



CONNECTICUT STATE
DEPARTMENT OF EDUCATION

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Adult Education Policy Forum

January 14, 2022



Agenda

- Welcome/Introductions
- CT Adult Virtual High School (CTAVHS)
- Connecticut Association for Adult and Continuing Education (CAACE)
- ATDN Professional Development
- Racial Equity
- Credit Diploma Program
- National External Diploma Program (NEDP)
- GED Updates



Agenda continued



- State Grant Update
- Federal Grant Update
- ESL
- Teacher Evaluation
- Standards in Action Training
- Career Pathways
- LACES Updates
- CCS Updates



WELCOME NEW DIRECTORS!

CAREER RESOURCES (SOUTHWEST):

Richard Bourque

CHESHIRE:

Ryan Murphy

WINDSOR LOCKS:

Michelle Vacharakupt



Welcome Back

We welcome you all back after what we hope were restful holidays.

We recognize that the last two years have been difficult and stressful.

We also recognize that many of you lost loved ones and students in 2021.

We would like to have a moment of silence in recognition of those losses.



CSDE Adult Education Unit

Manager – John Frassinelli

Sabrina Mancini

Northwest

Southwest

Susan Kocaba

South Central

Eastern

Marcy Reed

North Central

First contact should always be your region's TA





Updates

- **Flexible Enrollment 2022 courses:** There are 37 courses available. Please view our website for the most up to date course list. We're just shy of 300 students in the Flex courses thus far.
 - **Geometry and Algebra:** both redeveloped for this school year
 - **Biology 1 and 2:** redevelopment has started – updated textbook with videos
 - **Marine Biology:** new development has started
- **GED Prep courses are currently available (Math, RLA, SS, Science).**
- Available to preview directly at <https://ctavhs.blackboard.com/>
 - *demoteacher* (username & password) and *demostudent* (username & password)
- Please send Lauren and Bill an email indicating you'd like a set of GED courses created for your LEA. Please include full names and email addresses of those who should have Instructor-level access.





Updates

- *But wait, there's more....*
- **ACCUPLACER Prep courses (Reading, Writing, and Math) - just released.**
 - Same as GED Prep – please send Lauren and Bill an email if interested in using the ACCUPLACER courses, including the full names and emails of those who should have Instructor-level access.
- **CARS IDs – continuing to run with the placeholder IDs to add new students.**





- Happy New Year to everyone!
- Fall semester updates:
 - Three directors' forums focused on registration, transitions programming & building relationships for long-term reporting, and marketing strategies & tools
 - Television commercials ran on Telemundo and NBC in August
 - Commercials are currently running on Telemundo
 - Google survey in the chat
 - Have students mentioned seeing the ads?
 - Continued advocacy at the state and federal levels



- **CAACE Conference** is March 10 and 11, virtual
- \$99 for both days
- Students and adult education staff award winners will be honored
- Deadline for presentation proposals is today!
- CAACE is open nationwide this year to presenters and participants
- Registration is now open
- Bingo fundraiser....





CAACE Bingo Night is back!

- Friday, February 18 at 7:00 p.m.
- All proceeds to go the CAACE student scholarships
- Participants can win Amazon gift cards
- 5 Games for \$25!
- Please join us for a wonderful night with all of your CAACE colleagues





- Looking forward:
 - Board meetings are open to all!
 - Next meeting is on January 28 at 10:00 a.m.
- Newsletter
 - Please send us your photos so we can highlight your good work!
 - Email Sarah at defeudiss@caace.org
 - Job postings, upcoming events, and updates will all appear in the monthly newsletter
 - Have a fantastic spring semester!

ATDN Professional Development Updates 2022

- An ATDN Professional Development flyer has been distributed with PD offerings for adult educators through May. If you didn't receive one, send us an email and we will forward it to you.
- The Fall Professional Development sessions were well attended with over 700 enrollments.
- The ATDN flyer has a listing of the remaining CCRS 100 and 200 offerings. Remember, there are a number of self-paced ELA and Math 100's videos as well as the ELP Standards I self-paced video trainings on the ATDN website. The ELP Standards II video training will be available by February 1st.

- A 2nd ESL Day is scheduled for March 3rd with a morning session by Betsy Parrish on **Supporting all Adult English Learners Through Culturally Sustaining Teaching Practices** and an afternoon session with a focus on **Social-Emotional Learning and Self-Care**.
- We plan to offer a Digital Learning Day on February 24th with several exciting workshops.
- Laura DiGalbo will offer **The Short & Long Term Repercussions of Stress on Learning** on February 23rd. The 29th Annual Conference on Serving Adults with Disabilities conference will be held in the Fall of 2022 with the hope of in-person sessions. On May 6th there will be Disability workshops in lieu of the conference.



Digital ATDN Tech Grant

EdAdvance, EASTCONN and CREC



The focus of the deliverables offered to all Adult Education agencies is to:

- Offer distance learning resources and strategies that can be implemented in the in-person, remote and/or hybrid classroom.
- Assist in implementing resources and strategies to meet the needs and goals of the agencies.

All Tech Support Sessions will take place in Zoom. Appointments will be scheduled through Calendly and can be booked using

<https://calendly.com/techsupportatdn>.

Evening Tech Support will be available for all agencies.

Appointments will be one-on-one and last 20 minutes.

- Mondays through Thursdays from 5:00 PM - 7:00 PM and
- Wednesdays from 6:00 PM - 8:00 PM with EdAdvance



Digital ATDN Tech Grant

EdAdvance, EASTCONN and CREC

Special Tech Support for CANVAS will run from Thursday, January 20 to Monday, February 7th. Sessions will be available on Mondays from 1:00 PM - 2:00 PM and Thursdays from 5:00 PM - 6:00 PM. A max of 20 participants per session.

- The following webinars are available in January. You can enroll in coursestorm through the [EdAdvance website](#).

January 25, 2022 from 1:00 PM - 2:30 PM - Google Applied Digital Skills with Shelly Leduke.

- Our Digital ATDN website will be available later this month. You will be able to find resources, upcoming webinars, and other technology related information. Stay tuned!
- Please reach out to Jose Adorno at jadorno@edadvance.org for any questions or concerns.

Racial Equity

The vision of the Racial Equity Taskforce is:

- All adult education staff will engage in self-examination and concrete actions to reduce bias in their organizations as a demonstration of their commitment to and recognition of the work we all need to do on the journey to racial equity and justice
- To create adult education programs where equity is the norm and racial justice is promoted.

The next Directors' Meeting is Friday, January 21
from 11:00 to 12:30



Credit Diploma

Penn Foster (correspondence school in Pennsylvania)

Questions we have received:

1. Are Penn Foster diplomas valid diplomas?
2. Can Penn Foster credits be accepted as transfer credits?

PA DoE states that there are 2 Penn Fosters:

1. Penn Foster Career School (licensed) and
2. Penn Foster High School (not licensed)

Therefore:

- Persons with Penn Foster High School diplomas may be served by adult education
- Credits from Penn Foster HS may not be accepted as transfer credits.
- Persons with Penn Foster Career School diplomas
MAY NOT be served



Credit Diploma – Credit Recovery

The legislation in 2017 (PA 17-42) amended C.G.S.10-221a and requires districts to offer remediation and credit recovery:
<https://www.cga.ct.gov/2017/act/pa/2017PA-00042-R00SB-01026-PA.htm>

C.G.S. 10-221a (f) requires that a credit consist of no less than the equivalent of a forty-minute class period for each school day of a school year, or may be earned:

1. at an institution accredited by the Board of Regents for Higher Education or Office of Higher Education (3-hour, 1 semester class = $\frac{1}{2}$ credit)
2. through on-line coursework (with specific requirements listed in (g))
3. through a demonstration of mastery (in accordance with guidelines adopted by the State Board of Education)



Credit Diploma – Credit Recovery

1. As stated in C.G.S. 10-221a, local districts are responsible for providing student support and remedial services which includes providing alternative means for students to complete high school graduation requirements
2. In CSDE [Guidelines for Alternative Education](#) settings, alternative education specifically does not include (among other options) adult education programs
3. Adult Education courses do not meet K-12 high school graduation requirements for the required equivalent hours per credit (48 hours vs. K-12 minimum of 120 hours)

Adult Education is not an acceptable Credit Recovery option for currently enrolled high school students.



NEDP Update

- The New Advisor/Assessor Training was not held in November 2021 due to lack of enrollment.
- It will be offered again for three consecutive weeks in March (March 4, 11, 18) if programs have NEDP staffing needs. The deadline for registration is February 4, 2022.
- The NEDP Evaluation Workshop will be held in March. Eligible participants will receive an invitation via email.
- The NEDP Policies and Practices annual meeting will be held May 13, 2022.
- All NEDP trainings will be held virtually.

Click here to [Register](#)



GED Updates

Update to Legislative Changes to GED

For 17 year old Test Takers

- Verify and confirm official CT withdrawal form
- Verify 6 month waiting period for 17 year olds

For 18 year old Test Takers

- Verify and confirm official CT withdrawal form
- Withdrawal form must be dated when the student was at least 17

For 17 and 18 year old Homeschoolers

- In lieu of a withdrawal form from school, the Registrar should collect the homeschooling attestation form with the original signature of the GED Administrator
- The Attestation Form cannot be used to enroll a student for classes





GED Updates

GED Ready Requirement

- Reminder that test-takers can schedule one subject at a time, if they have taken GED Ready in the same subject and scored in the green, “Likely to Pass” range.
- Currently, there are no expiration dates on GED Ready for CBT.
- The Online Proctored (O.P) tests requires test takers to schedule their test within 60 days of scoring the GED Ready green.



GED Updates

GED Online Proctored (OP) Test

Information and additional resources related to student eligibility, testing considerations, and policies:

- https://ged.com/educators_admins/test_admin/

Note: Test-takers must be at least 18 years old to take the GED online.

Testing accommodations are being rolled out during and will provide full accommodations soon.



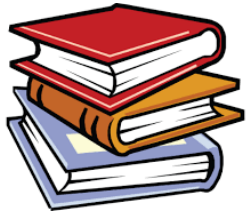
GED Updates

Updated “Test Tips” section within student portal to reflect OP and In Person testing.

OnVUE implemented a new onscreen whiteboard that provides space for typing notes. In future it will support additional languages and accessibility improvements.

Microsoft Windows 11 now supported. Test Takers using Windows 8.1 will be prompted to use a supported operating system.





GED Updates

GED Retest Policy

- A failed OP test can be retaken at a test center
- A failed CBT test can be retaken using the OP platform
- A 60 day wait period is required between each OP retake.
- CBT also has a 60 day wait period between failed retakes.



GED Online Proctored-Block

GEDTS will have an OP block in the system.

- This block will be implemented if we receive a revoked test score for a student.
- An OP revoked test score will mean the student can no longer test via OP and will need to take their tests in a test center.
- In general, it is VUE's Security team will revoke a test score based on candidate misconduct and the student is notified via email that their score has been revoked.

Example: the student had a third party in the room, the proctor warned the student that no one is allowed in the room while they are testing but the student persisted in interacting with the third party, so the proctor tells the student they have to end the test.

- The case created by the proctor is reviewed by Security and they decide regardless of the test score (pass or fail), the test score should be revoked.

Once they receive that revoke result, the OP block goes into preventing the student from scheduling additional tests on OP.



GED PD

Tuesdays for Teachers webinar shared how instructors can help learners overcome skill and knowledge gaps in math.

The webinar highlighted:

- How items and tests are developed and how skill/knowledge gaps are identified
- Specific skills and GED indicators where students and test takers have the most challenges
- Possible reasons why students and test-takers are having difficulty
- The statistics have found that a lot of students are close to earning a high school credential, if only they could master the skills needed for the GED Math test.

They found that:

70% of those who have taken the GED Math test scored in the 140-144 range,
36% scored 145+ on the GED Ready Math test and
57% scored in the 135-144 range on the GED Ready Math test.

A recording of the recent webinar, as well as supplemental resources,
are [available here](#).



State Grant Update FY 2020-21

- District **Expenditure Reports** are due September 1 of each year, and a final report is submitted by our office to SDE CFO and SDE Grants Office on December 1.
- These reports are the basis for the Prior Year Adjustment (PYA) which is added to or subtracted from the final 1/3 State payment in May.
- This is something that directors need to be involved in. At the close of each fiscal year directors should be in communication with their business office to ensure that correct amounts are reported AND that the business personnel have the information needed to submit reports with superintendent approval in a timely manner.



State Grant Update FY 2021-22

- **FY 2022 ED-245** and **ED-245A** forms will be available on the SDE Web site:
<https://portal.ct.gov/SDE/Adult-Ed/State/Adult-Education-State-Grants/Documents>
- Cooperator tuition amounts may not change midyear, so no cooperator signatures are needed.
- Budgets may be entered into the eGMS at any time but will not be approved until reviewed **AND** allocations are final.
- Directors are reminded to stay in communication with their business office regarding expenditures as the educational year concludes. All amounts must be encumbered by June 30, 2022, received and paid no later than July 30, 2022.
- Reminder that the eGMS variance rule is that there can be no more than a 10% variance per budget object code.



State Grant Update FY 2021-22

ED-245/245A documents must be sent electronically to Marcy.Reed@ct.gov as individual documents:

- ED-245/245A form in **WORD** format
- Scanned Superintendent Signature page
- Current Program Brochure
- Current Program Profile
- Staff Table
- Class Enrollment by Town of Residence Report
- NRS Table 4
- **EXCEL** version of the Budget Template

ED-245/245A documents are posted on the CSDE website:

<https://portal.ct.gov/SDE/Adult-Ed/State/Adult-Education-State-Grants/Documents>



Adult Education State Grant Update

FY 2022-23

- The **FY 2023** State Grant Application, forms **ED-244** for providers and **ED-244A** for CEE's will be available on the CSDE Website.
- All applications are due on or before **April 15, 2022**. (We are aware that is Good Friday, so plan to get them in before the end of the day on the 14th.)
- **ED-244** and **ED-244A** application forms in Word format and the completed **Excel Budget Templates** are to be submitted electronically to Marcy.Reed@ct.gov Additional information on submitting the grants will be provided to directors.



Adult Education State Grant Update

FY 2022-23

- Preliminary FY 22-23 Support Percentages will be released by the Grants Office. A notice will be sent out when they are posted on our website.

There will be a Grant Meeting for all Directors on Wednesday, January 26 at 10:00. Any director is welcome to bring a staff member.

Microsoft Teams meeting

Join on your computer or mobile app

[Click here to join the meeting](#)



Federal PEP Grant Update

- The FY 2022 PEP Mid-Year Report and budget revisions are due electronically to susan.kocaba@ct.gov on Monday, **February 28, 2022**, no later than 4:00 pm.
- Directions and documents may be accessed from the CSDE Web site: <https://portal.ct.gov/SDE/Adult-Education/Federal-Legislation-and-Grants/Documents> and will be sent via email to all grantees (after Policy Forum).
- Budget revisions should be entered into eGMS by February 28th.



PEP Mid-Year Report

What's new: Change in response format

- Designed for program reflection and opportunities to highlight successes
- General sections for all grantees to complete
- Priority sections are divided out separately (no need to duplicate the page; you may cut out priority area sections that don't apply to you)
- Priority area responses directly correspond to objectives provided in the RFP (succinct responses requested)
- End of Year Report will allow for updates to progress
- Information requested is better aligned to the required Federal Annual Narrative Report submitted by the CSDE

Optional grantees meeting to review new mid-year report:
Wednesday, January 19th at 1:00 pm. Invitation to follow.



Federal Grant Update

- Grant Continuation forms for FY23 will be due on Friday, May 27th.
- Providers are reminded that initial funding will be determined by progress on goals and objectives with consideration to the late release of FY22 funds.
- PEP FY22 End of Year Reports are due on Friday, July 29th.



Integrated English Language/Civics Education

All staff providing services to students that are paid from State or Federal funds should be entered into LACES, but not everyone needs to be listed as a teacher.

If IELCE grantees are contracting with outside agencies to provide the technical training, those staff members should be listed in LACES under the staff page as “**Local Ancillary Services.**”

Additionally, technical training expenditures should be listed in the budget under line-item code # **590 Other Purchased Services.**



Transition to Postsecondary

Thursday, February 10, 2022

1:00 to 2:30 pm

Audience: Adult Education Teachers, Guidance Counselors, Program Directors

A. Fiona Pearson, author of the book: **Back in School: How Student Parents are Transforming College and Family** will present her research and findings on how these adult students navigate the college culture and institutional resources. How do they forge pathways in their journey to become better parents and successful students? Question and answer discussion to follow the presentation. A copy of the book may be provided upon registration.

Register online: <https://ed-advance-atdn-workshops.coursestorm.com/category/transitionto-post-secondary>



Family Literacy/ESL

Increasing Involvement in Children's Education
Tuesday, February 1st from 1-2:30 pm

Megan Alubicki-Flick, CSDE English Learner Consultant and State Title III Director, will give adult educators an overview of identification and instruction of K-12 EL students, provide resources for parents on navigating the school system, and share ideas of how parents can get more involved in their child's education.

Susan will share the invitation and RSVP with all directors, family literacy grantees, and ESL Lead Teachers. All are welcome!



Parent Leadership Funding Opportunity

No costs needed to come out of existing adult education funds
(all program contribution is waived this year)

Information session to learn more about the UCONN Parent Leadership funding opportunity is on **Tuesday, January 18th at 1 pm.**

RSVP here: <https://forms.office.com/g/0dAgnSfcXK>

Judy Carson, CSDE School-Family-Community Partnerships

Faye Griffiths-Smith, UCONN People Empowering People
Program Administrator

Kim Bobin, Wethersfield Family & Early Childhood Education Coordinator



Funding for Parent Leadership Programs in Adult Education

Source of Funding: The Parent Trust Fund

A state-funded grant to support programs aimed at improving the health, safety and education of children **by training parents in civic leadership skills** and supporting increased, sustained and quality parental engagement in community affairs. (C.G.S. § 10-4u)

Funding Available:

Approximately \$255,000 for 20 programs at \$11,000-15,000 per program

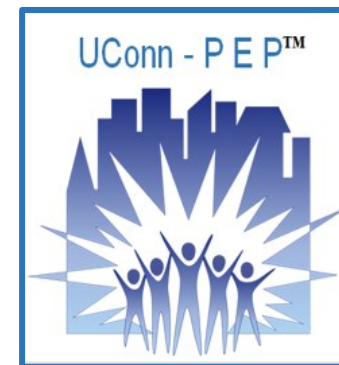
Evidence-based Curricula: UConn People Empowering People (UConn PEP) Communities

- Meets two hours a week for 10 weeks
- Topics: Values, communication skills, problem solving, action planning, community assessment and related topics.
- Small class sizes (8-10) allow for individualized attention, with a minimum of 8 people graduating.
- Individual or group community projects.
- Meals, transportation and child care are provided.
- Curriculum available in English and Spanish.

For more information: <https://pep.extension.uconn.edu/>

Timeline:

- **Informational Meeting: January 18, 2022, 1:00-2:00**
- Short application completed by early February
- Facilitator training provided by UConn Extension Program in February
- Conduct classes March through June



January 21: Family Engagement As A Lever for Equity in Education



Friday CAFÉ

A morning discussion and networking series for people who work at the intersection of families and learning.

What happens at Friday CAFÉ?

- Topical presentations
- Best practices in school-family partnerships
- Peer-to-peer networking

Who comes to Friday CAFÉ?

Any school, district and community staff with an interest in family engagement

When is Friday CAFÉ?

9:30-11:00 a.m. Friday
Monthly during the school year

How can I get meeting notices?

Join the mailing list at www.fridaycafe.org

To register:

<https://fridaycafe.org/chapters/friday-cafe-connecticut/>

ESL Advisory Committee

Cecilia Vega- Danbury (WERACE)

Elizabeth Acosta- EASTCONN

Erica Walden- New Haven Adult Education

Jeremy Coster- Middletown Adult Education

Michele Foertsch- Bristol/Cheshire/Farmington Adult Education

Nancy Tracy- EdAdvance

ESL Teacher Sharing Meetings 1-2 pm

Feb 15th- Reading Materials and Strategies

April 27th- Independent ESL Learning Resources to Share with Students



Invitation will be sent to all Directors and ESL Lead Teachers

ESL Day- March 3, 2022

Theme: Building Culturally Sustaining Teaching Practices

AM Session: 10:00 AM –12:00 PM

[Betsy Parrish](#), Hamline University, Professor; TEFL and Adult
ESL

PM Session: 1:00 – 3:00 PM

Amanda Pickett, CSDE Associate Education Consultant, School
Culture and Climate



Register through [ATDN](#)

Citizenship

LINCS UNIVERSAL TA



USCIS' Adult Citizenship Education Program and Naturalization Test

Date: January 26, 2022

Time: 3:00PM (EST)

Objectives:

- Overview of the USCIS Adult Citizenship Education Program Development Guide
- Overview of the U.S. Naturalization Test
- Overview of the Citizenship Resource Center
- Overview of the [Interagency Strategy to Promote Naturalization](#)

Audience: States, Local Programs, IELCE Programs and Practitioners

Registration: <https://air-org.zoom.us/meeting/register/tJEtdu2hpzkvH9zYVerCVX0EpB5X2V-PpHo8>

USCIS has taken steps to reduce barriers to naturalization:

- Read the [USCIS Naturalization Policies Fact Sheet \(PDF, 1.15 MB\)](#) and the [Interagency Strategy Accomplishments Factsheet \(PDF, 1.45 MB\)](#) for more information.



Adult Education Teacher Evaluation

Directors are reminded that all staff should be evaluated on an annual basis, including office and other ancillary staff, including Program Facilitators.

All forms and other resources are available on the CSDE website:

<https://portal.ct.gov/SDE/Adult-Ed/Policies-and-Procedures/Teacher-Evaluation>

Upcoming workshops through ATDN:

- 4/26 Teacher Evaluation I (9-11 AM)
- 4/26 Teacher Evaluation II (12:30- 2:30 PM)
- 5/18 Teacher Evaluator's Roundtable (12:30-2:30 PM)



Standards in Action Training Opportunity

A series of **six 2-hour interactive online trainings** presented by national standards experts in each subject;

- **Offline assignments** that allow state teams to apply specific lessons from each online training to conduct state-based curriculum review; and
- **Follow-up remote assistance** from an SIA 2.0 coach with specialized subject matter expertise to guide and support the state team's at-home work.

ELA/Literacy	Mathematics
March 16, 2022	March 23, 2022
March 30, 2022	April 6, 2022
April 13, 2022	April 20, 2022
April 27, 2022	May 4, 2022
May 11, 2022	May 18, 2022
May 25, 2022	June 1, 2022

Sessions are from 4:00-6:00 pm

[For more information: Standards-Based Curriculum Review Training](#)



We need at least four people in each area
Email to Directors to follow

Career Pathways Update

Shoutout to Vernon – Andy Rockett negotiated a pre-apprenticeship program with Todd Berch from CTDOLE for a manufacturing program in plastics.

EWIB has started a pipeline program in plastics so this is very timely!

<https://www.facebook.com/ManufacturingPipelineInitiative/>

[CareerOneStop](#) is a comprehensive career, education, and job search website. Career exploration is a core strength of the site and an essential first step in many employment programs and customer interactions.

There will be a webinar on the Career Assessment Toolkit on Tuesday, February 15, 2022, from 1:00 PM-2:30 PM

Career Assessment Toolkit: [Register Now](#)



Career Connect

CareerConneCT provides grants for workforce development. The funds can be used for training, case management and placement services, training equipment, success support services such as childcare and transportation, and other operational costs. See application guidance document for further details on allowable uses.

With CareerConneCT you can create:

- Training programs for reskilling, upskilling, or next-skilling
- Credentialing programs to help workers achieve industry-recognized credentials
- Preparatory programs to equip workers for Connecticut's fastest growing industries <https://portal.ct.gov/careerconnect/workforce-training-programs>

Informational Presentation: <https://portal.ct.gov/careerconnect/-/media/gwc-grants/careerconnect/pdf/Program-and-Application-Overview-v22.pdf>



Performance Accountability Monitoring

Adult Education and Family Literacy Act (AEFLA) Monitoring

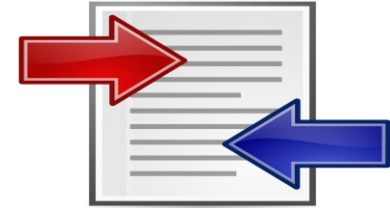
- Division of Adult Education and Literacy
- Office of Career, Technical, and Adult Education (OCTAE)
- U.S. Department of Education

Thank you to the agencies that were selected:

- ❖ EASTCONN
- ❖ New London
- ❖ Mercy Learning Center



Literacy, Adult and Community Education System (LACES) Updates



LACES data entry is ongoing; however we strongly encourage programs to have first semester data entered by **Friday, January 28, 2022**

- semester data includes the completion of attendance, entering assessments, credits earned and any achievements if applicable
- contact CSDE if you have issues meeting the entry date

Please note that the last day to enter data for **Fiscal Year 2021-2022 will be July 22, 2022**. Any data entered after will not be reflected for state and/or federal reporting.



LACES Updates continued



Importance of Data

- Please review your data for accuracy
 - Ensure that students are thoroughly completing the Student Information Forms at intake (look for SSN, Barriers, and “yes” to data-sharing)
 - No student may enroll in classes at age 17 without an official withdrawal signed by the parent/guardian as well as a school, official (dated when the student was 17 years of age)
 - Be sure to compare DOB and date of withdrawal

Attempted Duplicate students

- LACES has a safeguard which shows if a student is already in the data system. Please make sure all LACES staff are following appropriate search procedures.



LACES Updates continued

WIOA requires that programs identify those adults who, in addition to being eligible for services, face one or more barriers to employment. This requirement is intended to shed light on how well students with barriers are being served by the workforce system.

Programs must collect all the information needed to do data entry in LACES. (Note: Programs enrolling students in HSE preparation classes must enter student information in LACES (i.e., student name and DOB) as it appears on the government issued picture ID the student will be using to register for the GED® exam. This policy is to ensure proper data matching with GED® records. Programs may wish to keep a photocopy of the ID on file or scanned into LACES.)

At the beginning of each fiscal year, programs are expected to complete new intakes for all students, including those who are continuing from the previous year.



Student Intake

Barriers to Employment

- Displaced Homemakers
- English Language Learners
- Low Levels of Literacy
- Cultural Barriers
- Exhausting TANF within 2 years
- Ex-offenders
- Homeless Individuals/Runaway Youth
- Long-term Unemployed
- Low-income Individuals
- Migrant and Seasonal Farmworker
- Individuals with Disabilities
- Single Parents (incl. Single pregnant women)
- Youth in foster care or aged out of system

Barriers **MUST** be updated each time a student returns (PoP).

Barriers are reported based on status at entry. However, new barriers **CAN** be added at any time. To add in LACES, create a new record when there is a change or an addition of a barrier.



Measurable Skill Gains

Under the Workforce Innovation and Opportunity Act, five categories are used to document Measurable Skill Gains (MSGs).

These categories are the following:

1. Educational Functioning Level (EFL) gain
2. Attainment of secondary school diploma or its recognized equivalent
3. A postsecondary education transcript or report card for a participant who complete a minimum of 12 hours per semester (IET)
4. Training milestone through a satisfactory or better progress report set with an employer (workplace literacy only)
5. Passage of occupational exam or attain technical or occupational skills as evidenced by trade-related benchmarks (IET)



Measurable Skill Gains

- **Educational functioning level gain** can be demonstrated in one of four ways:
 - Moving up a level based on a participant's pretest with the participant's posttest, using an NRS-approved test
 - Awarding credits in adult high school credit diploma program (enough to move to 11th grade status (0-10 credits) to 12th-grade status (11 or more credits))
 - NEDP students who advance to ABE L6
 - Enrollment in postsecondary education and training (after exit but during the program year)



Expected Level of Performance

**WIOA
Targets**

Educational Functioning Level	2021-22 Proposed State Target % achieving MSG
ABE Level 1	40%
ABE Level 2	49%
ABE Level 3	49%
ABE Level 4	42%
ABE Level 5	40%
ABE Level 6	63%
ESL Level 1	48%
ESL Level 2	57%
ESL Level 3	50%
ESL Level 4	46%
ESL Level 5	46%
ESL Level 6	30%



Post-Exit Performance Indicators

The remaining performance indicators are follow-up indicators that are collected after participants exit. The post exit indicators require up to one year for follow up and are reported on some participants who were reported in previous program years. For example, a participant who obtains a secondary school diploma has up to one year after exit to obtain employment or enter postsecondary education to be counted as achieving the outcome.

- Employment Measures
- Credential Attainment



Post-Exit Performance Indicators

- Employment Measures
 - Second-quarter employment after the exit quarter
 - Fourth-quarter employment after the exit quarter
 - Median earnings of participants employed in the second quarter after the exit quarter.
- Credential Attainment
 - The percentage of participants who attain a secondary school diploma (during participation or within one year of exit) AND employed or entered postsecondary within 1 year of exit
 - The secondary school diploma credential component of the indicator applies only to participants enrolled in a secondary education program at or above the ninth-grade level who exited the program and who did not have a secondary school diploma or its equivalent.
 - Attainment of postsecondary credential while enrolled or within 1 year of exit (student must have been ABE L5 or L6 or enrolled in a class denoted 9th grade equivalent or higher)



LACES Staff Update

In addition to basic required fields, such as last name and first name, certain staff fields are required at intake because they must be entered for the staff to count correctly on **NRS Table 7**, or because the field values affect data in other fields

Three panels (Key Info, Classification, Credentials)

1. Overall Status: If the staff member was Active at any point in a fiscal year (even if they become Left in that fiscal year) with a valid Classification and Employment Status, they will populate NRS Table 7.

2. Classification:

- Local Aide/Paraprofessional
- Local Counselor
- Local Teacher
- Local Administrator
- Local Ancillary Services
- Local Tutor
- Local Supervisor



LACES Staff continued

3. **Staff Employment Status** (regular staff, volunteer, volunteer tutor)

4. **Full Time or Part Time**

5. **Start Date** Class assignment dates must be on or after this date

6. **Years of Teaching Experience in Adult Education:**

This field should be manually updated every fiscal year if the teacher has increased their years of experience in adult education.

7. **Staff Keyword** (AVHS only)

8. **Update credentials held by this staff person:**

- Adult Education*
- K-12*
- Special Education*
- TESOL*
- Other (add details at Credentials panel)
- No credentials

*Please note that only the 4 credentials (Adult Education, K-12, Special Education and TESOL) are tracked on Table 7 for federal purposes. **Include the cert name, number, expiration date. Include EIN for all certified staff (in Key info panel) .**



LACES Staff continued

If a staff member left and did not return this fiscal year or a staff member leaves at any time during the year, an update must be made in the “history tab” under “staff history panel”

- Add an end date for active status (overall status should have a start and end date)
- Then add a start date for their “left status” with no end date.
- This should be the same date as their last day of active.

For example if some one started in September 2, 2021 and stopped working in December 10, 2021, it will be listed as”

ACTIVE Status (Start Date 9/2/21 End Date 12/10/21)

LEFT Status (Start Date 12/10/21 End Date -----)



LACES CDP Graduation Plan

Adult High School Credit Diploma Program (CDP) Graduation Plans must be updated in LACES if there have been any changes.

Graduation plans should be named to reflect the correct number of credits required for this fiscal year and beyond.

If your district plans on adding additional credits the following year, then another plan must be added with new dates. Graduation Plans cannot overlap.

CDP students are attached to one graduation plan based on the graduation date. They must meet the credits determined for the date perimeter set in the graduation plan.

Access to Grad Plans should be given to all CDP Counselors.



Connecticut Competency System (CCS) Updates

CASAS (NRS Approved Assessments) for ABE/ASE (CDP, GED, NEDP):

- Reading GOALS (900 Series) approved through February 2025
- Math GOALS (900 Series) approved through March 2023

CASAS (NRS Approved Assessments) for ESL:

- Life and Work Reading (80 Series) approved through February 2023
- Beginning Literacy, (Forms 27/28) approved through February 2023
- Life and Work Listening (980 Series) approved through February 2023



Connecticut Competency System (CCS) Wrap Up Training

**Connecticut Competency System (CCS) Wrap Up Training for New Facilitators:
January 21, 2022, 1:00 pm - 3:00 pm**

- Kindly have all interested participants register [here](#) and allow enough time to do the pre-work.

Please note the CCS Training will be delivered differently this year and requires completion of all pre-work prior to participating in the CCS Training Wrap Up.

- Enroll in, and complete CASAS Implementation Training Modules on the CASAS Training website (Modules 1, 2, and 3 are required and Module 4 is optional) and email your certificates of completion to robetaille@edadvance.org
- Enroll in, and complete CASAS Proctor Remote Testing Certification on the CASAS Training website and email your certificate of completion to robetaille@edadvance.org
- Attend the Connecticut CCS Training Wrap Up, held remotely, on January 21, 2022.
- A Certificate of Completion will be generated following the completion of this course. This workshop is appropriate for NEW CCS Program Facilitators and Directors.



Connecticut Competency System (CCS)

LACES Data Admin Meetings

Monthly data entry meetings to review important data entry procedures from 9:30-10:30 am

- **January 19, 2022**
- **February 16, 2022**
- **March 16, 2022**
- **May 18, 2022**

Program Facilitator Meetings

The regional Program Facilitator meetings have been replaced with monthly “virtual” meetings from 1:00-3:00 pm

- **January 20, 2022**
- **February 17, 2022**
- **March 17, 2022**
- **May 19, 2022**



CASAS News and Updates Webinar

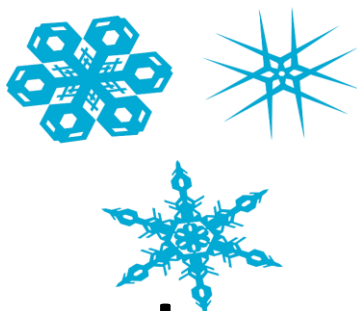
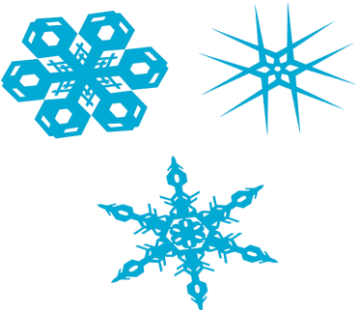
January 19, 2022 at 2:00 p.m. [Register HERE](#)

This is an informational overview and update on CASAS assessments, guidelines and training resources.

Topics include:

- CASAS Test Development Update
- CASAS eTests and TOPSpro Enterprise Tips
- Promising practice presentation from an Adult Education program
- CASAS Summer Institute Update
- CASAS News





**Thank you for all you do and have a great,
productive second semester.
Let us know when we can help!**

**Next Policy Forum:
Friday, June 3, 2022**

