Program Enhancement Projects for Adult Education (PEP) in LACES

Connecticut State Department of Education
Adult Education
2024-2025

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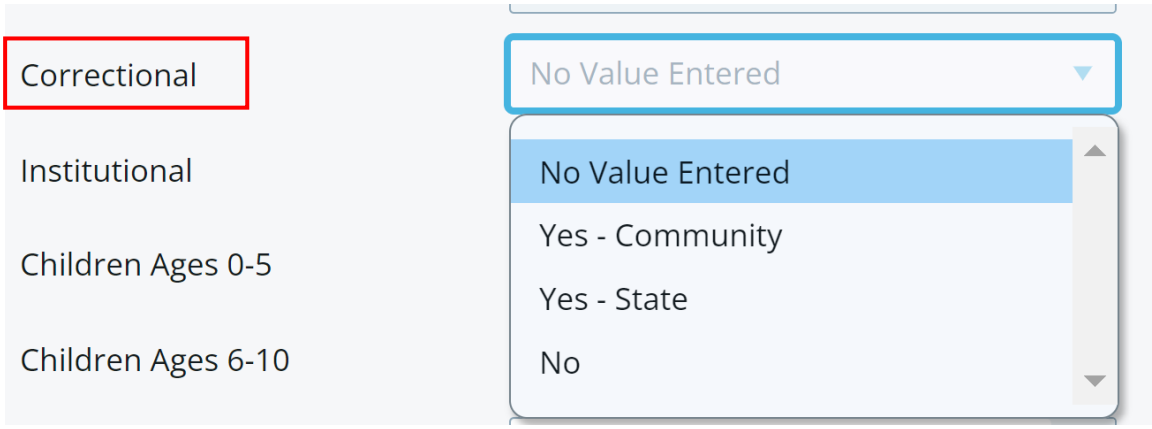
Updated 12/2/2024

P2: Corrections Education

Enrollment:

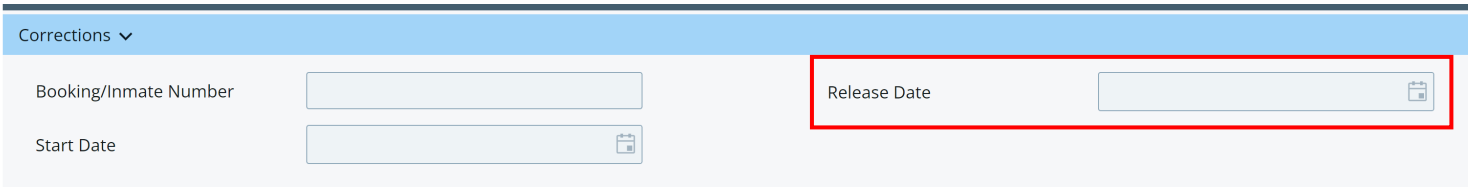
All Corrections Education students must be identified at the **student level** during enrollment in the **Demographics** tab.

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



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

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 in 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:

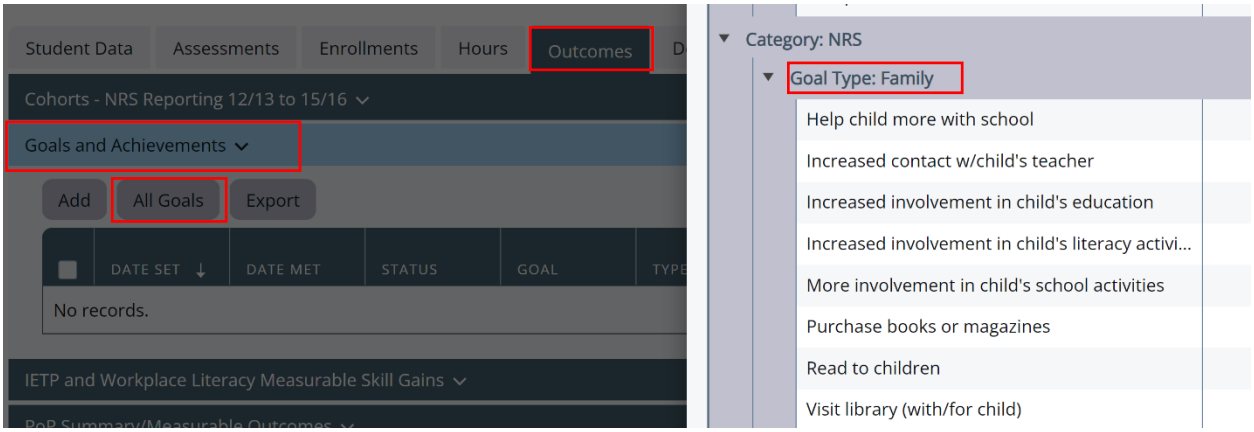
All Family Literacy students must have goals "set" at intake with a beginning date and at the end of the semester/program the goals should be "met" with an end date. These goals are identified at the **student level** in the **Outcomes** tab. This information populates NRS Table 8.

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



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:

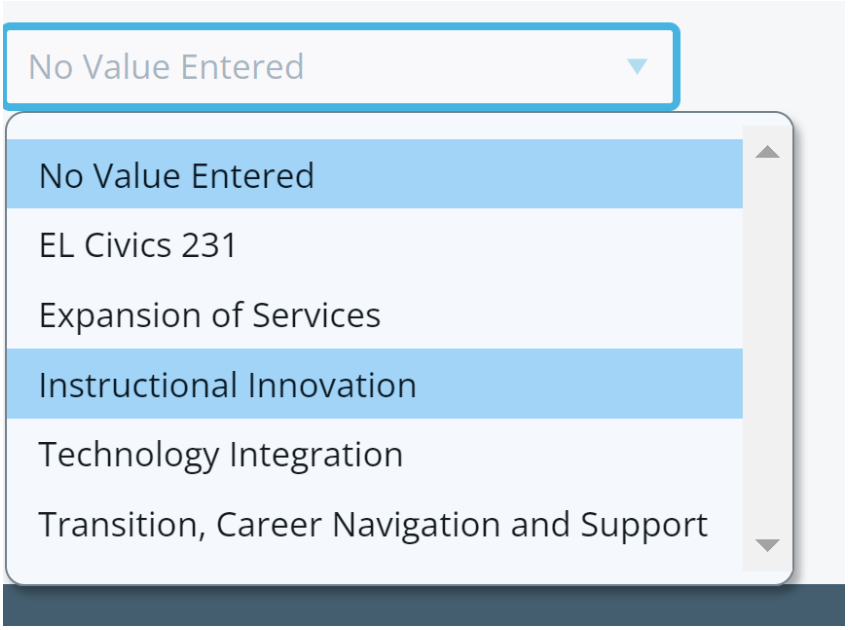
The following LACES performance tables will be requested for Family Literacy grant reporting.

- 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.

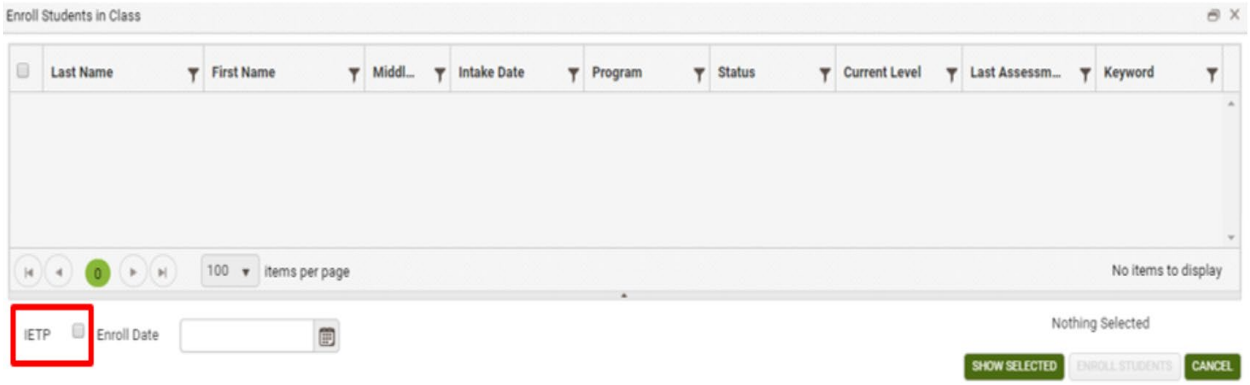
- NRS Table 4 (Measurable Skill Gains (MSG) by Entry Level)
- NRS Table 5 (Primary Indicators of Performance)

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



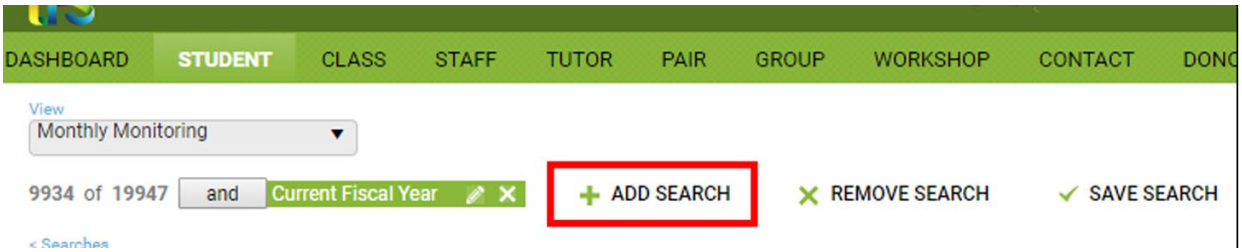
When you see the class enrollments, you can clearly see who is enrolled with IETP/Credential.

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

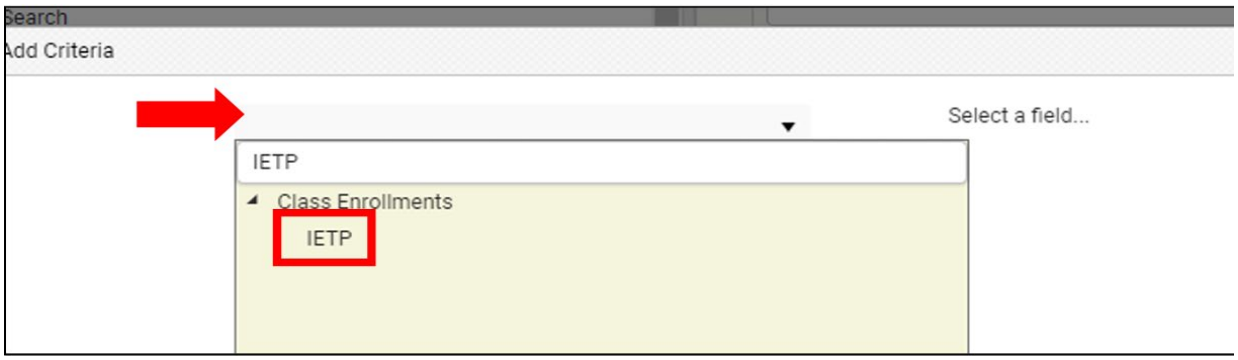
Suffix	Enroll Status	IETP	Enroll Date	Start Date
	Enrolled	IETP/Cred...	07/01/2022	07/12/2022
	Enrolled	No Value ...	07/01/2022	07/12/2022
	Enrolled	IETP/Cred...	07/01/2022	07/12/2022
	Enrolled	No Value ...	07/01/2022	07/12/2022
	Enrolled	No Value ...	07/01/2022	07/12/2022

Searching IET in LACES:

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

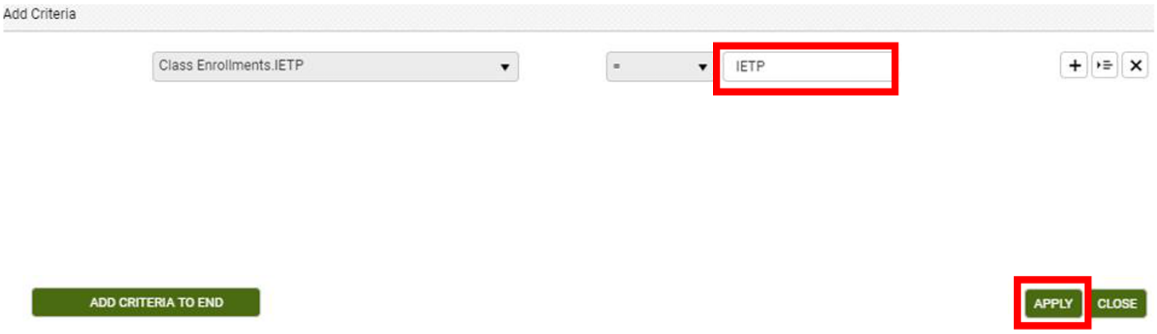


The “Add Criteria” window will appear. Click to place your cursor in the drop-down box in this window and type “IETP.” Then, click on “IETP” located under “Class Enrollments.”



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.”

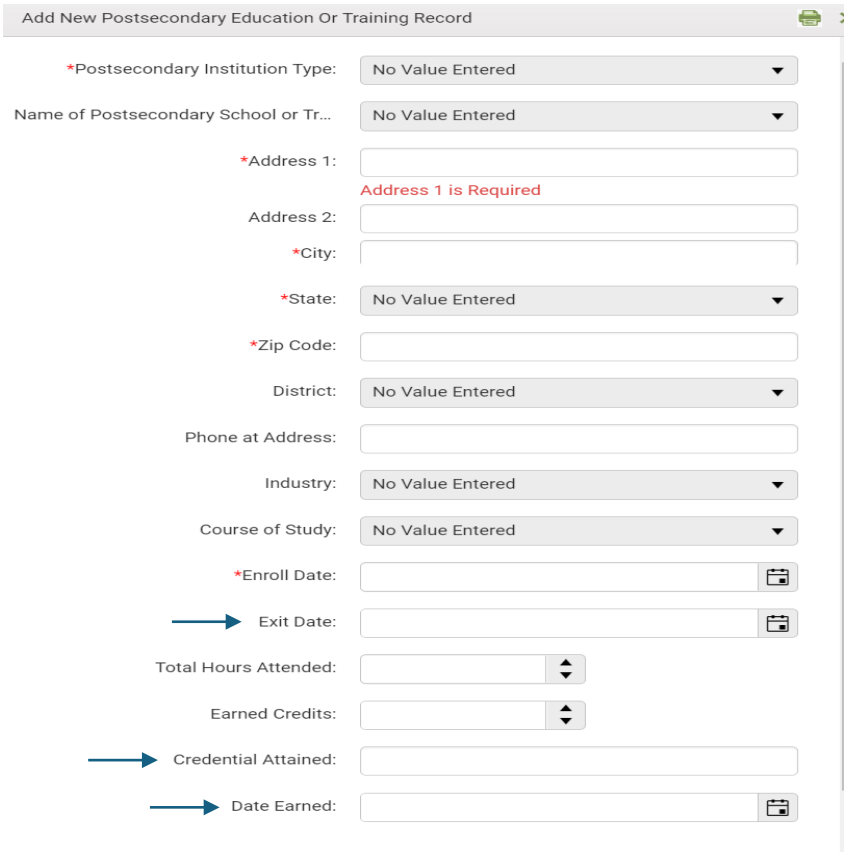


Reporting IET in LACES:

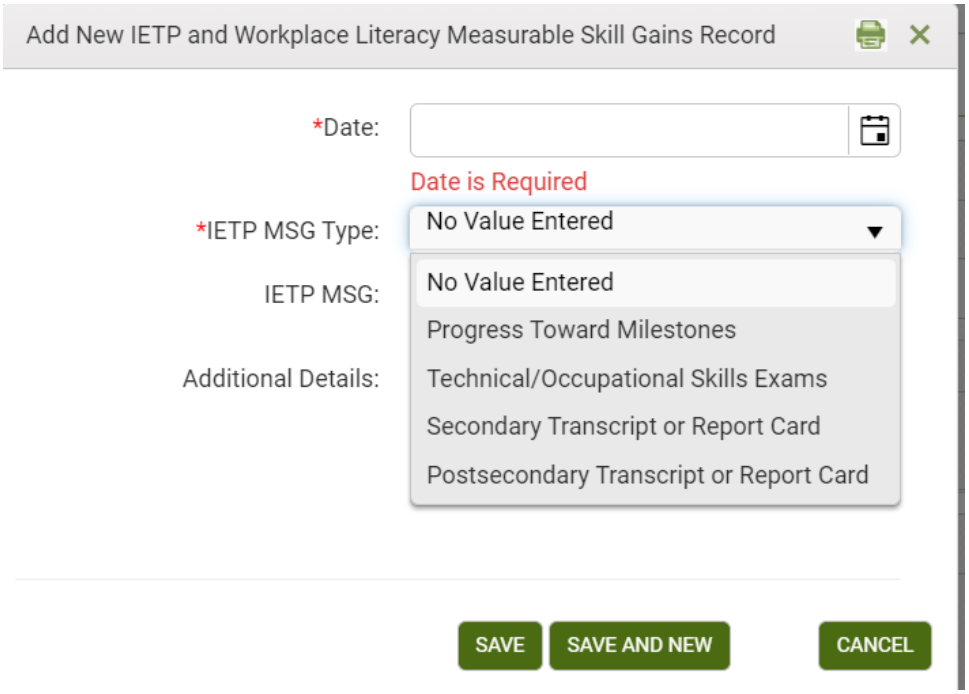
Participation in IET is reported in LACES in two locations.

1. Student Record > Education > Postsecondary Education or Training

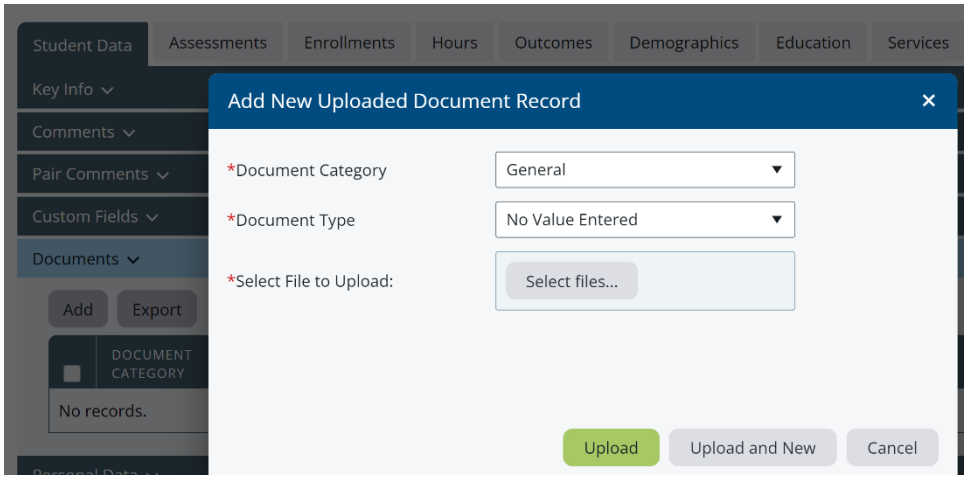
This information should be added while the student is enrolled and up to one year after the student exits. Although the → sections are not required*, providers should make every effort to obtain this information.



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



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:

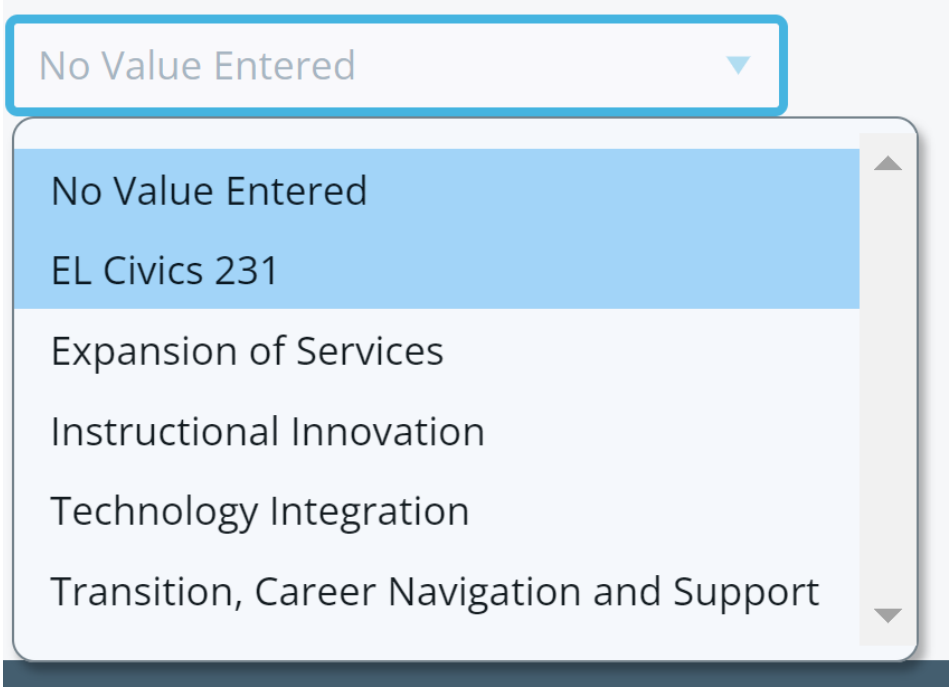
- NRS Table 3 (Participants by Program Type and Age)
- NRS Table 4 (Measurable Skill Gains (MSG) by Entry Level)
- NRS Table 5 (Primary Indicators of Performance)
- NRS Table 11 (Outcome Achievement for Participants in Integrated Education and Training Programs)

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

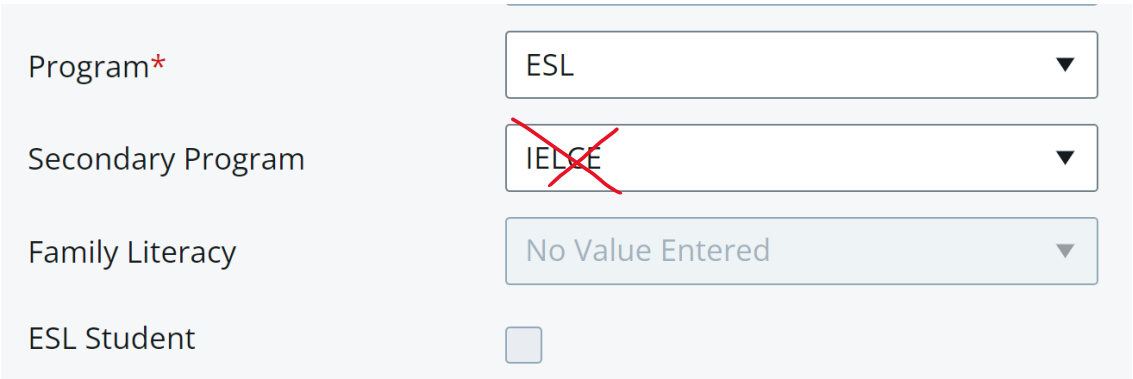
Enrollment:

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.



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.

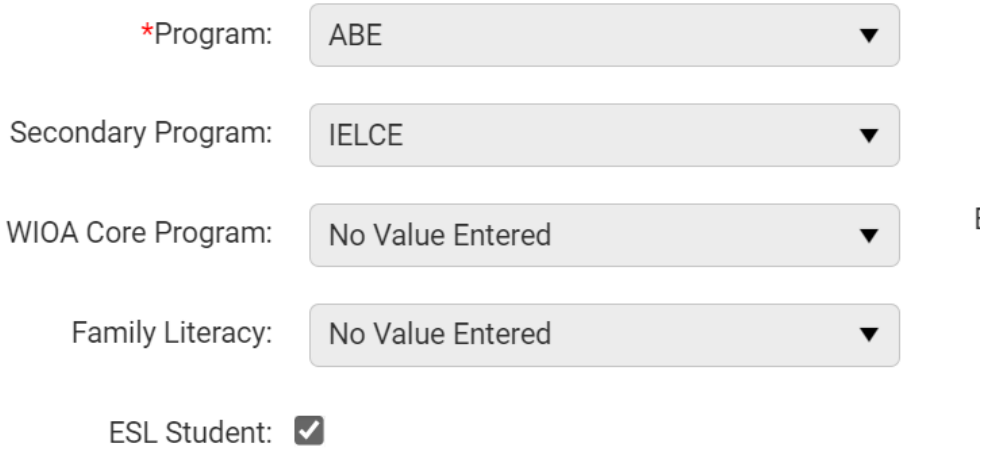
Education > Education> Secondary Program > select IELCE

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".

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.



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 in 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.

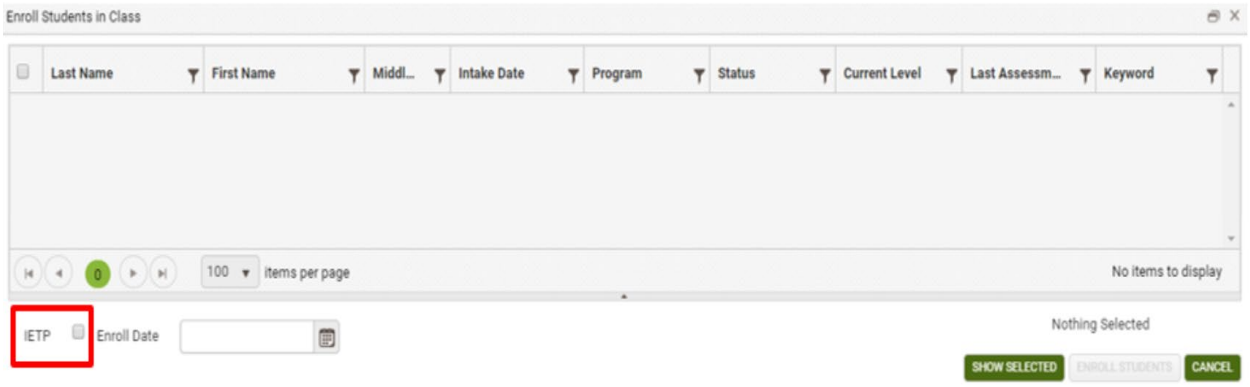
To add the goal "set" and "met" dates, go to the Outcomes tab.

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

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



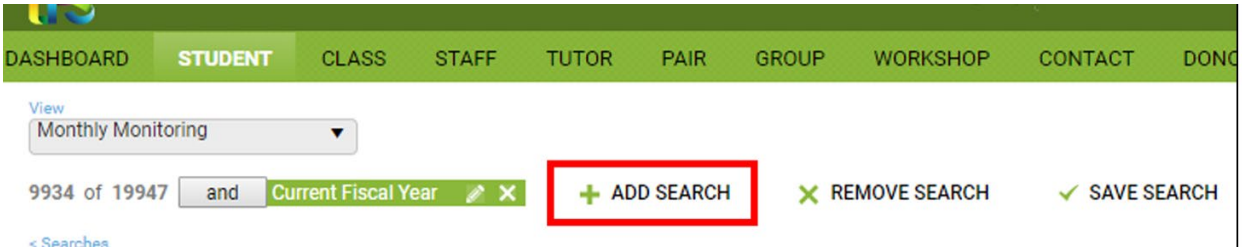
When you see the class enrollments, you can clearly see who is enrolled with IETP/Credential.

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

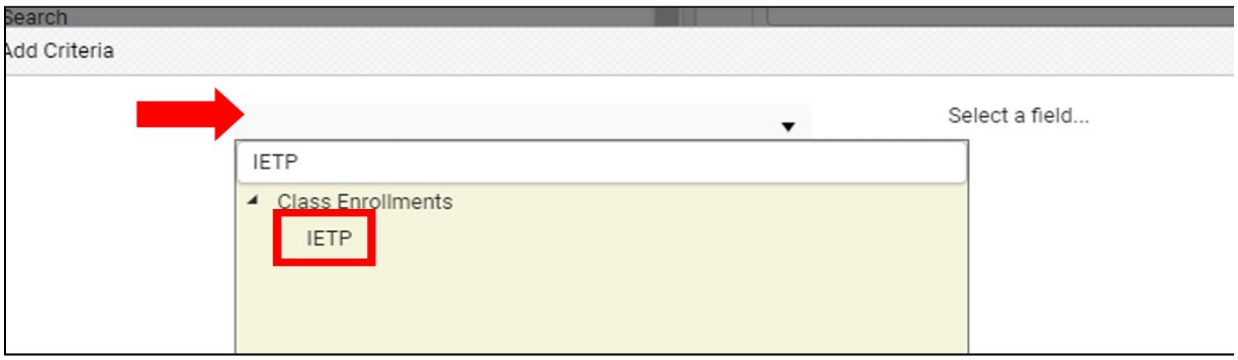
Suffix	Enroll Status	IETP	Enroll Date	Start Date
	Enrolled	IETP/Cred...	07/01/2022	07/12/2022
	Enrolled	No Value ...	07/01/2022	07/12/2022
	Enrolled	IETP/Cred...	07/01/2022	07/12/2022
	Enrolled	No Value ...	07/01/2022	07/12/2022
	Enrolled	No Value ...	07/01/2022	07/12/2022

Searching IET in LACES:

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



The “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.”



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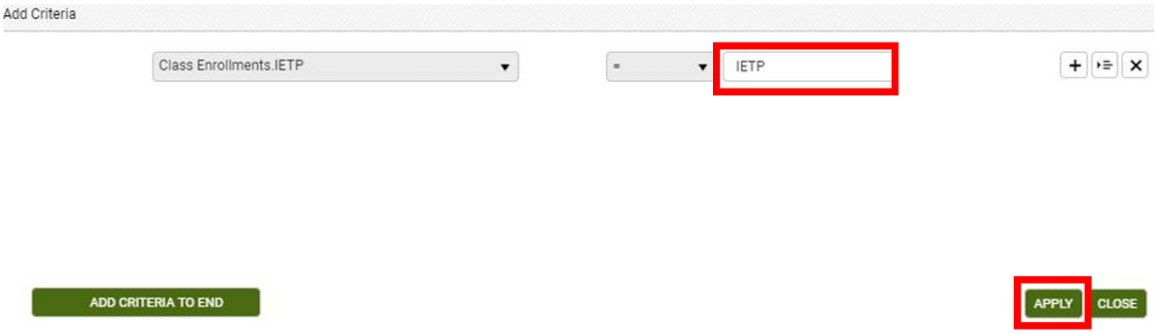
6. In the text field next to the Operator box, type “IETP,” and then click in the white space outside of the text field so that the green “APPLY” button appears in the lower right hand corner of the Add Criteria window. Then, click “Apply.”

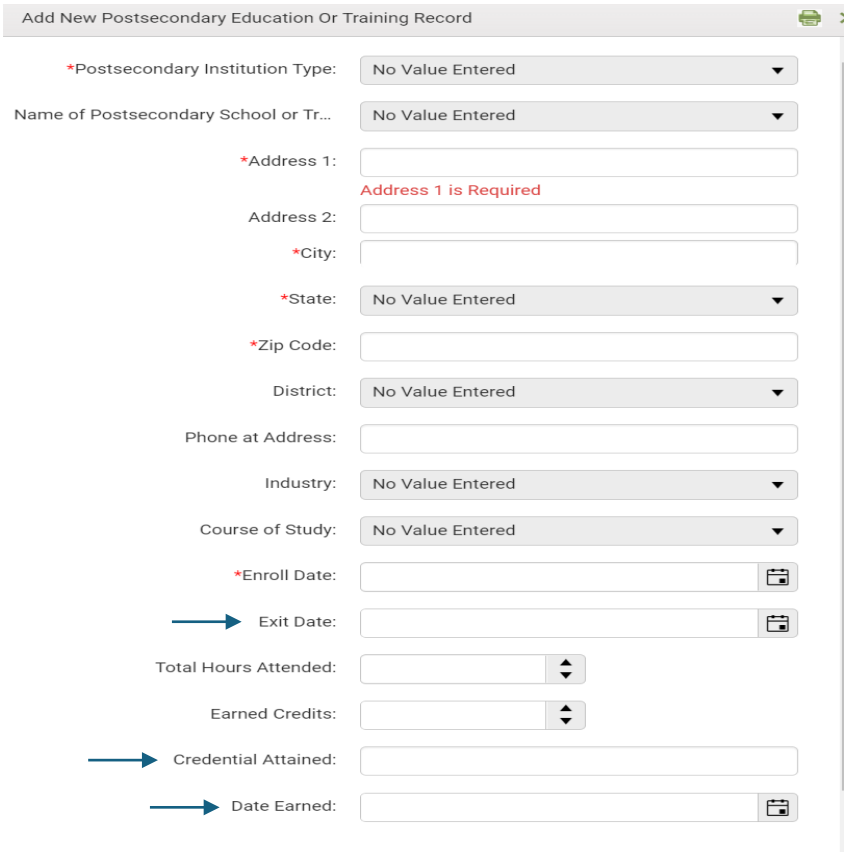


Reporting IET in LACES:

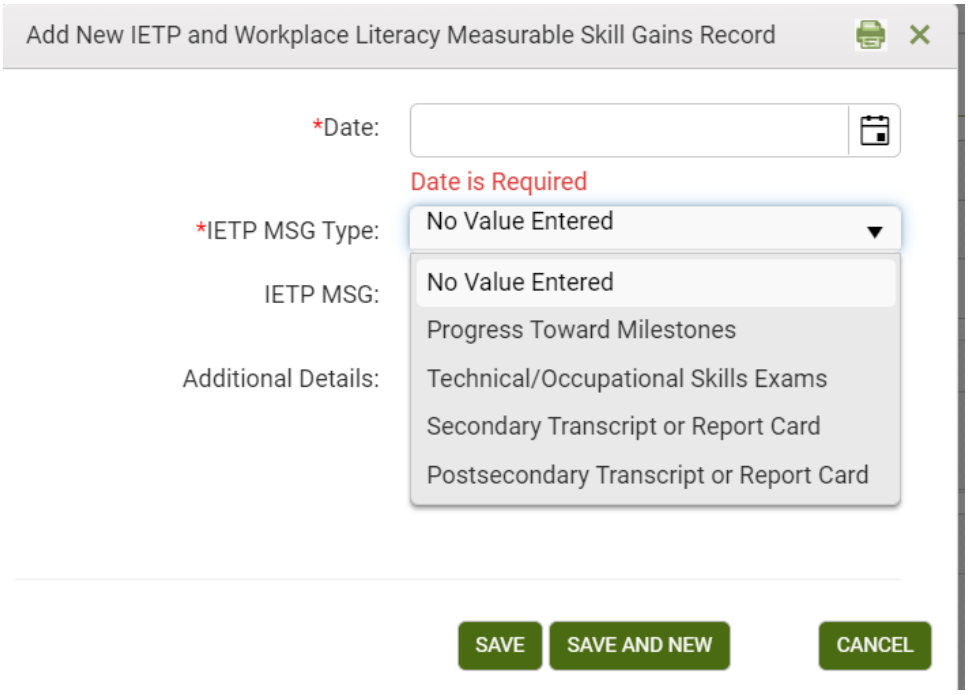
Participation in IET is reported in LACES in two locations.

3. Student Record > Education > Postsecondary Education or Training

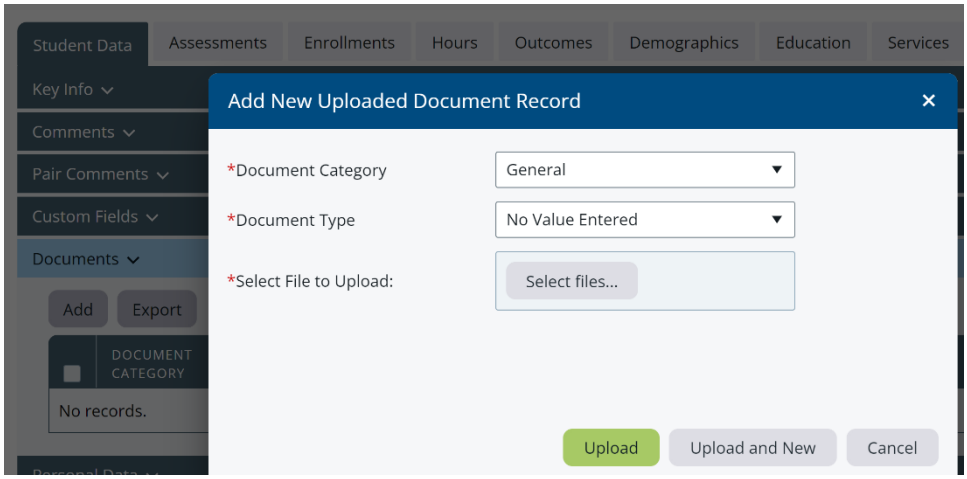
This information should be added while the student is enrolled and up to one year after the student exits. Although the ⟶ sections are not required*, providers should make every effort to obtain this information.



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



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



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

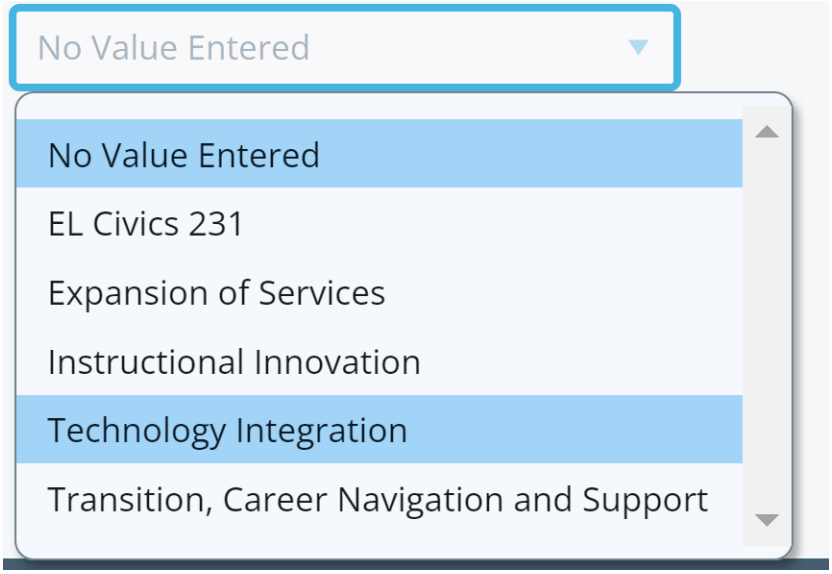
- NRS Table 3 (Participants by Program Type and Age)
- NRS Table 4 (Measurable Skill Gains (MSG) by Entry Level)
- NRS Table 5 (Primary Indicators of Performance)
- NRS Table 9 (Outcome Achievement for Participants in Integrated English Literacy and Civics Education)
- NRS Table 11 (Outcome Achievement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

P8: Technology Integration

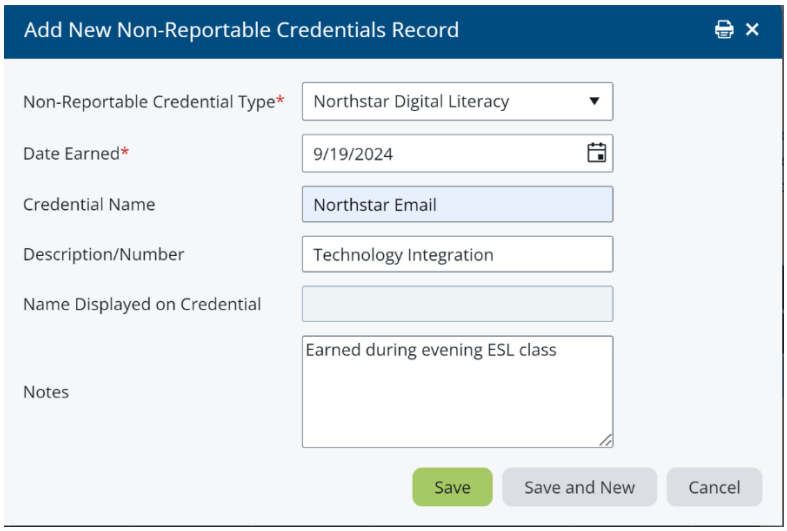
Although not required for the Technology Integration funding, you may want to create a specific class to teach technology skills to students, such as a Northstar class, DART class or Google Applied Digital Skills class.

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.



Grant Reporting:

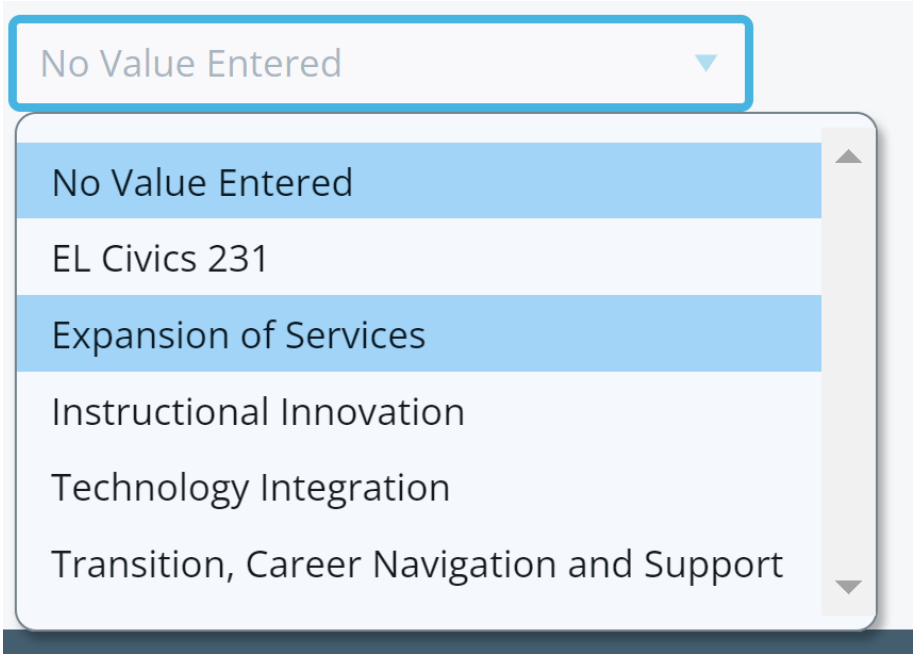
The following LACES performance tables will be requested for Technology Integration grant reporting.

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

P8: Expansion of Services

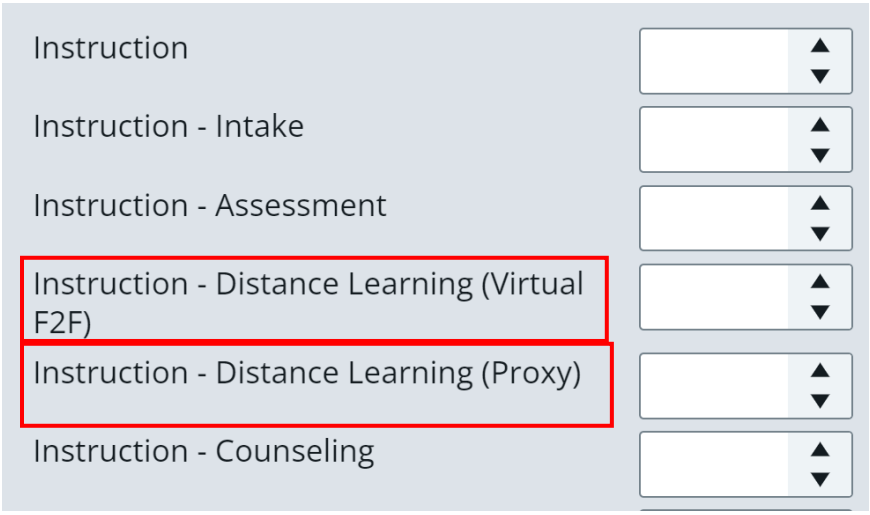
All Expansion of Services students must be identified at the **class level** during enrollment in the **Class Data** tab.

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:

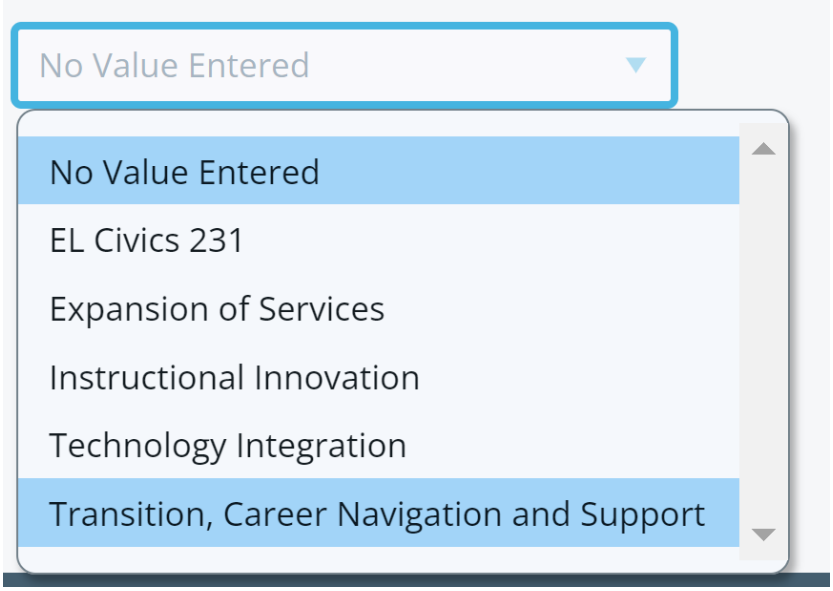
The following LACES performance tables will be requested for Instructional Innovation grant reporting.

- 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.

Complete Mid-Year

Complete End-Year

Recruitment, Retention and Support Services

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	NA
Family Literacy Services	(E)FLS / (S)FLS	* $	* $	$ 0.00	NA
Instructional Innovation	(E)INNOV/ (S)INNOV	* $	* $	$ 0.00	NA
Integrated Education and Training	(E)IET / (S)IET	* $	* $	$ 0.00	* $
Integrated English Literacy and Civics Education	(E)IELCE	* $	NA	$ 0.00	NA
Technology Integration and Expansion of Services	(E)TECH/ (S)TECH	* $	* $	$ 0.00	NA
Transition, Career Navigation and Support	(E)TCNS/ (S)TCNS	* $	* $	$ 0.00	NA
	Total	$ 0.00	$ 0.00	$ 0.00	$ 0.00