receive individualized career guidance and financial assistance for job training
- For employers, one-stop centers will assist with employee recruitment and job applicant screening and provide labor market and information on tax credits and other job-related assistance for businesses; if certain federal requirements are met, employers may be eligible for customized and on-the-job training programs

APPENDIX H. SDE 2006-2007 PRELIMINARY Adult Education Reimbursement Percentages Based on Current Law

Town	Name	Percentage
1	ANDOVER	40.63
2	ANSONIA	62.29
3	ASHFORD	53.01
4	AVON	6.96
5	BARKHAMSTED	32.50
7	BERLIN	31.34
8	BETHANY	21.28
9	BETHEL	29.02
11	BLOOMFIELD	30.95
12	BOLTON	37.53
13	BOZRAH	40.24
14	BRANFORD	21.67
15	BRIDGEPORT	63.45
17	BRISTOL	58.42
18	BROOKFIELD	10.83
19	BROOKLYN	59.20
21	CANAAN	15.48
22	CANTERBURY	53.39
23	CANTON	23.21
24	CHAPLIN	56.10
25	CHESHIRE	22.44
26	CHESTER	17.41
27	CLINTON	27.47
28	COLCHESTER	43.33
29	COLEBROOK	22.05
30	COLUMBIA	31.73
31	CORNWALL	4.64
32	COVENTRY	44.11
33	CROMWELL	35.98
34	DANBURY	47.59
35	DARIEN	0.77
36	DEEP RIVER	19.73
37	DERBY	51.85
39	EASTFORD	49.91
40	EAST GRANBY	24.38
41	EAST HADDAM	38.30
42	EAST HAMPTON	47.20
43	EAST HARTFORD	56.49
44	EAST HAVEN	53.78
45	EAST LYME	25.92
46	EASTON	4.26
47	EAST WINDSOR	42.95
48	ELLINGTON	42.56
49	ENFIELD	54.55
50	ESSEX	7.35
51	FAIRFIELD	6.19
52	FARMINGTON	12.77
53	FRANKLIN	36.76
54	GLASTONBURY	16.64
56	GRANBY	30.18
57	GREENWICH	0.00
58	GRISWOLD	58.04
59	GROTON	37.92
60	GUILFORD	14.32
62	HAMDEN	46.82
63	HAMPTON	49.14
64	HARTFORD	65.00

Town	Name	Percentage
65	HARTLAND	41.40
67	HEBRON	33.27
68	KENT	8.13
69	KILLINGLY	61.52
71	LEBANON	46.04
72	LEDYARD	45.27
73	LISBON	48.36
74	LITCHFIELD	18.57
76	MADISON	10.06
77	MANCHESTER	46.43
78	MANSFIELD	58.81
79	MARLBOROUGH	24.76
80	MERIDEN	60.74
83	MIDDLETOWN	58.18
84	MILFORD	20.89
85	MONROE	15.86
86	MONTVILLE	51.07
88	NAUGATUCK	60.36
89	NEW BRITAIN	64.61
90	NEW CANAAN	0.39
91	NEW FAIRFIELD	15.09
92	NEW HARTFORD	28.24
93	NEW HAVEN	63.07
94	NEWINGTON	37.14
95	NEW LONDON	61.90
96	NEW MILFORD	25.15
97	NEWTOWN	13.93
98	NORFOLK	12.38
99	NORTH BRANFORD	34.05
100	NORTH CANAAN	50.30
101	NORTH HAVEN	20.12
102	NORTH STONINGTON	28.63
103	NORWALK	20.00
104	NORWICH	65.00
106	OLD SAYBROOK	9.67
107	ORANGE	10.45
108	OXFORD	27.08
109	PLAINFIELD	62.68
110	PLAINVILLE	45.65
111	PLYMOUTH	54.17
112	POMFRET	41.01
113	PORTLAND	39.85
114	PRESTON	51.46
116	PUTNAM	57.26
117	REDDING	5.42
118	RIDGEFIELD	3.87
119	ROCKY HILL	26.31
121	SALEM	33.66
122	SALISBURY	5.80
123	SCOTLAND	55.71
124	SEYMOUR	44.49
125	SHARON	5.03
126	SHELTON	18.96
127	SHERMAN	8.51
128	SIMSBURY	18.18
129	SOMERS	49.52
131	SOUTHINGTON	38.69
132	SOUTH WINDSOR	29.40
133	SPRAGUE	52.23
134	STAFFORD	55.33
135	STAMFORD	20.00
136	STERLING	61.13
137	STONINGTON	19.35

Town	Name	Percentage
138	STRATFORD	34.43
139	SUFFIELD	35.60
140	THOMASTON	43.72
141	THOMPSON	54.94
142	TOLLAND	36.37
143	TORRINGTON	57.65
144	TRUMBULL	11.61
145	UNION	29.79
146	VERNON	52.62
147	VOLUNTOWN	48.75
148	WALLINGFORD	34.82
151	WATERBURY	64.23
152	WATERFORD	17.02
153	WATERTOWN	39.08
154	WESTBROOK	11.99
155	WEST HARTFORD	23.60
156	WEST HAVEN	59.97
157	WESTON	1.55
158	WESTPORT	1.16
159	WETHERSFIELD	32.11
160	WILLINGTON	44.88
161	WILTON	1.93
162	WINCHESTER	56.88
163	WINDHAM	63.84
164	WINDSOR	30.57
165	WINDSOR LOCKS	35.21
166	WOLCOTT	47.98
167	WOODBRIDGE	7.74
169	WOODSTOCK	41.79
201	DISTRICT NO. 1	16.25
204	DISTRICT NO. 4	13.93
205	DISTRICT NO. 5	11.99
206	DISTRICT NO. 6	14.32
207	DISTRICT NO. 7	27.08
208	DISTRICT NO. 8	31.73
209	DISTRICT NO. 9	5.03
210	DISTRICT NO. 10	24.38
211	DISTRICT NO. 11	53.78
212	DISTRICT NO. 12	3.10
213	DISTRICT NO. 13	29.79
214	DISTRICT NO. 14	14.70
215	DISTRICT NO. 15	16.64
216	DISTRICT NO. 16	40.63
217	DISTRICT NO. 17	23.60
218	DISTRICT NO. 18	5.80
219	DISTRICT NO. 19	54.17
241	CREC	42.95
242	EDUCATION CONNECTION	31.34
243	C.E.S	20.51
244	ACES	46.82
245	LEARN	33.27
253	EASTCONN	51.07

APPENDIX I. State and Local Adult Education Expenditures: FY 05			
District	State Grant Payment	Total State & Local Spending	% Local
ANSONIA	$ 67,427	$ 125,000	46%
AVON	$ 615	$ 13,854	96%
BARKHAMSTED	$ 1,071	$ 4,239	75%
BERLIN	$ 8,691	$ 39,777	78%
BETHEL	$ 4,717	$ 22,654	79%
BLOOMFIELD	$ 19,542	$ 69,874	72%
BOLTON	$ 3,326	$ 10,825	69%
BOZRAH	$ 3,299	$ 12,081	73%
BRANFORD	$ 19,121	$ 101,830	81%
BRIDGEPORT	$ 1,077,651	$ 1,957,854	45%
BRISTOL	$ 203,166	$ 440,826	54%
BROOKFIELD	$ 1,893	$ 16,310	88%
BROOKLYN	$ 21,737	$ 41,078	47%
CANTERBURY	$ 9,090	$ 18,363	50%
CANTON	$ 1,511	$ 7,500	80%
CHAPLIN	$ 1,918	$ 3,985	52%
CHESHIRE	$ 19,898	$ 102,269	81%
CLINTON	$ 3,379	$ 11,120	70%
COLCHESTER	$ 17,478	$ 44,520	61%
COLEBROOK	$ 319	$ 1,282	75%
COLUMBIA	$ 1,375	$ 5,097	73%
COVENTRY	$ 8,950	$ 21,663	59%
CROMWELL	$ 12,548	$ 49,000	74%
DANBURY	$ 120,140	$ 366,117	67%
DARIEN	$ 51	$ 7,500	99%
DERBY	$ 63,798	$ 129,779	51%
EASTFORD	$ 1,539	$ 3,886	60%
EAST GRANBY	$ 871	$ 5,000	83%
EAST HADDAM	$ 4,666	$ 17,750	74%
EAST HAMPTON	$ 21,646	$ 50,725	57%
EAST HARTFORD	$ 101,509	$ 225,686	55%
EAST HAVEN	$ 381,189	$ 759,478	50%
EAST LYME	$ 14,324	$ 51,795	72%
EASTON	$ 84	$ 3,500	98%
EAST WINDSOR	$ 9,208	$ 25,205	63%
ELLINGTON	$ 12,110	$ 30,315	60%
ENFIELD	$ 61,363	$ 138,998	56%
FAIRFIELD	$ 7,850	$ 135,200	94%
FARMINGTON	$ 3,446	$ 36,053	90%
FRANKLIN	$ 2,135	$ 7,354	71%
GLASTONBURY	$ 4,207	$ 35,214	88%
GRANBY	$ 2,133	$ 9,611	78%
GREENWICH	$ -	$ 206,346	100%
GRISWOLD	$ 45,714	$ 87,511	48%
GROTON	$ 83,209	$ 234,339	64%
GUILFORD	$ 2,578	$ 21,019	88%
HAMDEN	$ 172,692	$ 386,163	55%
HAMPTON	$ 1,085	$ 2,463	56%
HARTFORD	$ 3,345,351	$ 6,096,222	45%
HARTLAND	$ 1,526	$ 4,340	65%
KILLINGLY	$ 62,503	$ 122,867	49%
LEBANON	$ 6,432	$ 15,832	59%

LEDYARD	$	16,365	$	39,292	58%
LISBON	$	9,780	$	21,537	55%
LITCHFIELD	$	1,318	$	7,154	82%
MADISON	$	1,750	$	19,748	91%
MANCHESTER	$	206,236	$	503,386	59%
MERIDEN	$	836,269	$	1,578,505	47%
MIDDLETOWN	$	934,938	$	2,078,936	55%
MILFORD	$	30,867	$	125,560	75%
MONROE	$	8,958	$	59,650	85%
MONTVILLE	$	25,230	$	54,338	54%
NAUGATUCK	$	148,431	$	282,332	47%
NEW BRITAIN	$	643,253	$	1,162,627	45%
NEW CANAAN	$	11	$	3,000	100%
NEW FAIRFIELD	$	2,419	$	15,404	84%
NEW HARTFORD	$	1,678	$	7,123	76%
NEW HAVEN	$	1,932,595	$	3,511,933	45%
NEWINGTON	$	24,284	$	67,105	64%
NEW LONDON	$	819,347	$	1,526,746	46%
NEW MILFORD	$	35,620	$	153,430	77%
NEWTOWN	$	2,475	$	22,654	89%
NORFOLK	$	208	$	1,967	89%
NORTH BRANFORD	$	5,774	$	18,185	68%
NORTH HAVEN	$	12,647	$	74,065	83%
NORTH STONINGTON	$	7,427	$	21,537	66%
NORWALK	$	52,367	$	296,731	82%
NORWICH	$	360,312	$	648,088	44%
OLD SAYBROOK	$	6,272	$	63,350	90%
OXFORD	$	717	$	2,500	71%
PLAINFIELD	$	74,009	$	135,497	45%
PLAINVILLE	$	223,418	$	511,296	56%
PLYMOUTH	$	2,644	$	5,570	53%
POMFRET	$	3,796	$	10,017	62%
PORTLAND	$	12,355	$	38,500	68%
PRESTON	$	16,043	$	37,294	57%
PUTNAM	$	41,257	$	80,556	49%
REDDING	$	111	$	3,625	97%
RIDGEFIELD	$	273	$	9,967	97%
ROCKY HILL	$	9,149	$	40,000	77%
SALEM	$	3,365	$	9,664	65%
SCOTLAND	$	1,112	$	2,430	54%
SEYMOUR	$	40,736	$	97,005	58%
SHELTON	$	24,578	$	139,374	82%
SHERMAN	$	254	$	2,983	91%
SIMSBURY	$	6,100	$	43,587	86%
SOMERS	$	7,600	$	17,952	58%
SOUTHINGTON	$	17,012	$	51,909	67%
SOUTH WINDSOR	$	8,535	$	35,214	76%
SPRAGUE	$	11,206	$	22,482	50%
STAFFORD	$	20,313	$	40,203	49%
STAMFORD	$	217,398	$	1,254,022	83%
STERLING	$	8,134	$	15,778	48%
STONINGTON	$	16,297	$	101,589	84%

STRATFORD	$	71,627	$	216,287	67%
SUFFIELD	$	5,296	$	17,045	69%
THOMASTON	$	10,063	$	26,796	62%
THOMPSON	$	35,215	$	67,860	48%
TOLLAND	$	7,989	$	24,631	68%
TORRINGTON	$	55,642	$	114,776	52%
TRUMBULL	$	23,908	$	179,551	87%
UNION	$	1,236	$	4,642	73%
VERNON	$	135,163	$	288,956	53%
VOLUNTOWN	$	5,823	$	12,922	55%
WALLINGFORD	$	222,516	$	658,410	66%
WATERBURY	$	1,575,674	$	2,870,066	45%
WATERFORD	$	5,040	$	77,717	94%
WATERTOWN	$	4,117	$	11,485	64%
WESTBROOK	$	982	$	7,775	87%
WEST HARTFORD	$	68,307	$	322,675	79%
WEST HAVEN	$	119,428	$	220,000	46%
WESTON	$	349	$	25,526	99%
WESTPORT	$	1,654	$	161,666	99%
WETHERSFIELD	$	20,534	$	68,344	70%
WILTON	$	435	$	25,526	98%
WINCHESTER	$	8,691	$	18,182	52%
WINDHAM	$	196,529	$	348,873	44%
WINDSOR	$	61,291	$	216,316	72%
WINDSOR LOCKS	$	9,940	$	38,317	74%
WOLCOTT	$	4,114	$	10,213	60%
WOODSTOCK	$	7,198	$	18,492	61%
DISTRICT NO. 1	$	8,622	$	60,127	86%
DISTRICT NO. 4	$	7,583	$	56,950	87%
DISTRICT NO. 5	$	2,254	$	20,000	89%
DISTRICT NO. 6	$	376	$	3,243	88%
DISTRICT NO. 7	$	3,571	$	15,844	77%
DISTRICT NO. 8	$	6,145	$	22,222	72%
DISTRICT NO. 10	$	995	$	4,700	79%
DISTRICT NO. 12	$	90	$	2,400	96%
DISTRICT NO. 13	$	11,471	$	40,000	71%
DISTRICT NO. 14	$	3,981	$	24,820	84%
DISTRICT NO. 15	$	456	$	3,342	86%
DISTRICT NO. 16	$	3,710	$	9,970	63%
DISTRICT NO. 17	$	9,996	$	48,000	79%
DISTRICT NO. 18	$	2,017	$	29,536	93%
DISTRICT NO. 19	$	44,296	$	86,490	49%
CREC	$	216,784	$	582,582	63%
ED. CONNECTION	$	119,124	$	465,195	74%
EASTCONN	$	28,944	$	66,965	57%
TOTAL	**$**	**16,064,500**	**$**	**35,006,101**	**54%**
Source of Data: SDE, June 23, 2006					