

# Program Enhancement Projects for Adult Education (PEP) in LACES

Connecticut State Department of Education  
Adult Education  
2024-2025

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Updated 12/2/2024

## P2: Corrections Education

### Enrollment:

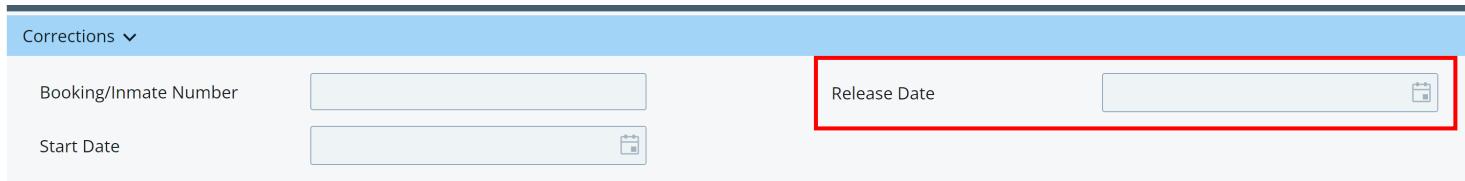
All Corrections Education students must be identified at the **student level** during enrollment in the **Demographics** tab.

Demographics > Demographics > Correctional (select Yes-Community or Yes-State)



Additionally, in order to remove a student from the Correctional tracking if they are released, there must be a Release Date entered at the **student level** during enrollment in the **Demographics** tab.

Demographics > Corrections > enter Release Date



The image shows a software interface for 'Corrections'. At the top, a blue header bar says 'Corrections'. Below it, there are four input fields: 'Booking/Inmate Number' (empty), 'Start Date' (empty), 'Release Date' (highlighted with a red box), and a date picker icon. The 'Release Date' field is also highlighted with a red box.

### Grant Reporting:

The following LACES performance tables will be requested for Corrections Education grant reporting.

- NRS Table 4 (Measurable Skill Gains (MSG) by Entry Level)
- NRS Table 10 (Outcome Achievement for Participants in Correctional Education Programs)

## P3: Family Literacy Services

### Enrollment:

All Family Literacy students must be identified at the **student level** during enrollment in the **Education** tab by selecting Yes on the dropdown under Family Literacy.

Education > Education > Family Literacy > select Yes

Program*	<input type="text" value="No Value Entered"/>
Secondary Program	<input type="text" value="No Value Entered"/>
Family Literacy	<input type="text" value="Yes"/>
ESL Student	<input type="checkbox"/>

In order to ensure an accurate Family Literacy (FL) participant list

1. Create a view\* that shows all FL participants for the current fiscal year
2. Ensure that all students listed are indeed enrolled in FL for 2024-2025
3. If a student listed is not actively enrolled in FL this year, click into the record and change the FL program from Yes to No

\*Creating a view has been covered in the data administrator meetings

### Goals and Achievements:

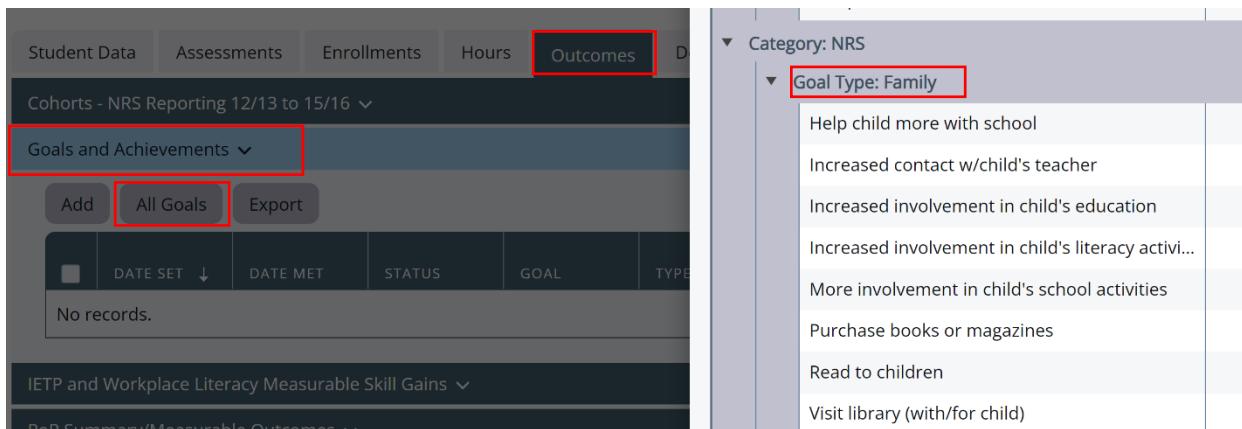
All Family Literacy students must have goals “set” at intake with a beginning date and at the end of the semester/program the goals should be “met” with an end date. These goals are identified at the **student level** in the **Outcomes** tab. This information populates NRS Table 8.

The Federal outcomes specific to Family Literacy are below.

- Increased Involvement in Children’s Education
  - Helped more frequently with school
  - Increased contact w/children’s teachers
  - More involved in children’s school activities
- Increased Involvement in Children’s Literacy Activities
  - Reading to children
  - Visiting library (with/for child)
  - Purchasing books or magazines

To add the goal “set” and “met” dates, go to the Outcomes tab.

Outcomes > Goals and Achievements > All Goals > Category: NRS > Goal Type: Family



The screenshot shows the 'Outcomes' tab in a software interface. At the top, there are tabs for 'Student Data', 'Assessments', 'Enrollments', 'Hours', 'Outcomes' (which is highlighted with a red box), and 'D'. Below the tabs, a message says 'Cohorts - NRS Reporting 12/13 to 15/16'. A dropdown menu 'Goals and Achievements' is open, with 'All Goals' selected (highlighted with a red box). Below this, there are buttons for 'Add', 'All Goals' (highlighted with a red box), and 'Export'. A table header row includes columns for 'DATE SET', 'DATE MET', 'STATUS', 'GOAL', and 'TYPE'. A message 'No records.' is displayed. At the bottom, there are dropdown menus for 'IETP and Workplace Literacy Measurable Skill Gains' and 'PoP Summary/Measurable OUTCOMES'.

Category: NRS

Goal Type: Family

- Help child more with school
- Increased contact w/child's teacher
- Increased involvement in child's education
- Increased involvement in child's literacy activi...
- More involvement in child's school activities
- Purchase books or magazines
- Read to children
- Visit library (with/for child)

### Attendance:

What counts for Family Literacy attendance\*

- Adult education (academic instruction)
- Training for parents (parental skills)
- Interactive literacy activities between parent and child (PACT)
- Age-appropriate education for children

\*All counted hours must be instructional with learning outcomes for adults

### Grant Reporting:

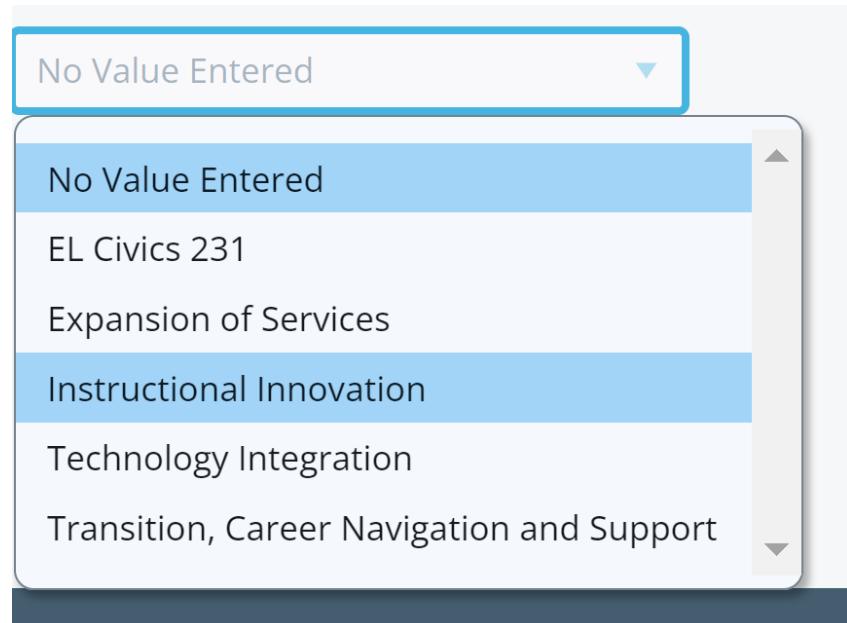
The following LACES performance tables will be requested for Family Literacy grant reporting.

- NRS Table 4 (Measurable Skill Gains (MSG) by Entry Level)
- NRS Table 5 (Primary Indicators of Performance)
- NRS Table 8 (Outcomes for Participants in Family Literacy Programs)
  - Please note that column B will only display the total number of participants who exited during the program year.

## P4: Instructional Innovation

All Instructional Innovation students must be identified at the **class level** during enrollment in the **Class Data** tab.

Class Data > Class Details > Department >select Instructional Innovation



### Grant Reporting:

The following LACES performance tables will be requested for Instructional Innovation grant reporting.

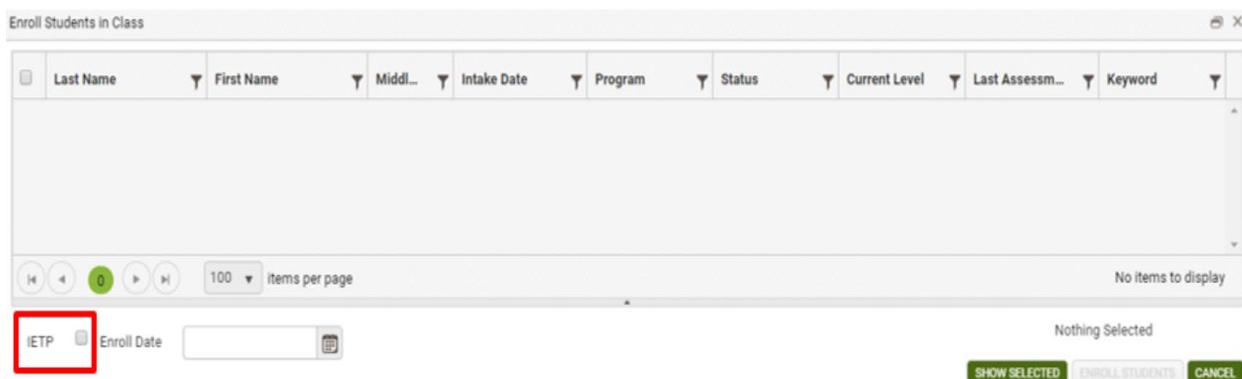
- NRS Table 4 (Measurable Skill Gains (MSG) by Entry Level)
- NRS Table 5 (Primary Indicators of Performance)

# P5: Integrated Education and Training (IET)

## Enrollment:

Enrollment into IET is done at the **student level or class level** in the **Enrollment** tab. All IET students, including student participating in Bridge programming and not yet in a credential training class, should be identified as IETP.

### Enrollments > IETP/Credential



The screenshot shows a search interface for enrolling students in a class. At the bottom left, there is a checkbox labeled 'IETP' which is highlighted with a red box. Next to it is a date input field labeled 'Enroll Date' which is empty. On the right side of the interface, there are three buttons: 'SHOW SELECTED' (highlighted with a green box), 'ENROLL STUDENTS', and 'CANCEL'.

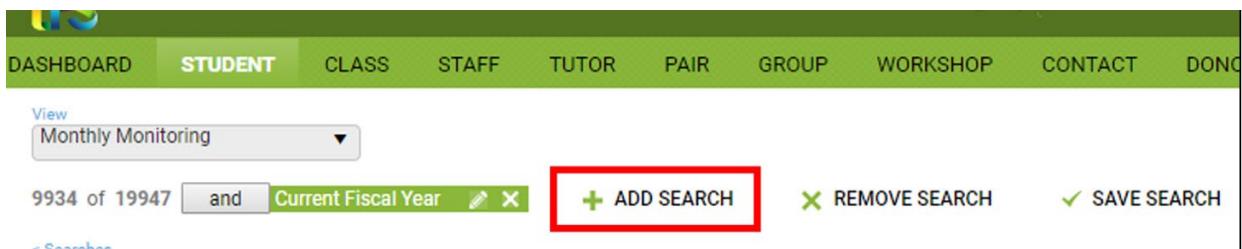
When you see the class enrollments, you can clearly see who is enrolled with IETP/Credential.

If you forgot to label a student, this can be changed/ altered by clicking in the line to change the student to IETP/Credential.

Suffix	Enroll Status	IETP	Enroll Date	Start Date
	Enrolled	IETP/Cred...	07/01/2022	07/12/2022
	Enrolled	No Value ...	07/01/2022	07/12/2022
	Enrolled	IETP/Cred...	07/01/2022	07/12/2022
	Enrolled	No Value ...	07/01/2022	07/12/2022
	Enrolled	No Value ...	07/01/2022	07/12/2022

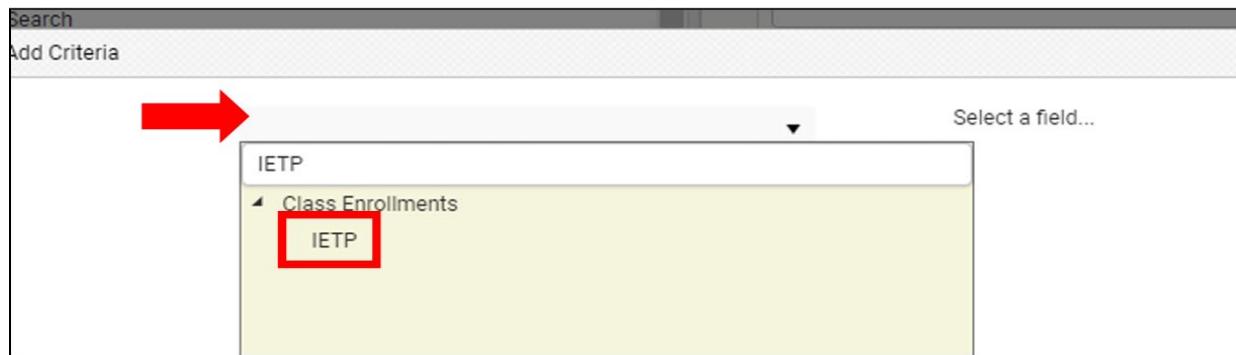
## Searching IET in LACES:

Here is how to locate which student records have or have not been marked with an IETP class enrollment.



The screenshot shows the LACES search interface. At the bottom center, there is a button labeled '+ ADD SEARCH' which is highlighted with a red box. To its right are 'REMOVE SEARCH' and 'SAVE SEARCH' buttons.

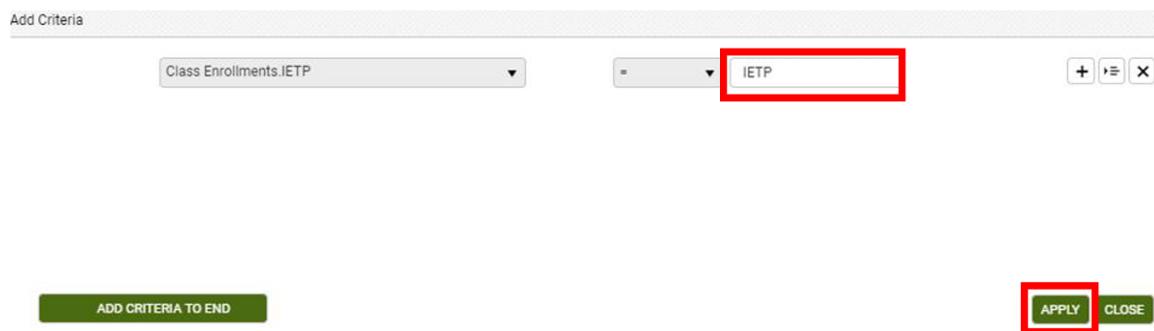
The “Add Criteria” window will appear. Click to place your cursor in the drop-down box in this window and type “IETP.” Then, click on “IETP” located under “Class Enrollments.”



The phrase “Class Enrollments.IETP” will now appear in the drop-down box. The box to the right is called the “Operator” box. This should default to an equals sign (=). Leave the equals sign in the Operator box.



6. In the text field next to the Operator box, type “IETP,” and then click in the white space outside of the text field so that the green “APPLY” button appears in the lower right hand corner of the Add Criteria window. Then, click “Apply.”



### Reporting IET in LACES:

Participation in IET is reported in LACES in two locations.

#### 1. Student Record > Education > Postsecondary Education or Training

This information should be added while the student is enrolled and up to one year after the student exits. Although the sections are not required\*, providers should make every effort to obtain this information.

Add New Postsecondary Education Or Training Record

*Postsecondary Institution Type:	No Value Entered
Name of Postsecondary School or Tr...	No Value Entered
*Address 1:	<input type="text"/>
Address 1 is Required	
Address 2:	<input type="text"/>
*City:	<input type="text"/>
*State:	No Value Entered
*Zip Code:	<input type="text"/>
District:	No Value Entered
Phone at Address:	<input type="text"/>
Industry:	No Value Entered
Course of Study:	No Value Entered
*Enroll Date:	<input type="text"/> 
→ Exit Date:	<input type="text"/> 
Total Hours Attended:	<input type="text"/>
Earned Credits:	<input type="text"/>
→ Credential Attained:	<input type="text"/>
→ Date Earned:	<input type="text"/> 

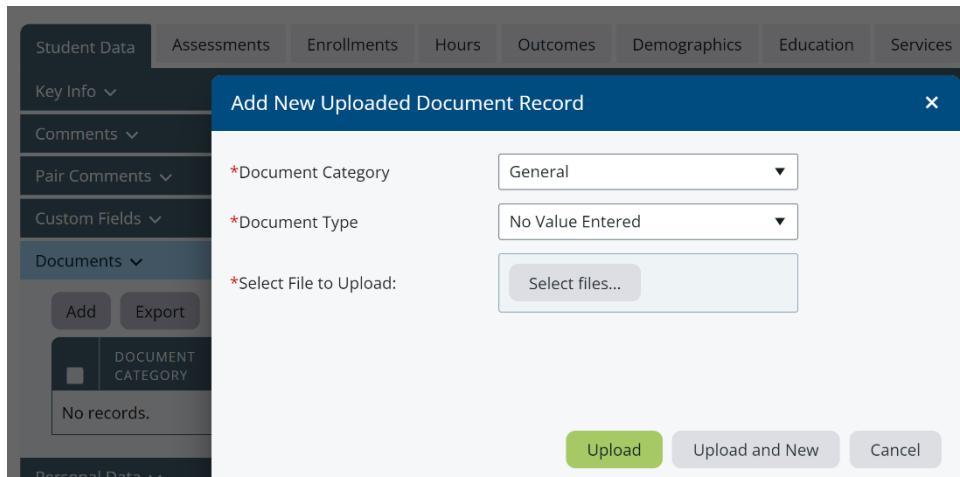
2. Student record > Outcomes > IETP and Workplace Literacy Measurable Skills Gains > IETP MSG Type

Add New IETP and Workplace Literacy Measurable Skill Gains Record

*Date:	<input type="text"/> 
Date is Required	
*IETP MSG Type:	No Value Entered
IETP MSG:	<input type="text"/>
Additional Details:	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>

SAVE    SAVE AND NEW    CANCEL

To upload the credential, go to Student Data > Documents > Add > Add New Document Record > Upload



The following LACES performance tables will be requested for IET grant reporting:

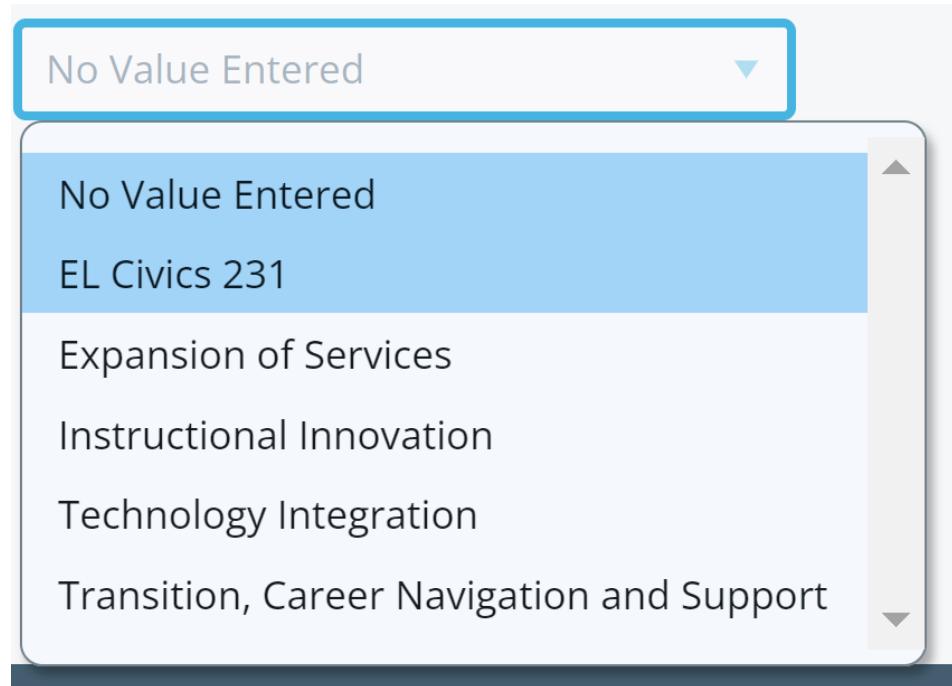
- NRS Table 3 (Participants by Program Type and Age)
- NRS Table 4 (Measurable Skill Gains (MSG) by Entry Level)
- NRS Table 5 (Primary Indicators of Performance)
- NRS Table 11 (Outcome Achievement for Participants in Integrated Education and Training Programs)

## P6: Integrated English Literacy and Civics Education (IELCE 231/EL Civics 231)

### Enrollment:

All IELCE 231/EL Civics 231 students must be identified at the **class level** during enrollment in the **Class Data** tab.

Class Data > Class Details > Department > select EL Civics 231



IELCE 231 students should **NOT** be labeled IELCE under the secondary program. Only IELCE+T 243 students are identified as IELCE in LACES.

Program*	ESL
Secondary Program	<del>IELCE</del>
Family Literacy	No Value Entered
ESL Student	<input type="checkbox"/>

**Grant Reporting:**

The following LACES performance tables will be requested for IELCE 231/EL Civics 231 grant reporting.

- NRS Table 4 (Measurable Skill Gains (MSG) by Entry Level)
- NRS Table 5 (Primary Indicators of Performance)

## P7: Integrated English Literacy and Civics Education + Training (IELCE+T 243)

### Enrollment in IELCE+T:

All IELCE+T 243 students must be identified at the **student level** during enrollment in the **Education** tab.

Education > Education > Secondary Program > select IELCE

IELCE+T should serve a cohort of identified limited English proficient learners.

Students who take the CASAS STEPS series assessment should score within NRS ESL Levels 4-6.

All participating NRS ESL 4-6 IELCE+T students must be identified in LACES as **IELCE** using the Secondary Program Area drop. It is not necessary to check “ESL Student”.

Program*	ESL
Secondary Program	IELCE
Family Literacy	No Value Entered
ESL Student	<input type="checkbox"/>

All participating IELCE+T students who complete ESL Level 6 (239 and above) must be retested in the Goals series assessment and score within NRS ABE 3-4.

*Program:	ABE
Secondary Program:	IELCE
WIOA Core Program:	No Value Entered
Family Literacy:	No Value Entered
ESL Student:	<input checked="" type="checkbox"/>

In order to ensure an accurate IELCE+T participant list (**Reminder: in LACES IELCE+T will be listed as IELCE**)

1. Create a view that shows all IELCE+T participants for the current fiscal year
2. Ensure that all students listed are indeed enrolled in IELCE+T for 2024-2025
3. If a student listed is not actively enrolled in IELCE+T this year, click into the record and change the IELCE program from IELCE to No Value Entered

### **Goals and Achievements:**

All IELCE+T 243 students must have goals “set” at intake with a beginning date and at the end of the semester/program the goals should be “met” with an end date. These goals are identified at the **student level** in the **Outcomes** tab. This information populates NRS Table 9.

The Federal outcomes specific to IELCE+T are below.

- Achieve citizenship skills
  - Participant attains the skills needed to pass the U.S. citizenship exam.
- Increased involvement in community activities
  - Participant increases involvement in the following community activities:
    - Attending or organizing meetings of neighborhood, community or political organizations
    - Volunteering to work for such organizations.
    - Contributing to the support of such organizations.
    - Volunteering to work on community improvement activities.
- Vote or register to vote
  - Participant registers to vote or votes for the first time anytime during the program year.

To add the goal “set” and “met” dates, go to the Outcomes tab.

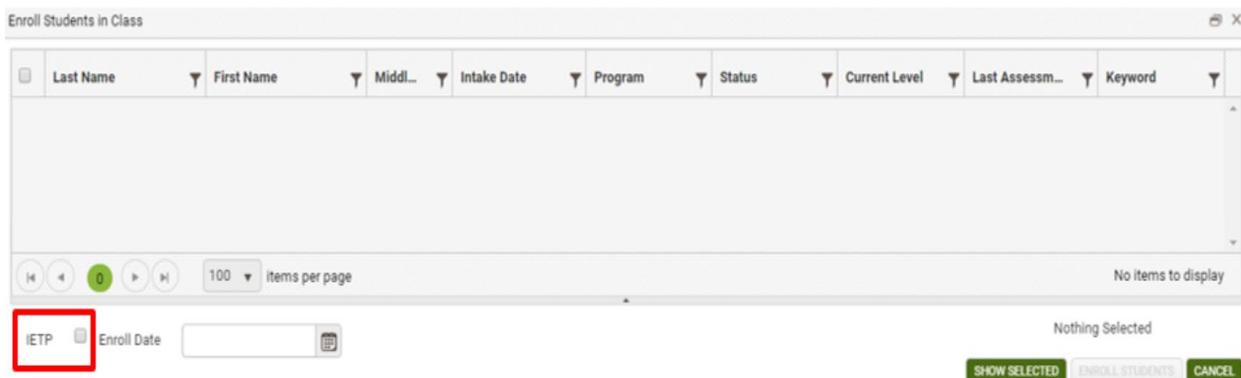
Outcomes > Goals and Achievements > All Goals > Category: NRS > Goal Type: Societal/Community

▼ Goal Type: Societal/Community			
Achieve citizenship skills			
Increased involvement in community activities			
Vote or register to vote			

## Enrollment in IET as part of IELCE+T:

Enrollment into IET is done at the **student level** or **class level** in the **Enrollment** tab. All IELCE+T students participating in Bridge programming and not yet in a credential training class should be identified as IETP.

### Enrollments > IETP/Credential



	Last Name	First Name	Midd...	Intake Date	Program	Status	Current Level	Last Assessm...	Keyword
No items to display									

IETP    Enroll Date    SHOW SELECTED    ENROLL STUDENTS    CANCEL

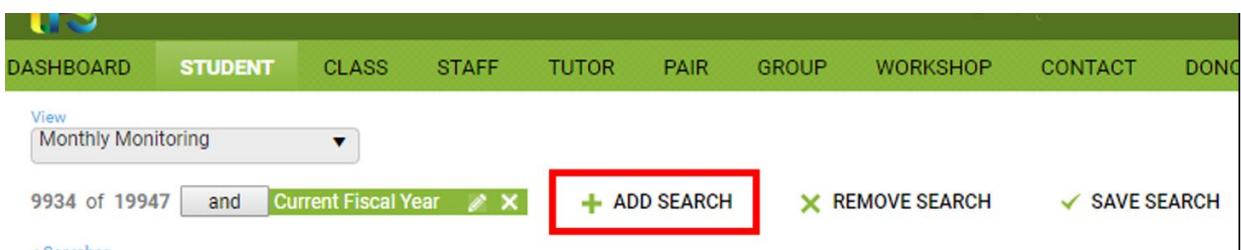
When you see the class enrollments, you can clearly see who is enrolled with IETP/Credential.

If you forgot to label a student, this can be changed/ altered by clicking in the line to change the student to IETP/Credential.

Suffix	Enroll Status	IETP	Enroll Date	Start Date
	Enrolled	IETP/Cred...	07/01/2022	07/12/2022
	Enrolled	No Value ...	07/01/2022	07/12/2022
	Enrolled	IETP/Cred...	07/01/2022	07/12/2022
	Enrolled	No Value ...	07/01/2022	07/12/2022
	Enrolled	No Value ...	07/01/2022	07/12/2022

## Searching IET in LACES:

Here is how to locate which student records have or have not been marked with an IETP class enrollment.

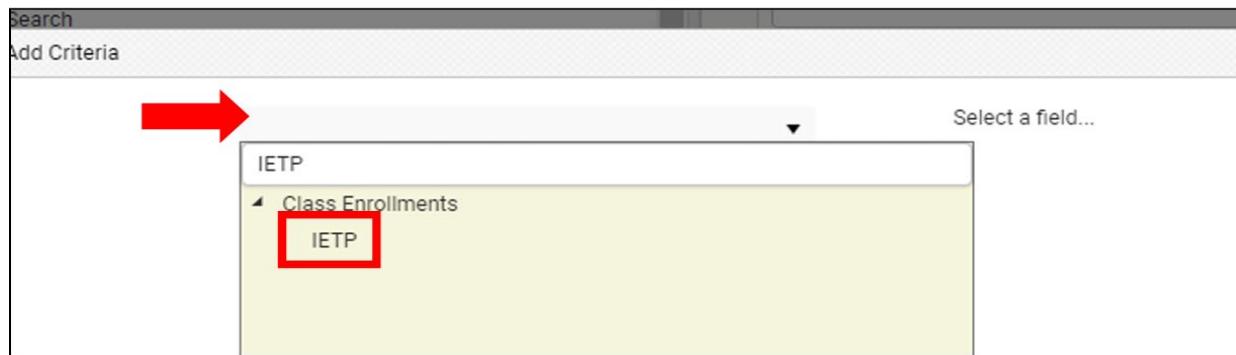


DASHBOARD    STUDENT    CLASS    STAFF    TUTOR    PAIR    GROUP    WORKSHOP    CONTACT    DONOR

View: Monthly Monitoring

9934 of 19947 and Current Fiscal Year    + ADD SEARCH    REMOVE SEARCH    SAVE SEARCH

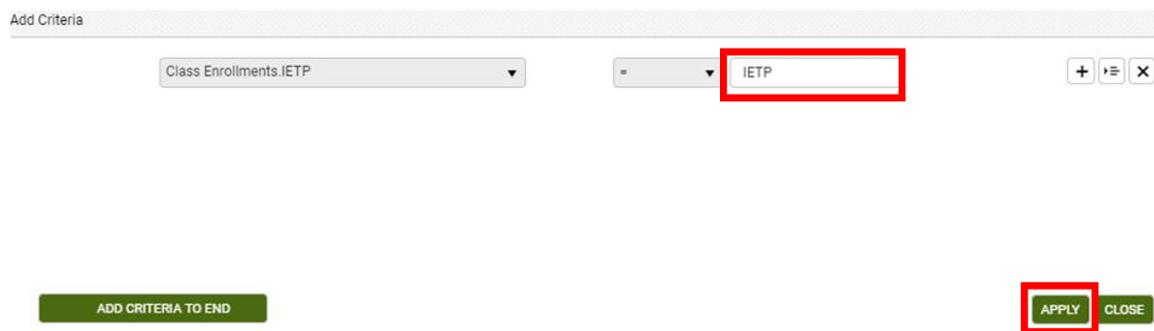
The “Add Criteria” window will appear. Click to place your cursor in the drop-down box in this window and type “IETP.” Then, click on “IETP” located under “Class Enrollments.”



The phrase “Class Enrollments.IETP” will now appear in the drop-down box. The box to the right is called the “Operator” box. This should default to an equals sign (=). Leave the equals sign in the Operator box.



6. In the text field next to the Operator box, type “IETP,” and then click in the white space outside of the text field so that the green “APPLY” button appears in the lower right hand corner of the Add Criteria window. Then, click “Apply.”



### Reporting IET in LACES:

Participation in IET is reported in LACES in two locations.

#### 3. Student Record > Education > Postsecondary Education or Training

This information should be added while the student is enrolled and up to one year after the student exits. Although the → sections are not required\*, providers should make every effort to obtain this information.

Add New Postsecondary Education Or Training Record

*Postsecondary Institution Type:	No Value Entered
Name of Postsecondary School or Tr...	No Value Entered
*Address 1:	<input type="text"/>
Address 1 is Required	
Address 2:	<input type="text"/>
*City:	<input type="text"/>
*State:	No Value Entered
*Zip Code:	<input type="text"/>
District:	No Value Entered
Phone at Address:	<input type="text"/>
Industry:	No Value Entered
Course of Study:	No Value Entered
*Enroll Date:	<input type="text"/> 
→ Exit Date:	<input type="text"/> 
Total Hours Attended:	<input type="text"/>
Earned Credits:	<input type="text"/>
→ Credential Attained:	<input type="text"/>
→ Date Earned:	<input type="text"/> 

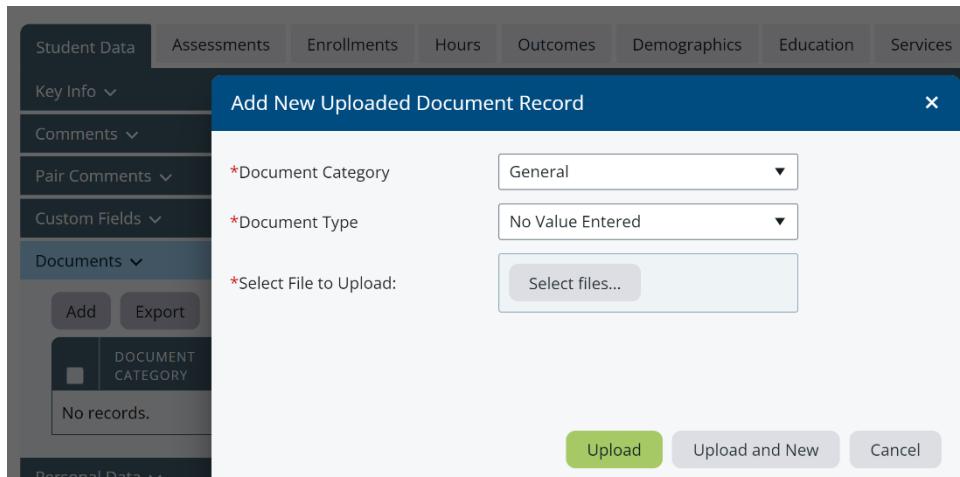
4. Student record > Outcomes > IETP and Workplace Literacy Measurable Skills Gains > IETP MSG Type

Add New IETP and Workplace Literacy Measurable Skill Gains Record

*Date:	<input type="text"/> 
Date is Required	
*IETP MSG Type:	No Value Entered
IETP MSG:	<input type="text"/>
Additional Details:	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>

SAVE    SAVE AND NEW    CANCEL

To upload the credential, go to Student Data > Documents > Add > Add New Document Record > Upload



The screenshot shows a software interface for managing student data. The main menu at the top includes 'Student Data', 'Assessments', 'Enrollments', 'Hours', 'Outcomes', 'Demographics', 'Education', and 'Services'. A sidebar on the left is titled 'Documents' and contains sub-options: 'Add' and 'Export'. Below these are sections for 'DOCUMENT CATEGORY' and 'No records.'. A modal dialog box is open in the center, titled 'Add New Uploaded Document Record'. It contains three fields with asterisks: 'Document Category' (set to 'General'), 'Document Type' (set to 'No Value Entered'), and 'Select File to Upload' (with a 'Select files...' button). At the bottom of the dialog are three buttons: 'Upload' (highlighted in green), 'Upload and New', and 'Cancel'.

The following LACES performance tables will be requested for IELCE+T grant reporting:

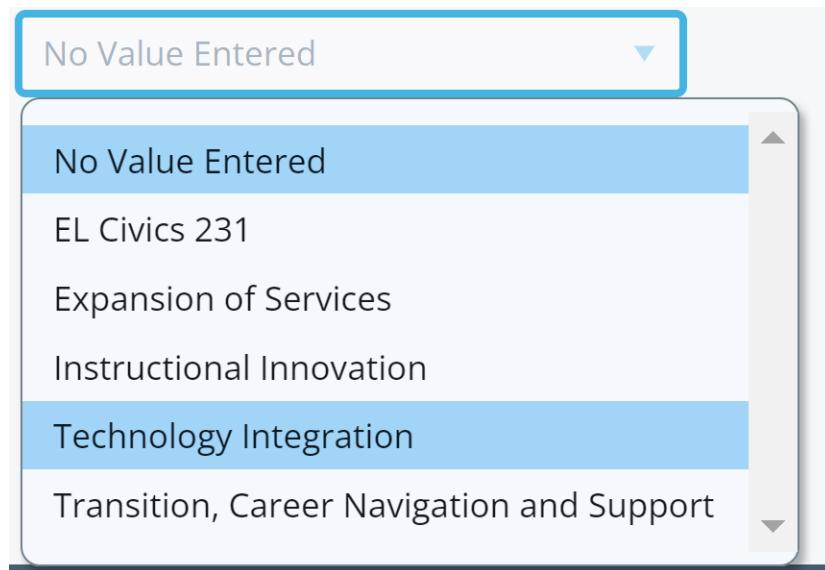
- NRS Table 3 (Participants by Program Type and Age)
- NRS Table 4 (Measurable Skill Gains (MSG) by Entry Level)
- NRS Table 5 (Primary Indicators of Performance)
- NRS Table 9 (Outcome Achievement for Participants in Integrated English Literacy and Civics Education)
- NRS Table 11 (Outcome Achievement for Participants in Integrated Education and Training Programs)

## P8: Technology Integration

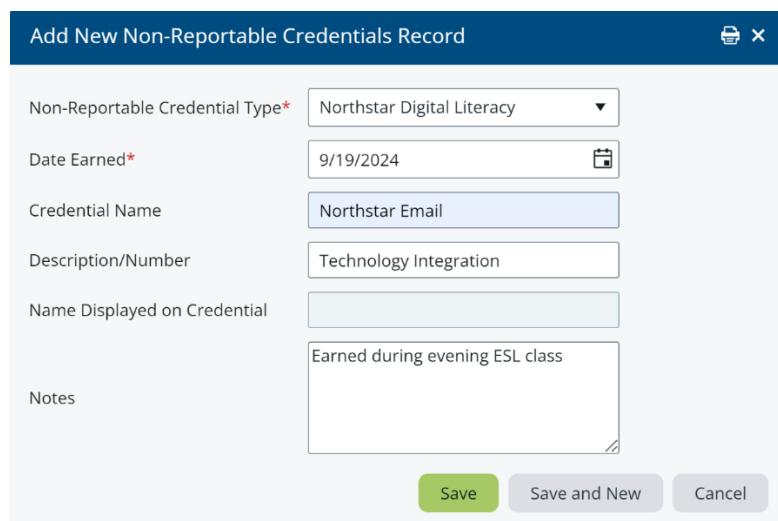
Although not required for the Technology Integration funding, you may want to create a specific class to teach technology skills to students, such as a Northstar class, DART class or Google Applied Digital Skills class.

If you choose to create a class, students must be identified at the **class level** during enrollment in the **Class Data** tab.

Class Data > Class Details > Department > select Technology Integration



To report Technology Integration Northstar Digital Literacy certificates, follow the path to Student Record > Education Tab > Non-Reportable Credential Panel.



Add New Non-Reportable Credentials Record	
Non-Reportable Credential Type*	Northstar Digital Literacy
Date Earned*	9/19/2024
Credential Name	Northstar Email
Description/Number	Technology Integration
Name Displayed on Credential	Earned during evening ESL class
Notes	Earned during evening ESL class
<b>Save</b> <b>Save and New</b> <b>Cancel</b>	

**Grant Reporting:**

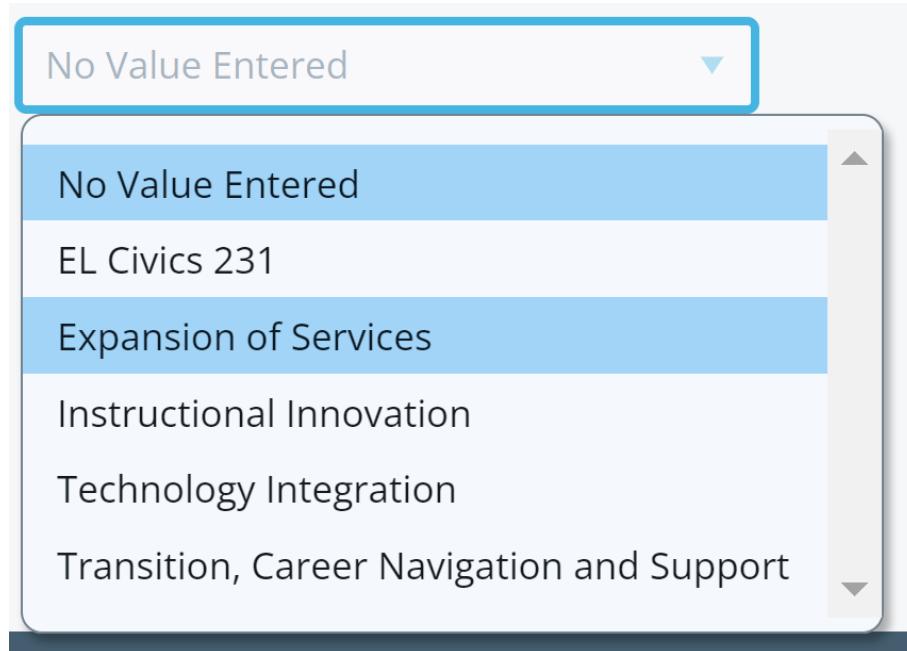
The following LACES performance tables will be requested for Technology Integration grant reporting.

- NRS Table 4 (Measurable Skill Gains (MSG) by Entry Level)
- NRS Table 5 (Primary Indicators of Performance)

## P8: Expansion of Services

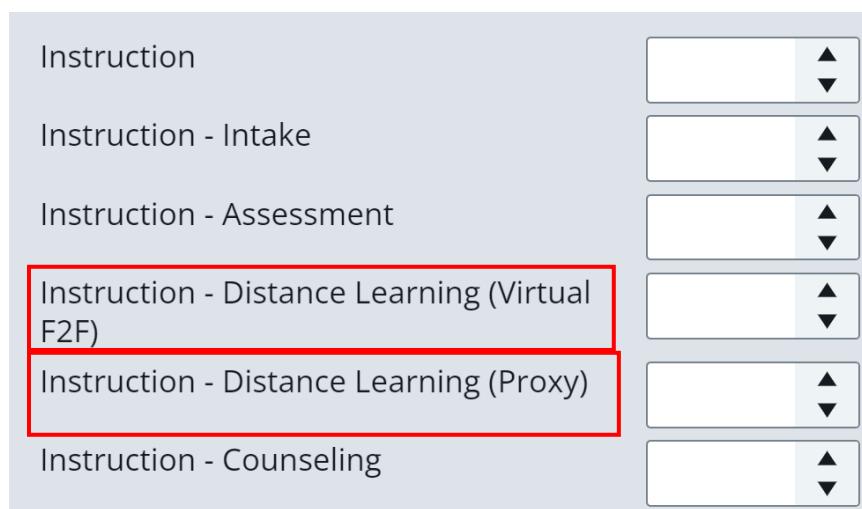
All Expansion of Services students must be identified at the **class level** during enrollment in the **Class Data** tab.

Class Data > Class Details > Department > select Expansion of Services



### Attendance:

When entering attendance, you must identify the type of Distance Learning (Virtual or Proxy).



## **Grant Reporting:**

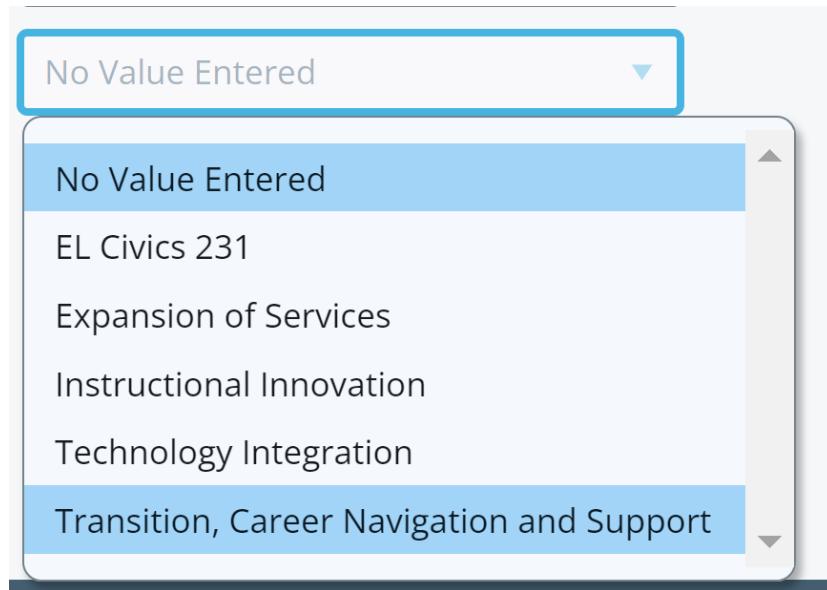
The following LACES performance tables will be requested for Instructional Innovation grant reporting.

- NRS Table 4 (Measurable Skill Gains (MSG) by Entry Level)
- NRS Table 4C (Measurable Skill Gains by Entry Level for Participants in Distance Education)
- NRS Table 5 (Primary Indicators of Performance)
- NRS Table 5A (Primary Indicators of Performance for Participants in Distance Education)
  - Please note that students are considered Distance Learners if **Greater Than 50%** of a student's total instructional hours in the year of exit are "Instruction-Distance Learning (Virtual or Proxy)" hours.

## P9: Transition, Career Navigation and Support

All Instructional Innovation students must be identified at the **class level** during enrollment in the **Class Data** tab.

Class Data > Class Details > Department > select Transition, Career Navigation and Support



### Grant Reporting:

The following LACES performance tables will be requested for Instructional Innovation grant reporting.

- NRS Table 4 (Measurable Skill Gains (MSG) by Entry Level)
- NRS Table 4A (Educational Functioning Level Gain)
- NRS Table 5 (Primary Indicators of Performance)

# Expected Performance Outcomes for All Priority Areas

Classes must be of sufficient intensity and quality so that students achieve substantial learning gains and relevant performance measures.

The CSDE must track and report data on the following Primary Indicators of Performance for each participant in each period of participation. This data is combined with data from other CT WIOA agencies on the Statewide Joint Performance Report annually. The CSDE will negotiate performance targets for these indicators and local agencies will be expected to set and meet targets under this contract. For each of the Primary Indicators of Performance, each program entry and exit per participant during the reporting period is considered a period of participation. An individual may have more than one period of participation in a program year; however, every period of participation is treated as a separate event for a participant and performance indicators apply separately to each period. This means that for each period of participation, the local provider must report measurable skill gains and conduct follow-up on the participant after exit from each period to collect data on the appropriate post-exit indicators. Additionally, only the most recent Measurable Skill Gain (MSG) achieved is reported per period of participation, even if more than one MSG is achieved.

Primary Indicators of Performance and CT Targets for 2024-2025.

Primary Indicators	Target
Employment Rate Q2	34.1%
Employment Rate Q4	35.2%
Median Earnings	\$6,600
Credential Attainment Rate	29.0%
Measurable Skills Gains (MSG)*	39.6%
Effectiveness in Serving Employers	N/A

\*Participants in a correctional institution under section 225 of WIOA who remain incarcerated after exit are included in the MSG indicator but excluded from:

- 2nd Quarter Employment Indicator
- 4th Quarter Employment Indicator
- Median Earning Indicator
- Credential Attainment Rate

# Mid-Year/ End-of-Year Reporting

## Narrative Report:

All grantees are required to thoroughly complete and submit one Microsoft Word PEP Combined Mid-Year/End-of-Year Self-Monitoring Report at Mid-Year and at End-of-Year. (You are not writing on a new document each time. At Mid-Year you will complete the Mid-Year section of the document and at End-of-Year you will enter updated information in the End-of-Year section).

See example below.

Recruitment, Retention and Support Services		Complete Mid-Year	Complete End-Year
Limit your response to approximately 200 words per item.			
Item	Requirement	Mid-Year Evidence/Comment	End-Year Evidence/Comment
1	Describe your PEP recruitment efforts and plan.		
2	Describe your PEP retention efforts and plan.		
3	Describe the barrier, transition and other support services offered to PEP participants.		
4	Explain if your PEP project has been impacted by your ability to		

The document should show evidence of a comprehensive year of services

## REMINDER:

This report should be detailed and include the overall design of your cumulative project in your response. This information is used as evidence in CSDE's annual narrative reporting to OCTAE.

## Cost for Intake Services:

Agencies that receive federal WIOA Title II PEP funding must calculate and report at the provider level the estimated cost per student for intake, pre-test initial assessment, orientation and referrals to other agencies annually. This information will be requested on the Combined PEP Mid-Year/End-of-Year Report. The CSDE will compile the information from each provider and report it to OCTAE on our annual fiscal narrative and budget report.

Each provider must create a methodology to calculate the funds expended on these services based on your specific rate per hour for each staff person responsible for the task multiplied by the estimated amount of time for each task. **Note that total estimated hours should not exceed 8 hours combined.**

This may be an example:

**Intake** total \$ = staff member rate per hour X # of estimated hours

**Pre-test initial assessment** total \$ = staff member rate per hour X # of estimated hours

**Orientation** total \$ = staff member rate per hour X # of estimated hours

**Referrals** to and coordination of activities with other agencies = staff member rate per hour X # of estimated hours

**Total estimated amount reported per student** = Intake total + Pre-test initial assessment total + Orientation total + Referral total

## Final Fund Requests in eGMS:

Final FY25 Fund Requests must be submitted (LEA Fund Request Submitted) no later than Friday, June 13, 2025 (estimated date based on last year's reporting), to ensure the request is included for payment prior to the close of the fiscal year to further payments. No exceptions can be given to this deadline.

Please note: For all grants ending June 30, 2025, please ensure that you request the amount of funding in advance that you expect to expend or obligate by June 30, 2025.

Please work with your business office to make sure that this is done on time and correctly.

## End-of Project Expenditure Reports:

An End-of-Project Expenditure Report (Comprehensive 231, Corrections 225 and IELCE+T 243) identifying the costs associated with instruction at NRS Levels ESL 1-6/ABE 1-4 (E) and ABE/ASE 5-6 (S) for each priority area must be completed. Please work with your business office.

Watch this video for instructions: [Expenditure Report](#)

(End-of-project federal reference at 7:19 of video)

Opens in eGMS  
July 1, 2025

- ALL expenditures are reported as cumulative amounts from the beginning of the grant period.
- ALL required reports must be completed. This includes those in which no expenditures were made in the past fiscal year.
- Expenditures Reports are not finished by the organization until they are in LEA Superintendent/Authorized Rep Approved status.
- Expenditures CANNOT be more than the allocation.
- X001 data reported by public districts, charter districts, and RSCs is also cumulative. The system will calculate the amount for the current fiscal year and send that value to the EFS system.

The report will look similar to the Priority Area Budget Section completed at the beginning of the year.

Federal Adult Education- Comprehensive (231 funds)					
Priority Area Name	Priority Area Code	ESL 1-6/ABE 1-4	ABE/ASE 5-6	Total Amount	Training Costs
Connecticut Adult Virtual High School	(S)AVHS	NA	* \$ 0.00	\$ 0.00	NA
Family Literacy Services	(E)FLS / (S)FLS	* \$ 0.00	* \$ 0.00	\$ 0.00	NA
Instructional Innovation	(E)INNOV/ (S)INNOV	* \$ 0.00	* \$ 0.00	\$ 0.00	NA
Integrated Education and Training	(E)IET / (S)IET	* \$ 0.00	* \$ 0.00	\$ 0.00	* \$ 0.00
Integrated English Literacy and Civics Education	(E)IELCE	* \$ 0.00	NA	\$ 0.00	NA
Technology Integration and Expansion of Services	(E)TECH/ (S)TECH	* \$ 0.00	* \$ 0.00	\$ 0.00	NA
Transition, Career Navigation and Support	(E)TCNS/ (S)TCNS	* \$ 0.00	* \$ 0.00	\$ 0.00	NA
Total		\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00