Connecticut State Department of Education

February 2009 Appropriations Committee Budget Hearings

Results Based Accountability Presentation

- *Adult Education*
- *After School Programs*
- *CT Technical High School System*
- *Family Resource Centers*
- *Special Education*
- *Teachers in Training*

Commissioner Mark K. McQuillan

Adult Education Report Card

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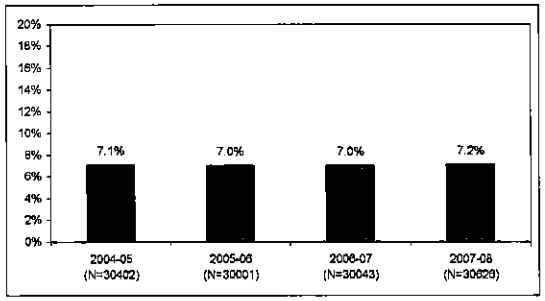
Program Report Card: State Department of Education / Adult Education Program

Program Purpose:

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

Contributes to Population Quality of Life Result: A literate adult

Performance Measure 1: The percent of Connecticut residents without a high school diploma who are enrolled in adult education programs.



Story behind the baseline:
Census 2000 indicates that approximately 426,000 adults in Connecticut lack a high school diploma. Adult education data indicate less than ten percent of these residents are enrolled in programs each year.

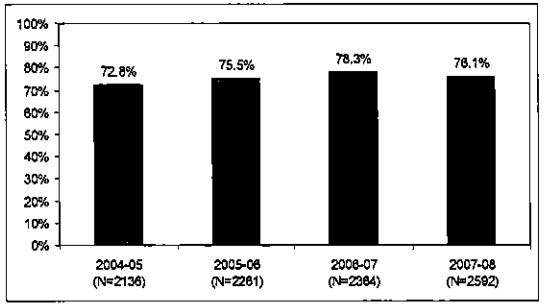
The Connecticut General Statutes Sections 10-67 to 10-73c, inclusive, mandate that each local and regional board of education shall establish and maintain a program of adult education that offers basic education, secondary completion, English-as-a-Second Language and citizenship preparation. The CSDE supports local and regional school districts on a sliding scale. In 2007-08, the local funding commitment accounts for approximately 46 percent of the expenditures.

Adult education enrollment is counter-cyclical i.e., as the economy worsens, enrollment increases. However, because of the continuing cap on the state adult education appropriation, no substantial changes in enrollment are anticipated.

Proposed actions to turn the curve:

- Governor's proposed budget maintains the current adult education funding.

Performance Measure 2: Percent of learners in adult basic education who demonstrate progress from pre- to post-assessments.



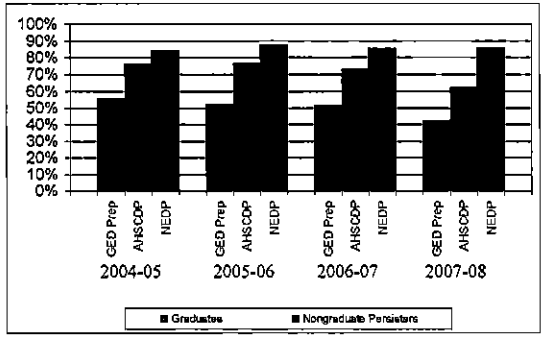
Story behind the baseline:
Adult basic education (ABE) programs serve learners who are functioning below the secondary school level. These learners demonstrate severe deficiencies in the basic skill areas of reading, writing and mathematics. In 2007-08, of the approximately 4,500 learners in ABE programs, 58 percent took standardized pre- and post-tests. The data illustrate that vast majorities of learners who are administered pre- and post-assessments achieve progress in their basic skill abilities.

In a system where learner participation is voluntary, learner persistence is a strong predictor of student success. Some barriers to persistence include the limited availability of: class offerings; instructional hours per week; and support services such as counseling, childcare and transportation.

Proposed actions to turn the curve:

- Within available resources increase intensity and duration of class offerings.
- Provide training and technical assistance using evidence-based approaches to strengthen the alignment of curriculum, assessment, and instruction.

Performance Measure 3: Percent of learners in secondary completion programs who graduate in the fiscal year or persist in a future fiscal year.



Story behind the baseline:
Secondary completion programs serve learners who are functioning at higher levels of basic skills ability and are available to learners who wish to achieve a high school diploma. Connecticut offers three pathways for adult learners to attain a high school diploma. In addition to preparing for the General Educational Development (GED) test, learners in Connecticut can earn credits toward an adult high school diploma (AHSCDP) or demonstrate their high school level abilities in real-life tasks through the National External Diploma Program (NEDP) assessments. The approximate annual enrollment in these three program areas is as follows: GED preparation 5,000; AHSCDP 6,000; NEDP 300.

These three pathways are fundamentally different approaches. The data demonstrate that, for a wide variety of reasons (e.g., program design, persistence supports), learners in the AHSCDP and the NEDP reflect higher graduation and persistence rates than those in the GED preparation program. The CSDE strongly believes that offering these three pathways is critical to ensuring that learners are referred to the program that offers the greatest likelihood of success.

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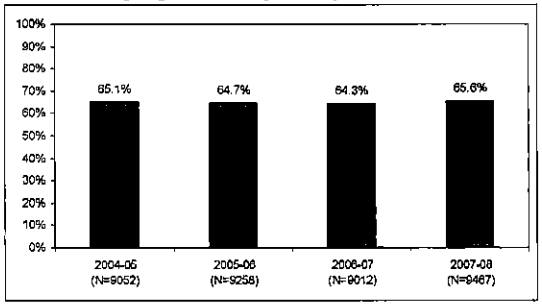
Contributes to Population Quality of Life Result: A literate adult

Proposed actions to turn the curve:

- Continue the expansion of NEDP opportunities: During fiscal year 2008-09, 11 providers were awarded grants to establish new NEDP offerings while four regional providers received grants to expand NEDP to new locations.
- Expand online AHSCDP and GED offerings to increase learner persistence and success.
- Implement within the GED preparation program a common orientation that outlines the components of the GED test.

Performance Measure 4: Percent of learners in English-as-a-Second Language (ESL) programs who demonstrate progress from pre- to post-assessments.



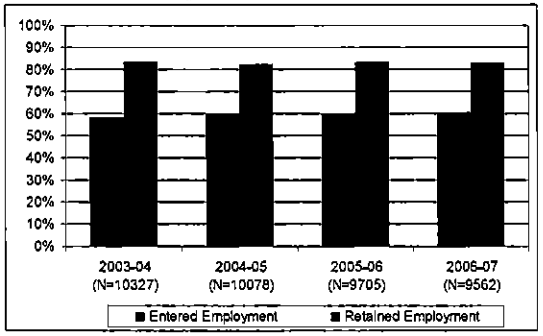
Story behind the baseline:
ESL programs assist individuals with limited English proficiency to improve their English skills (listening, speaking, reading and writing) in order to find or maintain employment, attain citizenship, become more involved with their children's schooling, and make greater use of community resources. The data illustrate that a majority of learners with pre-post-assessments achieve progress in their English language abilities.

In 2007-08, of the over 14,000 learners in ESL programs, 73 percent took a standardized pre- and post-tests. In a system where learner participation is voluntary, learner persistence is a strong predictor of student success.

Proposed actions to turn the curve:

- Within available resources increase intensity and duration of program hours.
- Provide training and technical assistance using evidence-based approaches to strengthen the alignment of curriculum, assessment and instruction.

Performance Measure 5: Percent of learners who enter and retain employment.



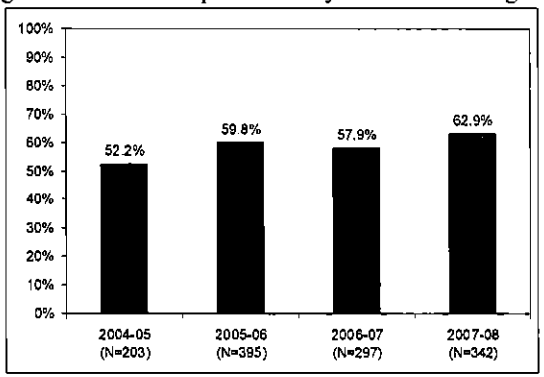
Story behind the baseline:
Adult education is foremost an educational program that helps adults with a wide variety of goals (including employment goals) to obtain the knowledge and skills necessary to achieve those goals. The employment outcomes demonstrate that large numbers of learners who exit from adult education attain employment outcomes. Adult education programs **do not** offer job placement and job retention services; they rely on the One-Stop Centers/workforce system for these supports. It is anticipated that the current economic climate and the increasing unemployment rate may adversely impact the employment outcomes in future years.

Learners who enter employment average annualized wage gains of approximately $7,000 from pre- to post-adult education, a more than 50 percent increase in their wages.

Proposed actions to turn the curve:

- Strengthen partnerships between the adult education and workforce systems.
- Increase awareness of career pathways, especially among adult education workforce grant recipients.

Performance Measure 6: Percent of adult secondary graduates who enter postsecondary education/training.



Story behind the baseline:
The data in this measure represent the successes achieved by those learners who graduate from adult education *and* had the goal of entering postsecondary education/training. Considering the CSDE's efforts over the past few years to support learner transitions to postsecondary education and training programs, the modest increases in these data are promising.

The CSDE is in the process of negotiating an agreement with the National Student Clearinghouse (NSC) to conduct a data match on the postsecondary enrollment status of **all** adult education graduates.

Proposed actions to turn the curve:

- Negotiate agreement with the NSC.
- Support programs to help learners transition from adult education to postsecondary education/training.

Abbreviated Reports for:

- *After School Programs*
- *CT Technical High School System*
- *Family Resource Centers*
- *Special Education*
- *Teachers in Training*

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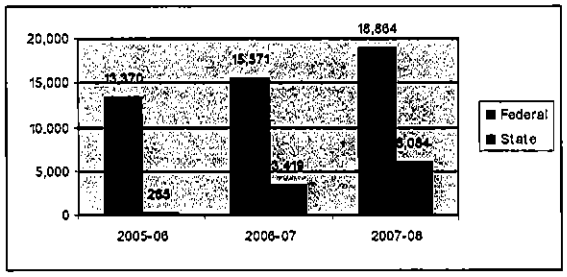
After School Programs

Quality of Life Result: After school programs contribute to a reduction over time of Connecticut's achievement gaps by reinforcing and complementing the regular academic program for participating students.

Purpose: To provide high-quality programs that offer academic, enrichment and recreational activities in Grades K-12 outside of school hours, targeted at students most at risk.

Major Customers: Students from lower socio-economic backgrounds, those who have lower academic achievement and those who may commit disciplinary offenses in school.

How are we Doing?
Performance Measure 1: The number of students enrolled in after school programs statewide.



The data show the numbers of students enrolled in federal and state-funded programs and the increase in enrollment over time. The increase is due to consistent augmentation in state and federal funding. There are 35 cities and towns being funded. 2008-2009 state funding was $5,500,000.

Are the Customers Better off?
Limited baseline data is available to yield results reflecting that customers are better off. A web-based data collection system has been implemented for 2008-2009 that includes program quality assessment benchmarks. It is aligned with every participant's academic achievement, school attendance and school behavior.

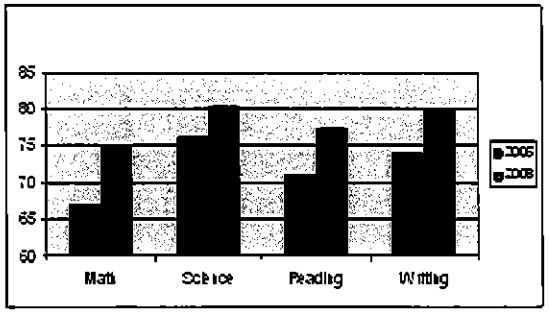
CT Technical High School System (CTHSS)

Quality of Life Result: The CTHSS contributes to Connecticut's economic vitality and economic self-sufficiency by bolstering the size and quality of Connecticut's skilled workforce.

Purpose: In response to employers and industry's current and emerging workforce needs, the CTHSS prepares students for postsecondary education, licensed apprenticeships and immediate productive employment.

Major Customers: High school students and their parents; adults in need of job and/or career training; Connecticut business and industry; institutions of higher education; Departments of Labor and Consumer Protection; and licensed and skilled trades.

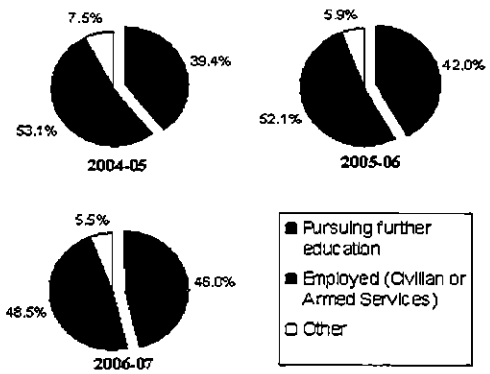
How are we doing?
Performance Measure 1: Assessment scores growth in CAPT scores (10th Grade) from 2004-05 to 2007-08.



The CAPT bar graph shows the percentage of CTHSS 10th grade students who scored at or above proficiency in the four major categories of the CAPT (Mathematics, Science, Reading Across the Disciplines, and Writing Across the Disciplines) over the last four years. Over the last four years, the CTHSS has improved in each of the four categories with percentage point increases of 14 percent in Math, 4 percent in Science, 11 percent in Reading and 16 percent in Writing.

In 2008-09, the CTHSS expanded using the Data Driven Decision Making model at all of its schools to develop teams of teachers and administrators to examine assessment data in an effort to recognize students' strengths and weaknesses and further develop strategies to help student learning.

Are the Customers Better Off?
Performance Measure 2: Graduate follow-up report data. Growth in percentage of students pursuing higher education from 2004-05 to 2006-07.



The pie graphs show the results from the CTHSS Graduate follow-up survey from the past 3 years. The survey captures information on what graduates are doing 6 months after graduation. The charts show that the largest percent of CTHSS students directly enter the workforce (civilian or armed services) and the remainder are entering college or pursuing further education.

Going forward, the CTHHS will evaluate and phase out outdated shops and reallocate funds into trades/technologies that are more relevant to current CT workforce needs.

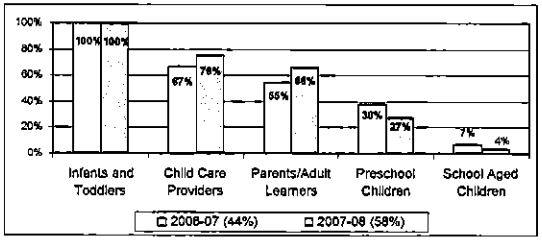
Family Resource Centers (FRCs)

Quality of Life Result: The FRC is a positive contributor to the *Ready by 5, Fine by 9* investment plan given the population it serves, and its unique position with respect to disseminating information to families and caregivers. FRCs provide programs and support services designed to enhance child development and school performance through parent education and preschool developmental screening.

Purpose: To provide families and caregivers with information about child development, school readiness and parenting strategies leading to developmental success.

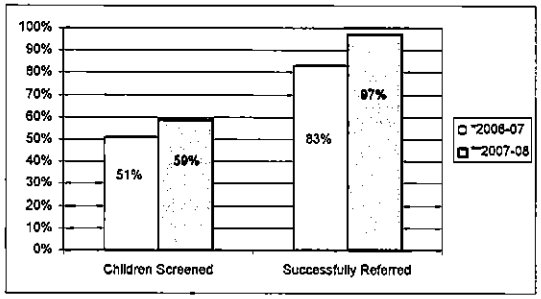
Major Customers: Infants and toddlers, preschoolers; compulsory school age children; adult learners, parents and guardians; and child care providers.

How are we doing?
Performance Measure 1: The percentage of FRC participants receiving Parents as Teachers (PAT) services.



The data show that in 2007-2008, 58% of all families enrolled in FRCs actively participated in PAT activities compared to 44% in 2006-2007, a 14 percentage point increase. PAT is a nationally recognized family-in-training program model that provides high quality parent education and family support.

Are the Customers Better Off?
Performance Measure 2: Percent of young children screened with the Ages and Stages Questionnaire (ASQ) and the percent of subsequent, successful referrals as a result of screening.



The data show that in 2007-2008, 59% of children (infants, toddlers and preschoolers) were screened at least one time compared to 51% in 2006-2007, an 8 percentage point increase. Additionally, for "at risk" referrals, 97% of families successfully followed through and connected with appropriate diagnostic testing and an intervention service provider, a 14 percentage point % increase from 2006-2007.

Note: FRCs customize their services based on community needs, therefore, it has been a challenge to tell a coherent story on outcomes. However, the Department has made great strides over the past 2 years in

establishing measures as outlined. To further augment the development of additional performance measures to capture relevant outcome data, the Department will utilize the results of the Yale Evaluation Study. The study, which will be completed in May 2009, examines the effectiveness and the impact of FRCs.

Special Education

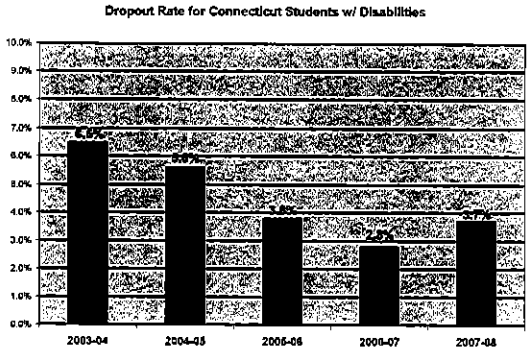
Quality of Life Result: Special Education provides a free appropriate public education to children and youth with significant developmental delays, ages 3 through 21, so that these students will be independent, self-sufficient, and contributing members of society.

Purpose: To provide a free appropriate public education in a least restrictive environment to improve the educational results of children and youth with disabilities by delivering individually designed special education and related services.

Major Customers: Children and youth with significant developmental delays or disabilities and school districts responsible for provision of special education to these children and youth.

How are we doing

Performance Measure 1: The percent of students, ages 14-21 with an Individualized Education Program (IEP), who drop out of high school.

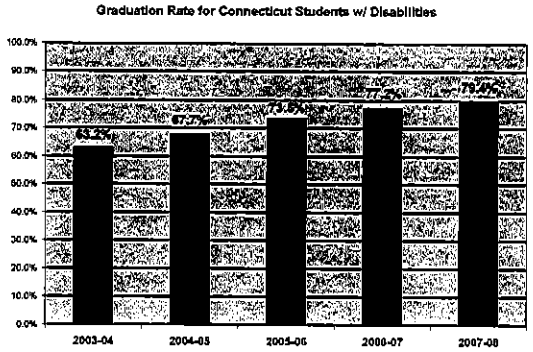


The state has seen a positive downward trend in dropout rate of special education students for several years. The slight increase in 2007-2008 represents an improvement in tracking of students leaving the Unified District 1 (Department of Correction) system. The reduction in dropout rate over the last several years is positive but still shows room for improvement.

The Department plans to determine the root cause of the dropout issue in districts by analyzing current data and utilizing researched-based practices to specifically resolve the problem. Customized and targeted professional development will be provided to districts to address prevention and intervention strategies.

Are the Customers Better Off?

Performance Measure 4: The percent of students, ages 14-21 with an IEP, who graduate from high school with a regular high school diploma.



The data identify the percent of students with an IEP who graduate with a standard high school diploma. The state has seen a positive upward trend in the graduation rate for several years. Students exiting public education with certificates of completion or GEDs are not included. The focus of Department activities is to increase the graduation rate. Steps will be taken to implement student success plans to ensure that students with disabilities have necessary supports in order to graduate.

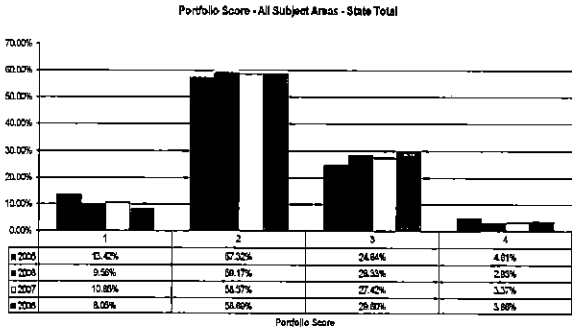
Teachers in Training

Quality of Life Result: Every child in Connecticut will demonstrate success in school.

Purpose: To ensure that each child is taught by a teacher with demonstrated content knowledge and who is skillful in the four measures of teaching: planning, instruction, assessment and adjusting, and reflection.

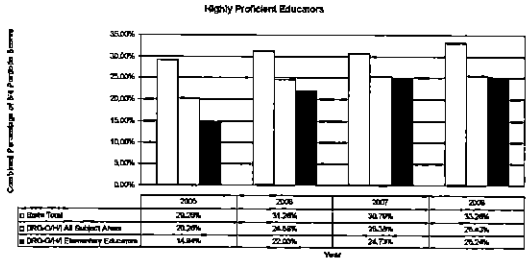
Major Customers: Prospective and beginning teachers, prospective administrators enrolled in education leadership programs and the schools that will employ them. Ultimately, students are the major customers.

How are we doing?
Performance Measure 2: BEST portfolio score distribution across all subject areas.



The Beginning Educator Support and Training (BEST) portfolio identifies areas of pedagogical strength and weakness for beginning teachers, leading to further support and growth as effective instructors in the Common Core of Teaching areas of planning, instruction, assessment and adjustment. The data display the score distribution across all subject areas. There has been a noticeable increase in the number of teachers meeting the passing performance standard (represented by a score of "2" or greater) on the portfolio throughout the last four years.

Are the Customers Better Off?
Performance Measure 4: Percentage of teachers attaining a high standard (score of 3 or 4) on the portfolio.



The data display the percentage of teachers who have achieved a portfolio performance score of 3 or 4. The percentage of teachers meeting this high standard has grown across all subject areas. Additionally, there has been the same significant growth in the percentage of teachers meeting this higher standard in DRGs G, H and I.

As of July 1, 2009, the BEST program will be eliminated in accordance with Public Act 08-107. The Department, with advice of critical stakeholders, proposed a redesigned mentor assistance program (MAP) pending approval in the 2009 legislative session.

The MAP is under initial development and validation. As this process continues, piloting in districts permits focusing of the program on district-level actions that advance student learning.

Note that for 2008-2009, approximately $4.1 million supported teacher training programs.