

**STATE OF CONNECTICUT
ADULT EDUCATION REPORTING SYSTEM**

STATEMENT OF WORK



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BACKGROUND

The Connecticut State Department of Education (CSDE) currently operates a web-based student data management information and accountability system that meets state and federal requirements.

The Workforce Innovation and Opportunity Act (WIOA) of 2014, Title II, Adult Education and Family Literacy Act (AEFLA), requires that states receiving federal funding for adult education must collect and report measures that describe adult education students, their participation, and the outcomes that they achieve. The Adult Education reporting measures must be collected at the local provider and state level to be reported to the [National Reporting System \(NRS\) for Adult Education](#) yearly. The NRS is the accountability system for federally funded adult education providers mandated by the WIOA.

Since 2001, the Connecticut Adult Reporting System (CARS), a web-based management information system for adult education, has been hosted by an outside vendor Computer Associates (CA). CA develops and maintains the CARS web design and database and works closely with the CSDE to implement any new enhancements that might be necessary to meet the reporting requirements. CARS contains numerous, critical validations to ensure that all the data, especially those related to standardized testing, are collected in concert with NRS regulations and CSDE policies. CA develops and maintains several web-based user reports and a data verify feature to assist end-users ensure the accuracy and integrity of the data. CA provides and maintains a query utility software that assists end-users with ad-hoc querying of the data and produces local, state and federal end-of-year reports for the CSDE on an annual basis that conform to NRS regulations and federal and state policies. The contract to maintain the current system ends on June 30, 2020.

The Connecticut State Statute (C.G.S. 10-69) requires each district to either directly provide an adult education program, or to cooperate with another entity to fulfill that requirement:

- C.G.S. 10-69: “(a) Each local and regional board of education shall establish and maintain a program of adult classes or shall provide for participation in a program of adult classes for its adult residents through cooperative arrangements with one or more other boards of education, one or more cooperating eligible entities or a regional educational service center pursuant to the provisions of section 10-66a.”
- C.G.S. 10-69 defines what the mandatory adult classes must offer:
 - “Instruction: (A) Shall be provided in Americanization and United States citizenship, English for adults with limited English proficiency, and elementary and secondary school completion programs or classes;”
- C.G.S. 10-71 defines the formula under which district costs for providing mandatory adult instruction are reimbursed. Districts receive “not less than 0% or more than 65%” of the total eligible costs for adult education as determined by the district’s ranking.
- The Connecticut Adult Education State Grant is a statutory supplemental grant, not a competitive grant, although providing districts must submit an application “on or before

April 15” in order to be eligible as specified in C.G.S. 10-71a.: “Such proposal shall: (1) Describe the program to be offered, including the program to be provided by a cooperating eligible entity, and (2) provide an estimate of the eligible costs, as defined in section 10-67, for the fiscal year following the year in which the proposal is filed with the Commissioner of Education.”

There are approximately 62 adult education providers who have access to the Connecticut database. In Connecticut, adult education currently enrolls almost 20,000 students annually in various program areas: Adult Basic Education (ABE), General Education Development (GED), Adult High School Credit Diploma Program (AHCDP), National External Diploma Program (NEDP), English as a Second Language (ESL) and Citizenship. Individuals who pass the GED Tests are awarded a Connecticut State High School Diploma. GED instructional programs, provided throughout the state in local school districts and a variety of other instructional sites, help individuals to prepare for the examination. An adult who successfully completes the required credits of the AHSCD program is awarded a high school diploma by the providing LEA or RESC. An adult who successfully completes the NEDP portfolio assessment, as required, is awarded a high school diploma by the providing Local Education Agency (LEA) or Regional Educational Service Center (RESC). The current system has more than 1,000 data system users, consisting of state-level administrators, local-level adult education program administrators, instructors, and data entry personnel. In addition to the required NRS Tables, which must be submitted annually to the U.S. Department of Education’s Office of Career, Technical and Adult Education (OCTAE), the system has more than 25 customized reports to assist local program directors with operations and performance measures.

The data entered in CARS are used by the CSDE to meet reporting requirements at the federal and state levels.

- CARS data are the basis for completing the federal reporting requirements of the National Reporting System (NRS).
- CARS data are used by the CSDE to meet state reporting requirements relative to State Legislative Report Card (Connecticut General Statutes Section 31-3bb), the Results-Based Accountability report cards required by the Connecticut General Assembly, the Temporary Assistance for Needy Families (TANF) reports, and annual reports to the State Board of Education.
- CARS data are also integral to the CSDE’s evaluation of each adult education provider on a range of program quality measures that include recruitment, retention, assessment and learner outcomes.

In addition to such reporting requirements, CARS data are also used by the CSDE for research and evaluation purposes. For example, the CSDE has utilized data from CARS to examine the relationship between learner abilities evidenced on standardized assessments of the Comprehensive Adult Student Assessment System (CASAS) and learner performance on the General Educational Development (GED®) Tests. Another study analyzed the relationship between the number of hours that learners attend in adult English-as-a-Second-Language (ESL)

programs and the learning gains they attain on standardized CASAS assessments in the areas of basic listening reading and writing.

CARS is a longitudinal database and contains student information since fiscal year 2001-02. The student ID that is created for each new student in CARS is unique to that student across adult education providers and across fiscal years. Students who return to adult education in a future fiscal year maintain the same CARS Student ID. Students who transfer from one adult education provider to another, or prepare in adult education and then register for the GED® test, are also able to utilize the same CARS Student ID.

When a user logs into CARS, the system defaults to the current fiscal year based on today's date. Users have the option to switch school years to view (not edit) past year data.

SCOPE OF SERVICES

The CSDE is seeking to select a vendor to provide a secure, statewide, web-based adult education data management information, accountability and warehouse system fully implemented no later than July 1, 2020. The system must be user-friendly, adaptive and agile enough to respond to the reporting requirements under the Workforce Innovation and Opportunity Act (WIOA) of 2014, Title II, Adult Education and Family Literacy Act (AEFLA), and meet the data needs of local providers and the CSDE Adult Education Unit (AEU), including timely response to future changes particularly in federal reporting.

We anticipate the following benefits:

Overall Benefits

- an efficient, statewide adult education data and accountability management system for use by entities responsible for adult education;
- a system that meets federal, state, and local reporting requirements, including timely response to future changes particularly in federal reporting;
- a system that provides for quality, consistent and accessible information for state and local staff;
- a user-friendly, efficient system for managing student records, generating reports and supporting program operations;
- a system that improves productivity through automation of processes and procedures and the use of data validation tools when possible;
- a system that increases data analysis and program evaluation processes through expanded user capabilities; and
- a system that preserves access to historical data (especially Credit Diploma Program (CDP) and GED transcripts and GED scores) from all years prior to July 1, 2020.

The selected vendor must include the following system and service requirements:

1. The CSDE expects that this system will have the ability to accept student assessment data both entered directly and as tests scores from vendors, as well as upload transcript files, industry-recognized credentials or other documents directly into the system. The system must have the integrated ability to develop and manage surveys for collecting and reporting outcomes. The system should have the ability to search by all identifiers, as well as demographic, assessment and class-specific information. It should identify areas for improvement on a class-by-class and individual student basis, showing scoring assessments or hours that are required to advance an educational functioning level. Ideally, all GED functionality would be directly incorporated into the new system, such as maintaining test scores and issuing/mailling credentials (Connecticut State Diploma and transcripts).
2. An assigned vendor project manager and systems analyst who will collaborate with assigned CSDE staff (including adult education, data and IT) and adult education stakeholders should be provided, along with regular updates throughout the planning and development cycles to best utilize CSDE and end-user feedback regarding workflows, user interfaces, graphics, screen layout, quality assurance testing, compliance monitoring, and training content and design.
3. The system must have multi-level user-roles with different access levels:
 - a. State Administrator should have the ability to configure the system, access various views of the system (aggregate statewide, program level, individual student level), set parameters and operational rules, as well as reporting abilities at an individual program level and aggregate statewide level.
 - b. Program Directors/Coordinators should have the ability to monitor their individual program's operations, manage students and instructors, run management reports, access historical data from prior program years (prior to FY20 – at the student, class, and program levels), and use the data for educational decision making.
 - c. Instructors should have the ability to manage the students in their classes, add and track attendance, add and track assessment data, run reports to manage pre- and post-testing schedules, and access student e-mails and/or cell phone numbers in order to send bulk or individual messages to students.
4. System capacity: The system must provide an annual capacity for at least 62 active adult education providers, with each having multiple satellite sites and a one-time import of approximately 65 current and historical providers and their satellite sites; must be able to support annually up to 1,000 active staff accounts and a one-time import of approximately 4,000 historical staff accounts; and must support annually 20,000 active student profiles and a one-time import of approximately 200,000 historical student profiles. Total system capacity must support growth over time.
5. The CSDE must be provided unrestricted access to all data in the system, including the ability to access a SQL Server or similar type view of nightly refreshed data for analysis purposes, and the ability to import that data into the CSDE's data warehouse and longitudinal data system.
6. Import/Export of Data: The system shall securely interface and match individual student records with external agencies and systems (e.g., Connecticut State Department of

- Labor (CT-DOL), Connecticut Department of Correction (CT-DOC), Pearson VUE/GED Testing Service and CASAS TOPSpro Enterprise system).
7. In addition, the system must have a function to import state-approved High School Equivalency Test scores from the appropriate testing agency (currently, Connecticut uses GED Testing Services) for the secondary school equivalency diploma NRS outcome measure so that program-level staff do not have to manually enter this data.
 8. The system should have a function to automatically upload NRS-approved assessments (some Connecticut providers currently use online CASAS testing) into the system without having to manually enter these test scores into the system.
 9. System maintenance: Maintain software updates to comply with industry security and technical standard/best practices; and provide CSDE staff at least a week's notice of future planned updates and outages.
 10. Design elements that are compatible with and maintain most up-to-date and current FERPA security guidelines must be utilized.
 11. When a student transfers to a different adult education provider within the state, the electronic transfer of records must be enabled in an effort to facilitate uninterrupted services through the expedited sharing of student information between districts, including historical data, with the ability to add new documents to the student record.
 12. A training plan for a variety of Connecticut users must be developed and implemented, including: CSDE staff, local-level adult education program administrators, instructors and data entry personnel. The training should include in-person and online modules. A system specifications manual, user guide, and Frequently Asked Questions (FAQ) documents must be provided.
 13. Upon launching the pilot and for the duration of the contract, statewide adult education data management "help desk" support for selected CSDE and LEA users must be provided.
 14. Data Collection: The system shall collect demographic information (name, address, city, state, zip, phone number, fax number, website), satellite site information, staff demographics (last name, first name, e-mail, state-assigned educator identification number, pay status (full-time paid/unpaid, part-time paid/unpaid), years teaching in adult education, role {administrator, counselor, paraprofessional, teacher}, type of certification and expiration date (Adult Education, Connecticut K-12 (Elementary or Secondary), Special Education, TESOL, Not Certified).
 15. The system should be able to schedule classes (select program, satellite site, course name, instructor, section number, class start and end date, specialization (IET, IEL/CE IET, IEL/CE), and room number).
 16. The system should collect student demographic information (last name, first name, middle name, maiden name, Social Security number (SSNs), gender, migrant status, address, city, state, zip, home phone number, cell phone number, work name, work address, work phone number, emergency contact name, emergency contact phone number, race, ethnicity, correctional inmate number, educational level at entry, education level outside of United States, Connecticut State-Assigned Student

Identifier (SASID), residency document, common client flag, (CT-DOL, DORS, etc.), driver's license or passport number, and inmate number.

17. The system should incorporate all current CARS IDs and create a unique student ID for each new student in database using the identical syntax and construct that is unique to that student across adult education providers and across fiscal years. The students who return to adult education in a future fiscal year maintain the same Student ID. The students who transfer from one adult education provider to another, or prepare in adult education and then register for the GED® test, are also able to utilize the same Student ID.
18. The system must have secure built-in mechanisms to ensure privacy and protection of information from hackers or system failures. The system must also have a function in place to retrieve (export) the SSNs of the students who belong to the different outcome cohorts, as defined by the NRS, for each of the outcome measures. Outcome measures require data matching with other agencies or data systems and, currently in FY 2019-20, include the following outcomes: employment in the second quarter after exit, wages earned in that quarter, employment in the fourth quarter after exit, earning a secondary school diploma or its equivalency with the follow-up of either employment or entry into postsecondary education within one year of exit, and earning postsecondary credential while enrolled or within one year of exit. The system must have a function to import successfully matched SSNs and wages earned that will yield the correct data for the current NRS Table 5 about the above-mentioned outcome measures.
19. When a user logs into the data management system, it should default to the current fiscal year based on today's date. Users should have the option to switch school years to view (not edit) past year data.
20. The system should track graduation requirements and be able to generate a transcript and course history report and must allow for definition of graduation requirement areas and how many credits each requirement area needs (e.g., English 4.0 credits) and collect transfer credits for learners enrolling in the AHSCDP.
21. The system must be able to collect student achievements, including: gaining U.S. Citizenship, obtaining an AHSCD (cannot be obtained unless state graduation requirements have been met), obtaining a NEDP Diploma and competency areas completed, obtaining a GED (Connecticut State Diploma), and ESL completion.
22. A copy of Industry-Recognized Credentials the student has successfully completed must be collected.
23. The system must collect student statuses in the labor force (employed, unemployed, seeking employment, not in labor force (not seeking employment), employed but received termination notice or military separation), barriers to employment (On Public Assistance, Displaced Homemaker, On TANF Assistance, Previous Conviction, Current or Former Foster Care, Runaway Youth, Single Parent).
24. The system must be able to collect student testing information for CASAS and GED tests. Information for the CASAS test should include: administrator, test date, able to select series, level, form and scale score; able to enter one test and have it count as the pretest for the year; all scores need to be able to reflect the correct NRS

functioning level of student's score; posttests are available to be entered only after 40 instructional hours since last test date; test will expire after nine months (if expired, a test must be required for the student); and able to switch the tracked area of a student on the pretest of the year. For the GED Test information should include: test date; subject; test site; and score.

25. Student credit information must be collected, including: placing credits into specific graduation requirement areas, each entry must show: quantity of credits earned in that course; grade earned (e.g., A,B,C,D,F); date credit was earned; program credit was earned/entered in; course name (either adult education course or K-12 course); grade the credit was earned (9,10,11,12,adult education); and type of credit (adult education, transfer credit, work experience, competency-based, etc.).
26. System must be able to schedule student into courses: schedule student into a course from program's course list; and enter student begin and exit date.
27. Student's contact hours must be collected, including: the number of hours/minutes that a student was in each class; and the amount of non-instructional hours/minutes (e.g., student assessment, counseling, intake).
28. The system must be able to conduct student searches, which includes: ability to search on multiple parameters (e.g., demographics, assessment, class specifics); and the ability to export the results to CSV or Excel format.
29. The system must be able to identify the areas needing improvement on a class-by-class and individual student basis, showing scoring assessments or hours that are required to advance an educational functioning level.
30. The system must have the integrated ability to develop and manage surveys for collecting and reporting outcomes.
31. The system must have the capability to generate the following reports: (see appendices):
 - a. Contact Hour Reports – attendance reports, student total hours.
 - b. Testing Reports – students who need pretests, and student's instructional hours since last test.
 - c. Credit Reports – student transcript (must show all information for each credit the student has attempted, must show the calculated GPA for student).
 - d. Program/Satellite Site Reports – Target Level Gains (comparison of program performance to state target for each NRS level); and Program Performance Reports – number of enrollees, level gains achieved, graduates (HSE and diploma).
 - e. NRS reports for local adult education providers.
 - f. NRS reports for state (in aggregate).
 - g. Statewide Program Profile.
 - h. Local Program Profile.
 - i. Provider Performance Summary (PPS).
32. The system must have the following data management capabilities: ability to inactivate users; ability to separate students from programs (death, incarceration, military enlistment, hospitalization, other); and the ability to import data matches from GED, DOL, higher education, and corrections.

33. The system must be able to provide: initial on-site training to a minimum of 150 staff; and annual training sufficient to implement and maintain a train-the-trainer model.
34. The system must produce a timeline of deliverables: a chart or table of deliverables; dates for this project illustrating rollout in first year; and projected maintenance schedules during subsequent years.
35. The system must provide variable-level edit checks, in addition to data cleaning reports for the purpose of identifying potential inconsistencies and errors in data and ensure data quality and accuracy.
 - a. Birthdate reasonability.
 - b. Invalid application date for student.
 - c. Missing appraisal tests.
 - d. Missing pretest for ABE, GED, ESL student who has attended at least 12 hours.
 - e. Missing matched pair for ABE, GED, ESL student who has attended at least 40 hours.
 - f. Improper SSN for student.
 - g. Invalid start or end date for class.
 - h. Class has less "Total Hours Required to earn one AHSCDP Credit" than 48 hours.
 - i. Student has less than one hour of attendance for class.
 - j. Hours of attendance greater than hours of instruction for student in class.
 - k. Attendance given to NO SHOW student in class.
 - l. Under-age applicant cannot be enrolled in class unless MOTHER UNDER 17 is checked.
 - m. "Mother under 17" checked for male student.
 - n. Invalid assessment given in ESL class for student.
 - o. Invalid assessment given in ABE/GED class for student.
 - p. AHSCDP hours for one credit for class is not consistent with previous AHSCDP classes.
 - q. Earned CDP Diploma checked for student with less than the state minimum 20 credits.
 - r. Class not in session when assessment given to student in class.
 - s. No exit date specified for Student with Diploma Achievement or GED Diploma.
 - t. No Educator Identification Number (EIN) entered for staff member or EIN must be at least 10 digits long for staff member.
 - u. Invalid enrolled date for student.
 - v. Invalid assessment test date for student.
36. System Support: Vendor must provide an articulated plan for ongoing technical support and service (e.g., online, phone, in-person) through the life of the contract.
37. Provide an alert system to communicate with all authorized users regarding changes and updates to student records.

The CSDE and Adult Education Providers will have current ownership, right, title, and interest in all data stored, generated, both historical and current.

Technical Requirements – Component 1

All work done under the resulting contract must meet all technical, security, accessibility and privacy standards in effect with the CSDE at the time of implementation including, but not limited to, those outlined below. Requirements and expectations regarding identity management, security and data confidentiality are addressed below.

ITEM CODE	GROUP	COMPONENT DESCRIPTION
TR.1	Technical Requirements	Create a system that operates on multiple web browsers and commonly used operating systems. Vendor must host this system on a web-based platform with the capacity to handle high usage.
TR. 2	Technical Requirements	Provide the ability to migrate data from legacy CARS system maintained by Computer Associates (Broadcom) and house on CSDE servers to new Adult Education Data System.
TR.3	Technical Requirements	Leverage role-based user access to system functionalities and available data.
TR.4	Technical Requirements	Develop data schemas with consideration for national common adult education data standards and CSDE’s existing functional specifications.
TR.5	Technical Requirements	Provide functionality at state, district, school and program levels.
TR.6	Technical Requirements	Provide online help options that can be updated on an ongoing or as needed basis.
TR.7	Technical Requirements	Employ high-quality graphic user interface (GUI) tested for usability according to industry best practices and that is Section 508 compliant (accessibility compliance).
TR.8	Technical Requirements	Enhance data quality and accuracy by controlling for data conformity (e.g., phone number formats, dates) in accordance to industry best practices and CSDE-approved formats.
TR.9	Technical Requirements	Rely on common printing solutions such as Adobe Acrobat for printing functionality and exportable reports in multiple formats.
TR.10	Technical Requirements	Meet all technical, security, web accessibility and privacy standards in effect with the CSDE at the time of implementation including, but not limited to, Section 508 and FERPA.

ITEM CODE	GROUP	COMPONENT DESCRIPTION
TR.11	Technical Requirements	Provide the capability to timeout a user's screen with automatic timer for security.
TR.13	Technical Requirements	Provide the use of encryption for all transfer of individually identifiable data between user and server.
TR.14	Technical Requirements	Provide security functions to limit access to authorized users.
TR.15	Technical Requirements	Support integration with a single-sign-on authentication and provide role-based authorization controls to different aspects of the data. (For example: director of more than one adult education provider should be able to sign in once and toggle access between locations.)
TR.16	Technical Requirements	Require necessary data elements to be compatible to CSDE formatting.
TR.17	Technical Requirements	Provide the ability to check data integrity and validity via various cross-referencing field verification checks. These should include checks that ensure compliance with NRS and CSDE business processes, policies and procedures.
TR.18	Technical Requirements	Provide error messages that are user-friendly and advise of possible corrections. Ensure master list of all error messages and rules is compiled for CSDE review.
TR.19	Technical Requirements	Provide security for exceptions to system rules such as: teachers who teach at multiple schools, and students who are enrolled in multiple schools within or across districts.
TR.20	Technical Requirements	Maintain computerized audit trail of any user access (both read and write) to student records and user change logs. Log must be printable and contain user name, date/time stamps and purpose for access.
TR.21	Technical Requirements	Ensure document repository employs a data directory schema to organize files.

ITEM CODE	GROUP	COMPONENT DESCRIPTION
TR.22	Technical Requirements	Support the transfer, rescind transfer, and view notice of transfer of student records between adult education providers. Transfer of records should be allowable as an entire student level file, including all associated data in the document repository.
TR.23	Technical Requirements	Maintain a process to link document repository items to correct student when student changes a provider or swaps occur in other systems.
TR.24	Technical Requirements	Require FERPA confidentiality statement acknowledgement upon each sign-in to the database.
TR.25	Technical Requirements	Printing options should allow for standard printing, printing to secure/password protected PDF for FERPA compliant e-mailing.
TR.26	Technical Requirements	A multilevel reporting component must fulfill several requirements (statewide reports, provider aggregate reports, data verify reports, compliance monitoring and indicator reports, student-level current and longitudinal reports).
TR.27	Technical Requirements	Ensure nightly access by CSDE to all Connecticut adult education data in the form of a MS SQL Server or equivalent view or download.
TR.28	Technical Requirements	The data system must interface with and be able to import scores directly from a third party, e.g., Pearson VUE/GED Testing Service and CASAS/TOPSprou Enterprise System.
TR.29	Technical Requirements	Data Verification Reports This module will be interwoven into each of the other data collection modules/components of the Connecticut-adult education data management system. This module should identify data quality issues at multiple levels, including student and district.
TR.30	Technical Requirements	Must include the ability for adult education providers to review the current active user list and inactivate users who may have left the district or lost permissions.
TR.31	Technical Requirements	The system should allow for the collection of all critical data elements necessary for federal, state and public reporting in addition to other data elements that may not be official data

ITEM CODE	GROUP	COMPONENT DESCRIPTION
		elements required within the provider itself but are necessary for calculations, monitoring or other activities.
TR.32	Technical Requirements	The system will have a mechanism in place to prevent the creation of duplicate student records based on name, date of birth and or same SSN.
TR.33	Technical Requirements	The data system must have the ability to allow authorized personnel to edit student information, including the ability to merge duplicate records with the exclusion of editing actual GED test records.
TR.34	Technical Requirements	Provide the ability to export data in a variety of standard formats (e.g., xls, csv, xml, txt, rtf, pdf) that can be integrated with other data systems.
TR.35	Technical Requirements	Limit exporting of protected data including, but not limited to, SSNs based on FERPA and/or state security requirements.
TR.36	Technical Requirements	Provide the ability to generate transcripts for students who are enrolled and complete either NEDP or CDP.
TR.37	Technical Requirements	The data system needs to have the ability to migrate/import all GED subtests, including the English, Spanish, and accommodated tests from GED Testing Service/Pearson VUE within 24 hours (daily uploads).
TR.38	Technical Requirements	The system must provide the ability to generate credentials for anyone who successfully passes all four sections of the GED test. The system must generate a paper Connecticut High School Diploma with a unique diploma number and paper transcripts with the matching diploma number.
TR.39	Technical Requirements	The data system shall mail a cover letter, diploma and other documents that may be required by CSDE within 10 business days to passing GED candidates.
TR.40	Technical Requirements	The data system will maintain all GED test scores and the data and tests site where each module was taken.

ITEM CODE	GROUP	COMPONENT DESCRIPTION
TR.41	Technical Requirements	The data system must have the ability to assign a unique primary personal ID for each student separate from their SSN and shall include a process to ensure security of student personal identifying information.
TR.42	Technical Requirements	Track graduation requirements (allows for definition of graduation requirement areas and how many credits each requirement area needs (e.g., English Language Arts, 4.0 credits)).
TR.43	Technical Requirements	Manage course list, including: creating state course list by uploading a file; modifying state course list at any time; attaching graduation areas to courses; and creating a multi-discipline course that is attached to all graduation areas.
TR.44	Technical Requirements	Collect student credit information: Place credits into specific graduation requirement areas, each entry must show: quantity of credits earned in that course, grade earned (e.g. A, B, C, D, F); date credit was earned; program credit was earned/entered in; course name; and type of credit (adult education, transfer credit, work experience, competency-based, etc.
TR.45	Technical Requirements	Credit Reports – Student transcript must show all information for each credit the student has attempted; must show the calculated GPA for student; and must show the number of credits transferred and the number earned while enrolled in adult education, as well as the total credits.
TR.46	Technical Requirements	For adult education CDP classes, the data system should have the ability to bulk-enter credit information for entire class roster at once.
TR.47	Technical Requirements	Class schedule: for adult education CDP classes, the ability to bulk-enter students into a class.
TR.48	Technical Requirements	Other high school graduation requirements: Other tests/requirements that are required for graduation beyond credits earned, e.g., the civics test.
TR.49	Technical Requirements	Student transcript workup for CDP (comparison of student’s credits to state graduation requirements).

ITEM CODE	GROUP	COMPONENT DESCRIPTION
TR.50	Technical Requirements	Import transcripts: Upload students' transcripts into document repository.

State Monitoring Requirements – Component 2

Authorized CSDE employees will use the adult education data management system to conduct state-level monitoring and management to facilitate and ensure compliance monitoring for mandated federal and state reporting needs. Data access will include aggregate adult education provider views and calculations, as well as the ability to view individual student records. The final product must include the following:

ITEM CODE	GROUP	COMPONENT DESCRIPTION
SM.1	State Monitoring	Access individual student records/data.
SM.2	State Monitoring	Access adult education provider level aggregate data.
SM.3	State Monitoring	<p>View progress of federal NRS requirements in aggregate with drill-down capability to provider, program and student-level data/records.</p> <ul style="list-style-type: none"> ▪ Statewide Performance Report ▪ Measurable Skill Gains ▪ Table 1: Participants by Entering Educational Functioning Level, Ethnicity and Sex ▪ Table 2: Participants by Age, Ethnicity and Sex ▪ Table 2a: Reportable Individuals by Age, Ethnicity and Sex ▪ Table 3: Participants by Program Type and Age ▪ Table 4: Measurable Skill Gains by Entry Level ▪ Table 4a: Educational Functioning Level Gain ▪ Table 4b: Educational Functioning Level Gain and Attendance for Pre- and Post-tested Participants ▪ Table 4c: Measurable Skill Gains and Attendance by Entry Level for Participants in Distance Education (Optional) ▪ Table 5: Core Follow-up Outcome Achievement

ITEM CODE	GROUP	COMPONENT DESCRIPTION
		<ul style="list-style-type: none"> ▪ Table 5a: Outcome Achievement for Participants in Distance Education (Optional) ▪ Table 6: Participant Status and Program Enrollment ▪ Table 7: Adult Education Personnel by Function and Job Status ▪ Table 8: Outcomes for Adults in Family Literacy Programs (Optional) ▪ Table 9: Outcome Achievement for Participants in Integrated English Literacy and Civics Education ▪ Table 10: Outcome Achievement for Adults in Correctional Education Programs ▪ Table 14: Local Grantees by Funding Source
SM.4	State Monitoring	View submission details in aggregate with drill-down capability to provider, program and student-level data/records regarding compliance with federally mandated timelines for annual submission.
SM.5	State Monitoring	System must monitor reported data for completeness, internal consistency, year-to-year change and provide summary report for schools, districts, and the state regarding these measures.
SM.6	State Monitoring	<p>Download student contact information to be used for surveying requirements.</p> <ul style="list-style-type: none"> ▪ Exiters Survey
SM.7	State Monitoring	Access all data in a secure, role-based manner.
SM.8	State Monitoring	Configure system for CSDE branding.
SM.9	State Monitoring	Maintain log of user access to student records and user change logs. At a minimum, must contain user name, date/time stamps and purpose for access.

ITEM CODE	GROUP	COMPONENT DESCRIPTION
SM.10	State Monitoring	CSDE should have the ability to generate notices and post on home screen or send electronic alerts/notifications to users.

Adult Education Provider Requirements – Component 3

Authorized adult education users will use the data management system to fulfill mandated federal/state data management, monitoring and related services. Specifically, authorized adult education users will: (a) electronically maintain related data on appropriate students; (b) access and run necessary data verify and student/class/program/provider data reports; (c) access student-level records in their assigned program and school; and (d) manage necessary administrative functions and user system preferences. This system is a Connecticut Data Management System that adult education providers will not be permitted to customize for their own reports and edit checks. All such features will be approved by the CSDE and implemented statewide. Adult education users will be assigned role-based access to the system with specific permissions governing data accessibility. The following components are required:

ITEM CODE	GROUP	COMPONENT DESCRIPTION
AEP.1	AE Provider Requirements	Electronically maintain all adult education data elements specific to all state and federal requirements.
AEP.2	AE Provider Requirements	View historic documents from the student’s confidential file (e.g., assessment scores, communication logs) that were submitted to the document repository. Ensure document repository employs a data directory schema to organize files.
AEP.3	AE Provider Requirements	Access individual student records/data and provide the ability to gather individual and aggregate assessment data.
AEP.4	AE Provider Requirements	Access school- and program-level aggregate data.
AEP.5	AE Provider Requirements	Provide the ability to meet all requirements for the NRS for adult education and be consistent with U.S. Department of Education and the American with Disabilities Act requirements.

ITEM CODE	GROUP	COMPONENT DESCRIPTION
AEP.6	AE Provider Requirements	View progress of NRS federal indicators in aggregate with drill-down capability to program and student-level data/records.
AEP.7	AE Provider Requirements	Access all data in a secure, role-based manner. (See User Roles – Component 4.)
AEP.8	AE Provider Requirements	View, download and print student reports.
AEP.9	AE Provider Requirements	Provide the ability to gather demographic information including, but not limited to, SSN, age, gender, registration history.
AEP.10	AE Provider Requirements	Provide the ability to gather contact information for students and instructors including, but not limited to, name, address, phone number and e-mail address.
AEP.11	AE Provider Requirements	Provide the ability to determine student and enrollment counts.
AEP.12	AE Provider Requirements	Create users and manage user profile information; and set permissions for users, including organizational management of users, including, but not limited to, data administrator (all access), instructor (limited access) and read-only access.
AEP.13	AE Provider Requirements	View dynamic and summative reports and graphs with drill-down capabilities for specific compliance indicators and students.
AEP.14	AE Provider Requirements	View and download data verify reports customized by CSDE.
AEP.15	AE Provider Requirements	Provide the ability to generate student transcripts for student who enrolled in NEDP or CDP, completed all requirements and graduated.
AEP.16	AE Provider Requirements	Support the transfer, rescind transfer, and view notice of transfer of student records between schools, districts and outside service providers. Transfer of records should be allowable as an entire student-level file, including all associated data in the document repository or as individually selected data/documents.
AEP.17	AE Provider Requirements	Configure system for local report branding.
AEP.18	AE Provider Requirements	Include an extensive survey system for collecting and reporting outcomes.

ITEM CODE	GROUP	COMPONENT DESCRIPTION
AEP.19	AE Provider Requirements	Automatically generate functioning levels for students based on student assessments.
AEP.20	AE Provider Requirements	Generate a list of improvement requirements on a class-by-class and an individual student basis, showing what scoring assessments or hours are required to advance at a functioning level.
AEP.21	AE Provider Requirements	Allow users with appropriate permissions to enter student demographic data, assessment scores, class hours and relevant outcomes.
AEP.22	AE Provider Requirements	Allow authorized users to look up student data, including demographic information, test history, attendance history and outcomes.
AEP.23	AE Provider Requirements	Allow all users to perform error validation while entering data.
AEP.24	AE Provider Requirements	Allow users with appropriate permissions to review, edit, approve and reject any data entered.
AEP.25	AE Provider Requirements	Allow class hours to be entered on a daily, weekly or monthly basis as determined by the state.
AEP.26	AE Provider Requirements	Generate alerts for administrators for assessments when students have reached pre-set limits of hours of instruction for pretests and posttests.
AEP.27	AE Provider Requirements	Alert administrators when a student has not attended class in the previous 90 calendar days.
AEP.28	AE Provider Requirements	Alert administrators when a student is registered in the system, but not assigned to a class.
AEP.29	AE Provider Requirements	Alert users if their teaching certification needs to be updated.
AEP.30	AE Provider Requirements	Provide a student at-a-glance review showing student demographics, attendance history, assessment history and goals.
AEP.31	AE Provider Requirements	Provide a class at-a-glance review showing student improvement requirements and class hours history.
AEP.32	AE Provider Requirements	Provide an outcomes at-a-glance review, showing students for whom outcome information has been entered, as well as students for whom outcome information remains to be entered.

ITEM CODE	GROUP	COMPONENT DESCRIPTION
AEP.33	AE Provider Requirements	Allow users to search for students by SSN, State Student ID or last name and birth date.
AEP.34	AE Provider Requirements	Allow users to browse for students on a class-by-class basis.
AEP.35	AE Provider Requirements	Allow users to conduct searches by names, addresses, towns, and age groups, including present and historical data.
AEP.36	AE Provider Requirements	Display an indicator which shows current enrollment level (e.g., low or full) of classes.
AEP.37	AE Provider Requirements	Allow users to collect comprehensive data during an intake interview.
AEP.38	AE Provider Requirements	Allow users to validate data on a different screen without closing the original screen.
AEP.39	AE Provider Requirements	Allow users to determine students who have not completed their GED/CDP goals.
AEP.40	AE Provider Requirements	Allow users to automatically populate fields based on entries made in a prior screen.
AEP.41	AE Provider Requirements	Provide the ability to archive data.
AEP.42	AE Provider Requirements	Allow users to upload data and reports to the CSDE and validate submissions for incomplete or inaccurate data.
AEP.43	AE Provider Requirements	Allow for the addition of new programs as they become available.

User Roles – Component 4

Provide for creation of multi-level user roles based upon authoritative permissions. Provide configuration permissions to allow adult education providers to control user roles. All user access must be traceable and documented. Several required roles are outlined below.

ITEM CODE	GROUP	COMPONENT DESCRIPTION
UR.1	User Roles	Vendor System Administrator Role: Set configurations for the whole system; create adult education provider level accounts; have the ability to create users and user account information; deactivate and restore user accounts; and create new system roles as determined necessary by the CSDE.
UR.2	User Roles	Provide the capability to assign a role: No access Read-only Edit/Read Edit/Add/Read or Edit/Add/Read/Delete
UR.3	User Roles	CSDE System Administrator Role: State Administrator should have the ability to configure the system; access various views of the system (aggregate statewide, provider level, program level, individual student level); set parameters and operational rules, as well as reporting abilities at an individual program level and aggregate statewide level; have access to statewide student level data for the purpose of fulfilling state and federal reporting and monitoring responsibilities; create school and district-level accounts; deactivate and restore user accounts; and approve merging of student records.
UR.4	User Roles	Data Administrator (All Access) Role: Each adult education provider will have a Data Administrator User who will have complete access to enter and update data within the administrative reports or miscellaneous items on the data management system menu. A user with this access level is considered a data administrator because this user can modify his/her own access as well as those of other users, has the ability to create program-level accounts, can deactivate and restore user accounts, can access features necessary to use the Tracking of Programs and Outcomes (TOPS) data exchange features; and submit merge requests.
UR.5	User Roles	Instructor (Limited Access) Role: Will have access to specific student-level data and have the ability to manage the students in their classes; add and track attendance; add and track assessment data run reports to manage pre- and post-testing schedules; and access student e-mails and/or cell phone numbers in order to send bulk or individual messages to students. User will have complete access to enter and update data within the administrative and

ITEM CODE	GROUP	COMPONENT DESCRIPTION
		reports items on the data management system menu, with the exception of adding or editing users.
UR.6	User Roles	Read-Only Access: User will have ability to view all data in the administrative and reports items on the menu, but will be unable to add or edit any records.
UR.7	User Roles	Must include the ability for adult education providers to review the current active user list and inactivate users who may have left the district or lost permissions.
UR.8	User Roles	Provide the ability to maintain an audit trail of transactions made within the system, including identifying who made the change, the type of change that was made, and the date/time the change was made. This shall be accomplished for addition, deletion or edits.

User Support – Component 5

Statewide training and technical assistance must be developed to support all levels of Connecticut adult education data management system users; and develop and implement a training plan for a variety of Connecticut adult education users including: CSDE staff, local-level adult education program administrators, instructors and data entry personnel. Training should include in-person and online modules, as well as ongoing webinars and providing a system specifications manual, user guide and FAQ documents. An online parent/guardian training module and user guide should also be included. Statewide “help desk” support for CSDE, District Administrator and other roles should be provided.

ITEM CODE	GROUP	COMPONENT DESCRIPTION
US.1	User Support	<p>Provide up to two weeks of system administration training to CSDE personnel. The training should include at a minimum:</p> <ul style="list-style-type: none"> • managing security and user access; • maintaining and supporting the adult education management system; • creating, publishing and managing content; • creating and managing workflow processes; • exporting and importing data; and • maintaining and updating training and online help documentation.
US.2	User Support	<p>Provide a plan for training CSDE and local adult education staff during the project’s “go live” phase, as well as ongoing training/assistance for new staff.</p> <p>Training must include at a minimum using/navigating the adult education management system by:</p> <ul style="list-style-type: none"> ○ local adult education staff; and ○ CSDE adult education program and training staff.
US.3	User Support	Provide online user guides consisting of manuals, step-by-step procedures, FAQs and Appendices.
US.4	User Support	Provide online training/certification requirement for all new users by role.
US.5	User Support	Provide online training modules and/or tutorials available 24/7/365.
US.6	User Support	Provide integrated technical support for each data field linked to the corresponding section in the user guide.
US.7	User Support	Vendor must provide a dedicated project manager and systems analyst who will collaborate with assigned CSDE staff (including adult education consultant, data and IT) and adult education stakeholders.
US.8	User Support	<p>Provide Connecticut support for both CSDE administrator-level users and district-level users. Help desk should be available:</p> <ul style="list-style-type: none"> ○ via e-mail; and ○ a toll free phone number for users within regular Eastern Standard Time operating hours.

ITEM CODE	GROUP	COMPONENT DESCRIPTION
US.9	User Support	Provide same day response to inquiry.
US.10	User Support	Provide a resolution to problems reported within 24 hours (tracked and reported).
US.11	User Support	Provide a training plan for CSDE staff and adult education providers
US.12	User Support	Develop a train-the-trainer module to increase adult education providers capacity to train school-level users
US.13	User Support	Provide ongoing statewide training plan for new users after full implementation
US.14	User Support	Provide statewide communication plan for updates and system enhancements.
US.15	User Support	Vendor shall advise CSDE of any regularly scheduled maintenance windows and will give at least five days advanced notification of any other system planned “downtime” via e-mail, fax or telephone.
US.16	User Support	Vendor shall notify CSDE of any proposed changes to the system prior to being implemented.

Reporting Requirements – Component 6

Components of this data management system must include reports for CSDE and local adult education providers (including statewide, provider-level, program-level, or individual-level records). Federal, state, and local adult education reports should reflect recent data and have the ability to be generated for any period of time. Required reporting information includes:

ITEM CODE	GROUP	COMPONENT DESCRIPTION
RR.1	Reporting Requirements	Data system must have the ability to publish statewide, systemwide, individual student reports based on system permissions.
RR.2	Reporting Requirements	Provide the ability to allow a combination of filtering factors in the production of reports.
RR.3	Reporting Requirements	Provide the ability to ensure that all federal, state and local reports reflect most recent data.

ITEM CODE	GROUP	COMPONENT DESCRIPTION
RR.4	Reporting Requirements	Provide the ability to generate all federal table reports required by the NRS.
RR.5	Reporting Requirements	Provide the ability to ensure that all federal table data reports adhere specifically to NRS requirements
RR.6	Reporting Requirements	Provide the ability to archive federal reports on a quarterly basis.
RR.7	Reporting Requirements	Provide the ability to allow reports to be generated for any period of time in which student data were entered.
RR.8	Reporting Requirements	Provide the ability to allow generation of reports that include only students who meet all requirements for reporting as well as reports for all students regardless of requirements.
RR.9	Reporting Requirements	Provide the ability to generate a listing of scheduled class meeting times.
RR.10	Reporting Requirements	Provide the ability to provide users with a list of students, classes, staff or programs under their authority based on permissions.
RR.11	Reporting Requirements	Provide the ability to generate labels from course lists.
RR.12	Reporting Requirements	Ability to create new reports as needed.
RR.13	Reporting Requirements	The system should have the ability to archive all reports that are no longer in use.
RR.14	Reporting Requirements	The system should have the ability to report the number of students and enrollments by town of residence. Sorted by town, users can filter by course-section start dates and hours attended; and duplicate count by program area, e.g., ABE, GED, ESL, CDP, etc., with zero hours included.

ITEM CODE	GROUP	COMPONENT DESCRIPTION
RR.15	Reporting Requirements	The system should have the ability to report the number of students and enrollments by country of origin. Sorted by country, user can filter by course-section start dates and hours attended; and duplicate count by program area, e.g., ABE, GED, ESL, CDP, etc., with zero hours included.
RR.16	Reporting Requirements	The system should have the ability to report the number of students grouped by gender, age, program level and ethnicity. User can filter by program type and hours attended, with zero hours included.
RR.17	Reporting Requirements	Student Profile Report (all years) Includes students enrolled in all fiscal years with the provider, grouped by last name. The report displays enrollment, assessment and credit information for all years in which a student was enrolled.
RR.18	Reporting Requirements	Student Transcript Report Adult High School Credit Diploma Transcript Report for students enrolled in the current fiscal year. Only credits with status as “pass” are included.
RR.19	Reporting Requirements	Student Course History Report Adult High School Course History Report for students enrolled in the current fiscal year. All credits, regardless of status, are included.
RR.20	Reporting Requirements	NEDP Competency Area Accomplished Report List of all NEDP competencies mastered and NEDP diploma attainment for students enrolled in the current fiscal year.
RR.21	Reporting Requirements	Course-Section Performance Report Performance for all course-sections grouped by program area, based on metrics used in the Profile Report including retention, utilization, matched pair, gains and level completion. User can filter by program type and course-section start dates.
RR.22	Reporting Requirements	Assessment Course-Section Summary Report For all course-sections, includes the number of enrollments, percent with pretests, mean pre-test score, percent with matched pair and percent making four-point gain for the skill areas of reading, writing, math and listening. User can filter by program area.)

ITEM CODE	GROUP	COMPONENT DESCRIPTION
RR.23	Reporting Requirements	Course-Section Catalogue List of all course-sections, including the building name, instructor and room number. User can filter by program area, course-section start date, building name and instructor.
RR.24	Reporting Requirements	Enrollment Profile Report Detailed information – hours attended, valid matched pairs in all the skill areas (across enrollments), reasons enrolled and entry status – for all enrollments in the selected course-section.
RR.25	Reporting Requirements	Class Roster Report List of all students for the selected course-section sorted by student last name and includes “No Show.”
RR.26	Reporting Requirements	Student Tests by Course-Section Report List of all students’ appraisal and assessment tests for the selected course-section sorted by student last name.
RR.27	Reporting Requirements	Student Test by Program Report List of all students and their appraisal and assessment tests for all students enrolled in the selected program. This report is sorted by the student's last name and excludes ‘No Show’. This may take several minutes, depending on the number of students enrolled in the Program area.)
RR.28	Reporting Requirements	Class Roster By Pre-/Post- Scores Class roster for the selected course section and includes all pre and posttesting. This report is sorted by student’s last name.
RR.29	Reporting Requirements	Class Achievement Counts Displays the count of achievements by course-section.
RR.30	Reporting Requirements	Class Roster Daily Attendance A report for collecting attendance information from teachers. Displays enrolled students in course-section with days of the week.

ITEM CODE	GROUP	COMPONENT DESCRIPTION
RR.31	Reporting Requirements	<p>Class Roster Daily Attendance - Blank Days</p> <p>A report for collecting attendance information from teachers. Displays enrolled students in course-section with days of the week left blank.</p>
RR.32	Reporting Requirements	<p>Comprehensive Course History Report</p> <p>A comprehensive data report that provides detailed information about the learner's enrollment, assessment, achievement and characteristics at entry regardless of enrollment this fiscal year.</p>
RR.33	Reporting Requirements	<p>Comprehensive Course History Report By School Year</p> <p>A comprehensive data report that provides detailed information about the learner's enrollment, assessment, achievement and characteristics at entry regardless of enrollment for student's enrolled current fiscal year.</p>
RR.34	Reporting Requirements	<p>Student Class Schedule</p> <p>Student class schedule for selected student.</p>
RR.35	Reporting Requirements	<p>Local Profile Report</p> <p>A comprehensive data report that provides detailed information about the participation and performance of learners in adult education programs and used to evaluate a provider's performance. A student is only reported once in the profile report, even if they were enrolled in more than one program area.</p>
RR.36	Reporting Requirements	<p>Statewide Profile Report</p> <p>A comprehensive data report that provides detailed information about the participation and performance of learners in adult education programs across the entire state.</p>
RR.37	Reporting Requirements	<p>National Reporting Service (NRS) Reports (All federal NRS reports at the state and local level)</p>
RR.38	Reporting Requirements	<p><i>Provider Performance Summary (PPS) State and Local</i> Data-Driven Measures and Standards for Program Improvement and Accountability in Adult Education.</p>

WORK PLAN

A Work Plan must be provided that details the specific methods, tasks, and activities proposed to be undertaken in order to fulfill the scope of the work described. Any anticipated, theoretical or practical problems associated with the completion of the project must be discussed. Solutions, alternatives, or contingency plans related to these problems must also be proposed. Additionally, the Work Plan must include task initiation and completion schedules, as well as responder's proposed staff assignments. The responder shall list and identify subcontractors, if any, and delineate their role(s) in relation to the Work Plan. Describe the project management methodology that will be used throughout this implementation. Provide a sample project plan with anticipated timelines.

All proposals responding to this statement of work should address each of the items detailed below. To be considered for this procurement, all work plans/proposals in PDF format must be received from an approved reseller by Ajit Gopalakrishnan at ajit.gopalakrishnan@ct.gov no later than 5 p.m. on Monday, May 4, 2020.

A. Qualifications and Experience

- a. Demonstrated ability to provide services - organization's experience:
 - i. Provide a detailed explanation of the experience your organization has to support the CSDE in the above activities as outlined.
 - ii. Provide a reference list with contact information for states and districts where your organization has implemented similar multifaceted systems.
- b. Demonstrated ability to provide training and support to CSDE and adult education providers:
 - i. Provide a detailed explanation describing how the entity proposes to implement, train and support CSDE staff and adult education providers through a scheduled system rollout of the adult education data management system. Provide a sample project implementation and training plan which includes specific project phases, milestones, roles, and responsibilities of all parties involved.
 - ii. Describe in detail the onsite in-person regional training methodology to be deployed, including the groups to be trained, training group size, topics covered, expected outcomes, training session duration, and training delivery methods.
 - iii. Describe in detail any ongoing 'online' training modules for skill refreshers, new staff member certification and/or new system features.
 - iv. Develop a train-the-trainer module to increase adult education capacity to train provider-level users (reader and writer roles) in the data management system.
 - v. Provide a detailed explanation of how your organization can facilitate the training of CSDE and local adult education staff for the migration of historical and related documents into the repository to retain necessary

historical records (e.g. GED transcripts and AHCDP transcript/credit information).

B. Required Elements in the Proposal

- a. Work Plan
 - i. Specific Tasks and Activities
 - ii. Schedule - Task initiation dates and completion dates
 - 1. Planning
 - 2. Development of each component/module
 - 3. Testing
 - 4. Training
 - 5. Full statewide implementation
- b. Component/Module Sections
 - i. Technical Requirements and Security
 - ii. State Monitoring
 - iii. Adult Education Provider Requirements
 - iv. User Roles
 - v. User Support/Help Desk
 - vi. Reporting Requirements/ Documents

C. Organizational Resources

- a. Provide a detailed explanation of the resources you will use to provide all requested services. Include individual resumes for the personnel that are to be assigned to the project. Indicate the role or assignment of each individual to the project.
- b. The CSDE must be notified and approve any changes to key staff assignments after the contract award and for the duration of the contract period.
- c. The responder must clearly document the existence of adequate facilities and personnel to successfully conduct the tasks within the specified timelines. Corporate competence may be substantiated by providing evidence of credibility for other clients involving similar services.
- d. Provide information regarding any known subcontractors the responder anticipates utilizing, including the proposed products or services to be provided by a subcontractor and the subcontractor's related qualifications and experience.

D. Budget

- a. Provide budget narrative and an itemized, detailed budget including costs associated with the completion of each major component area outlined in the statement of work as well as overall total costs.
- b. Provide your cost proposal to the state by including a breakdown of all costs including, but not limited to, the portion of vendor salaries being funded, consultants, implementation, training, help desk, scheduled maintenance, etc.

- c. The cost information should be cross-referenced to the technical requirements in order to facilitate the determination of costs associated with each major requirement and activity.
- d. Upfront costs, such as start-up or implementation costs, must be separate from maintenance and support costs, technology upgrades, and new feature enhancements.
- e. Be sure to include any software licensing costs of third party software used in the solution, if applicable.

E. Organizational information

- a. Financial stability:
Provide any documentation that supports the organizations past, present, and future financial stability. This may include any financial support up to and including audited financial statements.
- b. Quality Assurance:
Provide a narrative and evidence that describes what your organization does to maintain the high quality of its products and services.
- c. Appropriate insurance
A statement that contains a listing of current active business insurance of the organization is sufficient. Certificates of Insurance are acceptable, but not required unless a contract is awarded that specifies this need.

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APPENDIX A

Statewide Profile Report for 20XX

Program Information

Program/District:
Statewide

Number of Program Sites:

Total Grant Funds:

State / Local: \$ Federal: \$ Community Needs:

Number (Percent) of Adult Population, 18 or older, without a high school diploma : (%)

Number (Percent) of Adult Population, 18 or older, who do not speak English well: (%)

Program Enrollment and Student Demographics

Program Area	Total Instructional Hours Offered	New Students	Returning Students	Total Students	Total Enrollment
Adult Basic Education (ABE) / General Educational Development (GED) Preparation					
Citizenship					
English as a Second Language (ESL)					
Adult High School Credit Diploma Program					
National External Diploma Program					
Total:					

Note: 'Total Enrollments' represents all the enrollments, regardless of program area, for students classified in the reported program area.

Age	Female	Male	Total
16 - 18			
19 - 24			
25 - 44			
45 - 54			
55 - 59			
60+			
Total:			

Ethnicity	Females	Males	Total
Hispanic/Latino			
Not Hispanic/Latino			
Total:			

Race	Females	Males	Total
American Indian/Alaskan Native			
Asian			
Black / African American			
Native Hawaiian or Other Pacific Islander			
Two or More Races			
White			
Total:			

Student Characteristics at Entry

Entry Status	Number
Employed	
Unemployed - Seeking Employment	
Unemployed - Not Seeking Employment	
On Public Assistance	
Homeless	
Immigrant	
With a Disability	
Even Start	
Parent of Child(ren)	
5 years of age or younger	
6 to 10 years of age	
11 to 18 years of age	

Goals/Reasons for Enrollment	Number
Enter Employment	
Retain Employment	
Earn a Diploma	
Enter Postsecondary	
Improve Basic Skills	
Progress Towards Diploma	
Enhance Family Literacy	
Earn Citizenship	
Vote	
Use Community Services	
Enter Military	
Court Ordered	
Required for Public Assistance	

APPENDIX A (cont'd)

Student Performance by Program Area

Adult Basic Education (ABE)/General Educational Development (GED) Preparation

Performance of Students Retained for at least 12 hours and with a Pre-Test

Educational Functioning Level at Entry	Number of Students	Mean Hours Attended	% of Available Instruction Used	% with at least One Matched Pair	% Making Gains	% Completing Level	% with at least One Achievement
Beginning							
Beginning Literacy							
High ASE							
Low ASE							
High Intermediate							
Low Intermediate							

Total:

English as a Second Language and Citizenship

Performance of Students Retained for at least 12 hours and with a Pre-Test

Educational Functioning Level at Entry	Number of Students	Mean Hours Attended	% of Available Instruction Used	% with at least One Matched Pair	% Making Gains	% Completing Level	% with at least One Achievement
Beginning Literacy							
Low Beginning							
High Beginning							
Low Intermediate							
High Intermediate							
Advanced							

Total:

Adult High School Credit Diploma Program

Performance of Students Retained for at least 12 hours

Educational Functioning Level at Entry	Number of Students	Mean Hours Attended	% of Available Instruction Used	% Earning at Least 4 Credits	% Completing Level
Students with < 11 credits					
Students with 11 or more credits					

Total:

National External Diploma Program

Performance of Students Retained for at least 12 hours

Educational Functioning Level at Entry	Number of Students	Mean Hours Attended	% Completing at least 4 Competency Areas	% Completing Level
High ASE				

Total:

APPENDIX A (cont'd)

Supplemental Information

Percent Functioning Below Intermediate Level at Entry Percent Functioning Below Adult Secondary Level at Entry

	Reading	Math
Adult Basic Education		
	Listening	Reading
English as a Second Language		

	Reading	Math
Adult High School Credit Diploma Program		
National External Diploma Program		
General Educational Development		

Retention Summary

Program Area	Attendance	Students	Students with Pre Test
ABE/GED (Combines ABE and GED)	1+ Hours		
	12+ Hours		
ESL (Combines ESL and Citizenship)	1+ Hours		
	12+ Hours		
Credit Diploma Program	1+ Hours		
	12+ Hours		
National External Diploma Program	1+ Hours		
	12+ Hours		

Performance by Skill Area

Test Name	Students with Pre and Post Test Scores	% Making Gains
Reading		
Math		
Listening		

Total CDP Credits Awarded (CDP Programs Only)

CDP Documentation	Classroom	Independent Study	Documentation Credit	Total
English				
Math				
Science				
Social Studies - Civics				
Social Studies - US History				
Social Studies - Other				
Voc Ed / Art				
Electives				
Total:				

Staff Information

Program Area	Number of Staff
Citizenship	
ABE	
ESL	
GED	
CDP	
EDP	
Counselors	

GED Test Summary

	Taking Entire Test	Passed	No Show	Failed	Incomplete
Prepared in All Others					
Prepared in Prepared By Providers In State					
Total:					

Total Diplomas Awarded

Hours Attended	Credit Diploma	External Diploma	CT GED
Under 12			
12 or more			
Total:			

**Connecticut State Department of Education
ADULT EDUCATION PROGRAM PROFILE
GLOSSARY OF TERMS**

The adult education Program Profile Report is a comprehensive data report that provides detailed information about the participation and performance of learners in adult education programs. This report is produced for every adult education provider that receives state and federal funding through the Department of Education. This report includes data relative to:

- Program Information including funding levels and community need;
- Program Enrollment and Student Demographics;
- Student Characteristics at Entry;
- Student Performance; and
- Supplemental Information

The Department utilizes a longitudinal management information system, the Connecticut Adult Reporting System (CARS), to collect individual student data on student demographics, entry status, goals, attendance, achievements and test scores. Each adult education provider funded through the Department is required to report data through CARS.

The Program Profile report is generated from CARS and is used by local providers for program management and improvement purposes. At the end of the fiscal year, the Department uses this report to evaluate the performance of all local providers against the statewide performance through the data-driven framework for program improvement and accountability.

PROGRAM INFORMATION	
Program/District	A local or regional school district, regional educational service center, state agency, cooperating eligible entity, or a community/faith-based organization that provides adult education and literacy services.
Director	The Director of the adult education provider for the current fiscal year (<i>local profile only</i>)
Cooperating Districts	A local or regional school district that does not provide a program of adult education classes to its adult residents, but provides for participation in a program of adult education classes for its adult residents through cooperative arrangement(s) with another local or regional school district or regional educational service center. (<i>local profile only</i>)

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Total Grant Funds	
<i>State/Local</i>	<ul style="list-style-type: none"> The combined state and local dollars as identified through the adult education state grant process for local or regional boards of education, regional educational service centers and cooperating eligible entities (CEEs). Local dollars include local board allocations for adult education, revenues from adult enrichment programs, contributions from non-profit organizations, revenues from local fundraising efforts, and other corporate/private donations.
<i>Federal</i>	Federal funds from the Adult Education and Literacy Act, Title II of the Workforce Investment Opportunity Act (WIOA), Public Law 113-138, that are distributed through a competitive request-for-proposal process as outlined in Connecticut's State Plan to the United States Department of Education (USDOE).
Number of Program Sites	The sum of all buildings used by the program during the fiscal year.
Community Needs	<p>Number and percentage of individuals (18 years of age and older) without a high school diploma residing in the town(s) served by the program provider is based on data from the 2010 Census and the American Community Survey.</p> <p>Number and percentage of individuals (18 years of age and older) who speak English not well, or not at all, in the town(s) served by the program provider is based on data from the 2010 Census and the American Community Survey.</p>
PROGRAM ENROLLMENT AND STUDENT DEMOGRAPHICS	
Program Area	The different types of adult education instruction mandated under Section 10-69 of the Connecticut General Statutes. <i>If no students were enrolled in a program area during a fiscal year, that area is not listed.</i>
Adult Basic Education (ABE)/General Educational Development (GED) Preparation	<p>Designed for individuals who are unable to read, write and compute sufficiently well to meet the requirements of adult life and for individuals who lack mastery of basic educational skills that will enable them to function effectively in society.</p> <p>Individuals functioning at higher levels of literacy and interested in obtaining a state high school diploma may be preparing to pass the GED[®] Test. Successful completion of the four part GED[®] Test includes technology-enhanced items and constructed responses that demonstrate attainment of academic skills and concepts that may be traditionally acquired through completion of a high school program.</p>
Citizenship	Instruction for foreign-born individuals who wish to become United States citizens

All data in this report, unless otherwise stated, are based on students who attended adult education for at least 12 hours.

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English as a Second Language (ESL)	Designed for adults who have limited proficiency in the English language or whose native language is not English. Instructional emphasis is on listening and speaking though reading and writing skills are also introduced. Instruction is provided in English as a unifying means of serving the broad ethnic diversity of limited-English-speaking adults.
Adult High School Credit Diploma (AHSCD)	AHSCD programs award credit toward a local adult high school diploma through a prescribed plan which requires a minimum of twenty credits in core academic and elective areas.
National External Diploma Program (NEDP)	An adult secondary credential that assesses the high school level skills of individuals in life and work contexts. The NEDP is a flexible, self-directed online portfolio assessment program that offers no classroom instruction.
Total Instructional Hours Offered	The aggregate hours assigned to all course sections (e.g., classes) within a specific program area
New Students	A non-duplicated count of individuals who attended at least one course-section in a specific program area during the year <i>and</i> are new to the provider
Returning Students	A non-duplicated count of individuals who attended at least one course-section in a specific program area during the year <i>and</i> are returning to the provider from a prior fiscal year
Total Students	The total of <i>new</i> and <i>returning</i> students
Total Enrollments	The number of students enrolled in all course-sections. It represents all the enrollments, regardless of program area, for students classified in the reported program area.
Age	<p>A non-duplicated count of individuals (Females, Males and Total) according to the following age ranges:</p> <ul style="list-style-type: none"> • 16 - 18 • 19 - 24 • 22 - 24 • 45-54 • 55 - 59 • 60+ <p>The 16-18 age groups include mothers under the age of 17 subject to C.G.S 10-73(d). If students from a specific age category were not enrolled during a fiscal year, then that category is not listed.</p>

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Ethnicity	<p>A non-duplicated count of individuals (Female, Male and Total), who identified themselves as one of the following:</p> <ul style="list-style-type: none"> • Hispanic or Latino • NOT Hispanic or Latino
Race	<p>A duplicated count of individuals who identify themselves as one or more of the following:</p> <ul style="list-style-type: none"> • American Indian or Alaskan Native • Asian • Black or African American • Native Hawaiian or Other Pacific Islander • White <p>If students from a specific race were not enrolled during a fiscal year, then that category is not listed.</p>

STUDENT CHARACTERISTICS AT ENTRY

Entry Status	<p>Personal characteristics that students identify at the time of entry into the program. A student may select more than one characteristic. Disability includes visible and self-disclosed disabilities. Parents who have children in more than one age category will be counted in all those categories.</p>
Goals/Reasons for Enrollment	<p>Goals are established annually or at program entry by the student in consultation with the program. A student may select more than one goal. Multiple family literacy goals are combined.</p>

STUDENT PERFORMANCE BY PROGRAM AREA

Adult Basic Education (ABE)/General Educational Development (GED) Preparation

<i>Educational Functioning Level at Entry</i>	<p>The level, established by USDOE's National Reporting System (NRS) that describes a set of skills and competencies that students entering at that level can do in the areas of reading and numeracy</p> <p>https://nrsweb.org/resources/test-benchmarks-nrs-educational-functioning-levels-efl-updated-august-2019</p>
<i>Number of Students</i>	<p>A non-duplicated count of students who were retained for at least 12 hours and with a pre-test</p>
<i>Mean Hours Attended</i>	<p>The average annual hours attended by each student functioning at that level</p>

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<i>Percent of Available Instruction Used</i>	The aggregate percentage of instruction attended by students and prorated by entry date for each course-section
<i>Percent with at least One Matched Pair</i>	The percentage of students who have at least one valid matched test pair i.e. a pre and a post test in a skill area (e.g., reading and math))
<i>Percent Making Gains</i>	The percentage of students making at least a four point Comprehensive Adult Student Assessment System (CASAS) scaled score gain in any valid matched pair
<i>Percent Completing Level</i>	The percentage of students completing an educational functioning level as defined by the US DOE's NRS (target performance percentages are included in the State Plan) https://portal.ct.gov/-/media/SDE/Adult-Ed/Federal/Adult Education and Family Literacy Act Program State Plan for the State of Connecticut 2016.pdf?la=en
<i>Percent with at Least One Achievement</i>	The percentage of students making at least one achievement (e.g., read more to children, voted, entered military, etc.) as reported by the program
<u>English as a Second Language and Citizenship</u>	
<i>Educational Functioning Level at Entry</i>	The level, established by the US DOE's NRS, which describes a set of skills and competencies that students entering at that level can do in the areas of reading and numeracy (see https://nrsweb.org/resources/test-benchmarks-nrs-educational-functioning-levels-efl-updated-august-2019)
<i>Number of Students</i>	A non-duplicated count of students who were retained for at least 12 hours and with a pre-test
<i>Mean Hours Attended</i>	The average annual hours attended by each student functioning at that level
<i>Percent of Available Instruction Used</i>	The aggregate percentage of instruction attended by students and prorated by entry date for each course-section
<i>Percent with at least One Matched Pair</i>	The percentage of students who have at least one valid matched test pair i.e. a pre and a post test in a skill area (e.g., reading, math and listening -if applicable)
<i>Percent Making Gains</i>	The percentage of students making at least a four point CASAS scaled score gain in any valid matched pair
<i>Percent Completing Level</i>	The percentage of students completing an educational functioning level as defined by the US DOE's NRS (target performance percentages are included in the State Plan) https://portal.ct.gov/-/media/SDE/Adult-Ed/Federal/Adult Education and Family Literacy Act Program State Plan for the State of Connecticut 2016.pdf?la=en

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<i>Percent with at Least One Achievement</i>	The percentage of students making at least one achievement (e.g. read more to children, voted, entered military, etc.) as reported by the program
<u>Adult High School Credit Diploma (AHSCD) program</u>	
<i>Educational Functioning Level at Entry</i>	Students with less than 11 credits are those who begin the fiscal year with fewer than 11 total credits toward the adult high school credit diploma. All other students began the year with at least 11 total credits.
<i>Number of Students</i>	A non-duplicated count of students who were retained for at least 12 hours.
<i>Mean Hours Attended</i>	The average annual hours attended by each student functioning at that level
<i>Percent of Available Instruction Used</i>	The aggregate percentage of instruction attended by students and prorated by entry date for each course-section
<i>Percent Earning at Least 4 Credits</i>	The percentage of students in adult high school credit diploma programs earning at least four credits during the current fiscal year
<i>Percent Completing Level</i>	The percentage of students earning a high school diploma
<u>National External Diploma Program</u>	
<i>Educational Functioning Level at Entry</i>	All students in the National External Diploma Program are placed in the High Adult Secondary Education (ASE) level of the NRS.
<i>Number of Students</i>	A non-duplicated count of students who were retained for at least 12 hours.
<i>Mean Hours Attended</i>	The average annual hours attended by each student functioning at that level
<i>Percent Completing at Least 4 Competency Areas</i>	The percentage of students who complete at least three tasks within the EDP during the fiscal year
<i>Percent Completing Level</i>	The percentage of students earning a high school diploma

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SUPPLEMENTAL INFORMATION									
Percent Functioning Below Intermediate Level at Entry	<p>The percentage of students with appraisal test scores (ESL-Form 80 and ABE-900R or 900M) at entry that meet the following criteria:</p> <ul style="list-style-type: none"> • ABE: CASAS scaled score at or below 217 in Reading and 204 in Math • ESL: CASAS scaled score at or below 201 in Reading and 200 in Listening 								
Percent Functioning Below Adult Secondary Level at Entry	<p>The percentage of students upon entry into adult secondary education programs with appraisal test scores at or below a CASAS scaled score of 235 in Reading (Form 50) for ESL and at or below a CASAS scaled score of 239 Reading (900R) and at or below a CASAS scaled score of 235 in Math (900M) for ABE/ASE.</p>								
Retention Summary	<p>The number and percent of learners within each reported program area who (i) were retained for at least 12 hours and (ii) reported at least one pre-test score.</p>								
Performance by Skill Area	<p>The percentage of students with matched pre and post test scores in reading, math and listening (if applicable) who demonstrate at least a 4-point CASAS scaled score gain between the pre and the post test</p>								
Total CDP Credits Awarded	<p>The number of credits awarded in the adult high school credit diploma program during the current fiscal year identified by subject and type</p>								
<i>Classroom</i>	<p>Credits awarded for the successful completion of teacher-directed classes (including on-line classes offered through the CT Adult Virtual High School)</p>								
<i>Independent Study</i>	<p>Credits awarded for the successful completion of an independent study project according to specific guidelines outlined in the Credit Diploma Program Administrative Manual</p>								
<i>Documentation Credit</i>	<p>Elective or Voc. Ed./Art credits only, awarded in the following areas, after a valid documentation of prior learning experiences based on the guidelines outlined in the Credit Diploma Program manual:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">a) Apprenticeship Training</td> <td style="width: 50%;">b) Community or Volunteer Service</td> </tr> <tr> <td>c) Formalized Job Training</td> <td>d) Home Management Skills</td> </tr> <tr> <td>e) Military Experience</td> <td>f) Occupational License</td> </tr> <tr> <td>g) Work Experience</td> <td></td> </tr> </table>	a) Apprenticeship Training	b) Community or Volunteer Service	c) Formalized Job Training	d) Home Management Skills	e) Military Experience	f) Occupational License	g) Work Experience	
a) Apprenticeship Training	b) Community or Volunteer Service								
c) Formalized Job Training	d) Home Management Skills								
e) Military Experience	f) Occupational License								
g) Work Experience									
Staff Information	<p>A non-duplicated count of staff by program area</p>								

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GED Test Summary	
<i>Prepared in Adult Education Program</i>	Students who attended at least 12 hours in the adult education program in the current fiscal year
<i>All Others</i>	Test-takers who registered with the provider but for whom the provider is not considered the prep site (<i>not displayed on the Statewide Program Profile Report</i>)
<i>Taking Entire Test</i>	For the FY 2015 Profile Onward: Students who completed the entire four-part GED® Test in the 13-month period between July 1 of the current fiscal year and July 31 of the next fiscal year
<i>Passed</i>	Students who met the Connecticut passing standard on the 2014 GED® Test - for example: the total test score is at least 600 with a minimum of 150 in each of the four subject area tests (does not include those who passed with honors)
<i>Passed with Honors</i>	Students who pass the GED® Test with a total score of at least 720 <u>and</u> have a minimum 170 for each of the four subject area tests
<i>Failed</i>	Students taking the entire GED® Test who did not achieve the Connecticut passing standard
<i>Incomplete</i>	Students who did not complete all four modules of the GED® Test
Total Diplomas Awarded	
<i>Credit Diploma</i>	The total number of students receiving high school diplomas issued by the local school district for completion of the Adult High School Credit Diploma Program
<i>External Diploma</i>	The total number of students receiving high school diplomas issued by the local school district for completion of the National External Diploma Program
<i>CT GED</i>	The total number of students enrolled with the provider that have a matching CARS student identification number and received a State High School Diploma for having passed the GED® Test

All data in this report, unless otherwise stated, are based on students who attended adult education for at least 12 hours.

PS01 Number of Students and Enrollments by Town of Residence

CA-Computer Associates

School Year: 2020

Hours: ALL

Classes started between: 7/1/2019 and 6/30/2020

TOWNS:	ABE		CDP		CIT		NEDP		ESL		GEDPrep		GEDSp		Life Skills		Totals	
	st	en	st	en	st	en	st	en	st	en	st	en	st	en	st	en	st	en
Bridgeport	1	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	6
East Windsor	2	14	1	2	0	0	1	1	1	2	1	2	0	0	0	0	6	21
Hartford	2	4	1	1	1	1	1	1	1	1	1	1	0	0	0	0	7	9
Manchester	2	18	1	1	1	1	0	0	0	0	2	2	0	0	0	0	6	22
Meriden	1	2	1	1	0	0	1	1	1	2	1	1	0	0	0	0	5	7
Middletown	1	4	1	1	1	1	1	1	1	2	1	2	0	0	0	0	6	11
New Haven	1	6	1	1	1	1	0	0	1	1	1	1	0	0	0	0	5	10
New London	1	6	0	0	0	0	0	0	1	1	1	2	0	0	0	0	3	9
Southington	1	2	0	0	0	0	0	0	1	2	1	1	0	0	0	0	3	5
Stamford	1	4	0	0	0	0	0	0	0	0	1	1	0	0	0	0	2	5
Suffield	1	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	4
Torrington	1	6	0	0	0	0	0	0	1	1	1	1	0	0	0	0	3	8
Waterford	1	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	4
Out of State	2	7	1	1	0	0	1	1	1	1	3	4	0	0	0	0	8	14
TOTAL:	18	87	7	8	4	4	5	5	9	13	14	18	0	0	0	0	57	135

st = students; en = enrollments;

Sorted by Town

Filters: by attend hrs and start date

Data Date: 01/17/2020

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APPENDIX D

PS02

Number of Students and Enrollments by Country of Origin

CA-Computer Associates

School Year: 2020

Hours: ALL

Classes started between: 7/1/2019 and 6/30/2020

Country:	ABE		CDP		CIT		NEDP		ESL		GEDPrep		GEDSp		Life Skills		Totals	
	st	en	st	en	st	en	st	en	st	en	st	en	st	en	st	en	st	en
Afghanistan	2	5	1	1	0	0	1	1	1	1	1	1	0	0	0	0	6	9
Albania	1	2	0	0	0	0	0	0	1	2	1	1	0	0	0	0	3	5
Antarctica	1	10	1	2	0	0	1	1	1	2	1	2	0	0	0	0	5	17
Bolivia	1	1	0	0	0	0	0	0	1	1	1	1	0	0	0	0	3	3
Dominican Republic	1	6	0	0	0	0	0	0	1	1	1	2	0	0	0	0	3	9
Iran (Islamic Republic Of)	1	6	0	0	0	0	0	0	1	1	1	1	0	0	0	0	3	8
Iraq	1	4	1	1	1	1	1	1	1	2	1	2	0	0	0	0	6	11
Jamaica	1	3	1	1	1	1	1	1	0	0	0	0	0	0	0	0	4	6
Puerto Rico	1	4	0	0	0	0	0	0	0	0	1	1	0	0	0	0	2	5
Spain	1	10	1	1	1	1	0	0	0	0	1	1	0	0	0	0	4	13
United States	6	28	2	2	1	1	1	1	2	3	4	5	0	0	0	0	16	40
Zaire	1	8	0	0	0	0	0	0	0	0	1	1	0	0	0	0	2	9
TOTAL:	18	87	7	8	4	4	5	5	9	13	14	18	0	0	0	0	57	135

st = students; en = enrollments;

Sorted by Country

Filters: by attend hrs and start date

Data Date: 01/17/2020

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PS03	Provider Applicant Summary - Under 12	School Year: 2020
Program Type: ALL	CA-Computer Associates	Hours: ALL

Program Level Count By Ethnicity and Gender

	American Ind/Alaskan Female	American Ind/Alaskan Male	Asian Female	Asian Male	Black/Afr American Female	Black/Afr American Male	Hispanic Female	Hispanic Male	Hawaii/Pacific Islander Female	Hawaii/Pacific Islander Male	Two/More Races Female	Two/More Races Male	Total Male	Total Female
Beginner	0	0	0	0	0	0	0	0	1	0	0	0	0	2
Intermediate	0	0	0	0	0	0	1	0	0	0	0	0	0	2
Advanced	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Multiple Level	0	0	0	0	0	0	1	0	0	0	0	0	0	2
Survival	0	0	0	0	0	0	0	0	1	0	0	0	0	2
TOTAL	0	0	0	0	0	0	2	0	2	0	0	0	0	8

Age Group Count by Ethnicity and Gender

	American Ind/Alaskan Female	American Ind/Alaskan Male	Asian Female	Asian Male	Black/Afr American Female	Black/Afr American Male	Hispanic Female	Hispanic Male	Hawaii/Pacific Islander Female	Hawaii/Pacific Islander Male	Two/More Races Female	Two/More Races Male	Total Male	Total Female
16 - 18	0	0	0	0	0	0	0	0	0	0	0	0	0	0
19 - 21	0	0	0	0	0	0	0	0	0	0	0	0	0	0
22 - 24	0	0	0	0	0	0	1	0	0	0	0	0	0	1
25 - 44	0	0	0	0	0	0	1	0	0	0	0	0	0	5
45 - 59	0	0	0	0	0	0	0	0	2	0	0	0	0	2
60+	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	2	0	2	0	0	0	0	8

Program Level Count By Age Group and Gender

Program Level	16-18 Female	16-18 Male	19-21 Female	19-21 Male	22-24 Female	22-24 Male	25-44 Female	25-44 Male	45-59 Female	45-59 Male	60 Plus Female	60 Plus Male	Under 16 Female	Under 16 Male	Total Male	Total Female
Beginner	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	2
Intermediate	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	2
Advanced	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Multiple Level	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	2
Transition	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	1	0	4	0	1	0	0	0	0	0	0	6

PS03	Provider Applicant Summary - 12 or More	School Year: 2020
Program Type: ALL	CA-Computer Associates	Hours: ALL

Program Level Count By Ethnicity and Gender

	American Ind/Alaskan Female	American Ind/Alaskan Male	Asian Female	Asian Male	Black/Afr American Female	Black/Afr American Male	Hispanic Female	Hispanic Male	Hawaiiin/Pacific Islander Female	Hawaiiin/Pacific Islander Male	Two/More Races Female	Two/More Races Male	Total Male	Total Female
Beginner	0	0	2	1	1	1	4	0	0	0	1	0	2	10
Intermediate	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Advanced	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Multiple Level	0	0	2	2	1	2	4	0	1	0	1	0	4	11
Survival	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	4	3	2	3	8	0	1	0	2	0	6	21

Age Group Count by Ethnicity and Gender

	American Ind/Alaskan Female	American Ind/Alaskan Male	Asian Female	Asian Male	Black/Afr American Female	Black/Afr American Male	Hispanic Female	Hispanic Male	Hawaiiin/Pacific Islander Female	Hawaiiin/Pacific Islander Male	Two/More Races Female	Two/More Races Male	Total Male	Total Female
16 - 18	0	0	0	0	0	0	0	0	0	0	0	0	0	0
19 - 21	0	0	0	0	0	0	0	0	0	0	0	0	0	0
22 - 24	0	0	0	0	0	0	2	0	0	0	0	0	0	2
25 - 44	0	0	2	1	0	1	4	0	0	0	0	0	2	10
45 - 59	0	0	2	0	2	0	2	0	1	0	2	0	0	9
60+	0	0	0	2	0	2	0	0	0	0	0	0	4	0
TOTAL	0	0	4	3	2	3	8	0	1	0	2	0	6	21

Program Level Count By Age Group and Gender

Program Level	16-18 Female	16-18 Male	19-21 Female	19-21 Male	22-24 Female	22-24 Male	25-44 Female	25-44 Male	45-59 Female	45-59 Male	60 Plus Female	60 Plus Male	Under 16 Female	Under 16 Male	Total Male	Total Female
Beginner	0	0	0	0	1	0	5	0	4	0	0	2	0	0	2	10
Intermediate	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Advanced	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Multiple Level	0	0	0	0	1	0	5	2	5	0	0	2	0	0	4	11
Transition	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	2	0	10	2	9	0	0	4	0	0	6	21

APPENDIX F

SD03	Student Profile Report
CA-Computer Associates	School Year: 2020

Mancini, Sabrina X

25 Industrial Park Rd	Student ID: MaSa0800n	Other ID:
Manchester	Appl Date: 09/10/2014	Birth Date: 08/23/1979
CT 06042	Phone: (203)999-9999	Total Hours: 1

Enrollment Summary

Section Code	Course Program	Course Level	Course Length	Course Method	CDP Subj	CDP Type	Start Date	End Date	Instr Hrs
GED Prep Attendance	ABE	Beginner	Interim	Combination			04/03/2020	05/31/2020	75
Computer Data Summer	GEDPREP	Intermediate	Full Year	Combination			07/01/2019	06/30/2020	60
ABE Math Fall PM	ABE	Multiple Level	Semester	Combination			07/01/2019	12/30/2019	70
GEDBeginner	ABE	Beginner	Full Year	Combination			07/01/2019	06/30/2020	70

Testing Summary**GED Practice Tests**

SubSection	Score	Test Date	Category
MATH-REASONING	420	12/11/2019	Sub Test

CDP Credit Summary

Type	AE	Tran
Total:		

Assessments

Date	Section Code	Form
09/11/2019	ABE Math : ABE Math Fall PM	18M - 218
09/11/2019	GED 1 : GED Prep Attendance	01R - 165

Appraisals

Date	Form
09/11/2019	900M - 219

Achievements

EDP Sub Tasks - only for EDP students

Continuing Diagnostics	Candidate Status	Completed Edp Task A	Completed Edp Task B	Completed Edp Task C	Completed Edp Task D	Completed Edp Task E	Post Task Assessment	Individual Assessment
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Pre-Employment Work Maturity Skills

Approp. Appear.	Being Punct.	Comp. Tasks	Fill Out Applic.	Interpers. Relations	Interview	Career Decision	Positive Attitude	Prepare Resume	Regular Attend.	Labor Market Info	Write Cover Letter
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Characteristics at Entry

Reason Enrolled:	Entry Status:
Improve Basic Skills	Employed Low Levels of Literacy

Data Date: 01/17/2020

1

Printed Date:

01/17/2020

APPENDIX G

Adult High School Credit Diploma Transcript

01/17/2020

CA-Computer Associates
 25 Industrial Park Road Near Smith Street
 Branford CT 06040

Name: Boop, Betty B

AE Student ID: BoBe08005

Address: 123 Noname Lane
 New Haven CT 06511
 203 - 859 - 5016

SSN (last 4): 1111
 Birth Date: 08/08/1960
 Gender: Female

Year	Course Name	Grade	Credits	Source	Credit Summary		
English (Min. Required 4 Credits)					Type	AE	Transfer
12	ABE 101	A	3.00	Smith High School	English	0.00	3.00
Electives (Min. Required 7 Credits)					Electives	0.00	12.00
2013	All Transfer Credits	PASS	12.00	Manchester High School	Total	0.00	15.00
Grand Total						15.00	

 Print Name Title

 Signature Date

All Graduation Requirement met? Yes No

Earned Diploma? Yes No

Graduation or Exit Date	
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SD02

Adult High School Course History

01/17/2020

CA-Computer Associates
 25 Industrial Park Road Near Smith Street
 Branford, CT 06040

Boop, Betty B 123 Noname Lane New Haven, CT 06511 2038595016	Student ID:	BoBe08005
	Other ID:	12386514
	Birth Date:	08/08/1960
	Gender:	Female

CDP Credit Summary

English (Min.Required 4 Credits)						Type	AE	Tran
Year	Course Name	Grade	Credit	Status	Source			
12	ABE 101	A	3		Smith High School	English	0.00	3.00
						Electives	0.00	12.00
Math (Min. Required 3 Credits)						Total	0.00	15.00
Year	Course Name	Grade	Credit	Status	Source	Grand Total		15.00
2019	Algebra 1				CA-Computer Associates			
Electives (Min. Required 7 Credits)								
Year	Course Name	Grade	Credit	Status	Source			
2013	All Transfer Credits	PASS	12		Manchester High School			
2020	AVHS ART				CA-Computer Associates			

Reviewed By

Date	

Approved By

Date	

SS01

NEDP Tasks/Competencies Accomplished Report

School Year: 2020

Student Name - Student ID	Continuing Diagnostic	Candidate Status	Completed Health Literacy (incl. PTA)	Completed Cultural Literacy (incl. PTA)	Completed Civic Literacy Comm Participation (incl. PTA)	Completed Consumer Awareness & Financial Lit (incl. PTA)	Completed 21st Century WorkPlace (incl. PTA)	Completed Geography and History (incl. PTA)	Completed Science (incl. PTA)	Individual Assessment	Portfolio Review	Has NEDP Diploma
TOTAL:												

APPENDIX J

School Year: 2020

Monthly Attendance Report

CA-Computer Associates

Course Code: ABE 1234 **Instructor:** Brihaspathi, Sally
Course Title: ABE Multi Level **Course Section Length:** Semester
Course Section Code: CREC GED **Course Section Start Date:** 9/12/2019
Program Area: ABE **Course Section End Date:** 1/30/2020

Student Name	Student ID	Enrolled Date	Total Hrs	Other Hrs	Sep, 2019	Oct, 2019	Nov, 2019	Dec, 2019	Jan, 2020
Abrovitz, Karen'a	AbKa01002	09/15/2019	42.00	0.00	4.00	38.00	0.00	0.00	0.00
Acevedo, Karen	AcKa03002	10/15/2019	40.00	0.00	2.00	38.00	0.00	0.00	0.00
Adama, karen	Adka01001	10/15/2019	48.00	0.00	10.00	38.00	0.00	0.00	0.00
Boop, Betty	BoBe08005	10/09/2019	40.00	0.00	2.00	38.00	0.00	0.00	0.00
Bug, June	BuJu01001	09/25/2019	40.00	0.00	2.00	38.00	0.00	0.00	0.00
BUG, ZIPCODE	BUZI02001	09/25/2019	40.00	0.00	2.00	38.00	0.00	0.00	0.00
Daddario, karen	Daka01007	10/15/2019	40.00	0.00	2.00	38.00	0.00	0.00	0.00
Johnson, Kara	JoKa10001	09/15/2019	40.00	0.00	2.00	38.00	0.00	0.00	0.00
Jones, James	JoJa09001	10/15/2019	40.00	0.00	2.00	38.00	0.00	0.00	0.00
Jones-Buchanan, Karen	JoKa02002	10/15/2019	40.00	0.00	2.00	38.00	0.00	0.00	0.00
Joyal, Karen	JoKa09005	10/15/2019	40.00	0.00	2.00	38.00	0.00	0.00	0.00
Mancini, Sabrina	MaSa0800m	09/25/2019	40.00	0.00	2.00	38.00	0.00	0.00	0.00
Mars, Bruno	MaBr0200a	09/05/2019	40.00	0.00	2.00	38.00	0.00	0.00	0.00
	RoSa0200f	09/15/2019	40.00	0.00	2.00	38.00	0.00	0.00	0.00
Sadeghi, Ashragh	SaAs06001	10/15/2019	40.00	0.00	2.00	38.00	0.00	0.00	0.00

CD03

GED Practice Tests

CA-Computer Associates

School Year:2020

NAME	ID	Math Date	Math Score	La/R Date	La/R Score	La/W Date	La/W Score	SS Date	SS Score	SC Date	SC Score	Lit Date	Lit Score
Abrovitz, Karen'a F	AbKa01002	1/6/2009	440										
Bug, June	BuJu01001	2/18/2002	237	2/18/2002	237					2/18/2002	239		
Daddario, karen	Daka01007	11/5/2007	100	11/5/2007	100	11/5/2007	100	11/5/2007	100	11/5/2007	100		
Jones, James	JoJa09001	5/12/2003	500			5/12/2003	4						
Mancini, Sabrina	MaSa0800m												
Mancini, Sabrina X	MaSa0800n												
Smith, Karen E	JoKa09004									3/24/2015	140		

Sorted by Last Name, First

Filters:

Data Date: 01/17/2020

1

Printed Date: 01/17/2020

Course Section Performance Report

CS02

CA-Computer Associates

School Year: 2020

ABE

Course Code	Section Code	Level Name	Start Date	End Date	# Enr / # Max	Instr Hrs	Pre Post Hrs	Stud Reten %	%Avail Instr Used	%with MP	% Make 4 Gains	% Comp Level	% with Achieve
ABE 1234	CREC GED	5MULTILEVEL	09/12/2019	01/30/2020	15 / 100	2	0	0.00	0.00	0.00	0.00	0.00	0.00
GED 1	GED Prep Attendance	2BEGINNER	04/03/2020	05/31/2020	10 / 15	75	0	0.00	0.00	0.00	0.00	0.00	0.00
GED 1	GED Prep Attendance	2BEGINNER	04/03/2020	05/31/2020	3 / 15	75	0	0.00	0.00	0.00	0.00	0.00	0.00

ESL

Course Code	Section Code	Level Name	Start Date	End Date	# Enr / # Max	Instr Hrs	Pre Post Hrs	Stud Reten %	%Avail Instr Used	%with MP	% Make 4 Gains	% Comp Level	% with Achieve
ESL	ESL Beginner Fall AM	1SURVIVAL	09/09/2019	12/20/2019	4 / 10	70	0	0.00	0.00	0.00	0.00	0.00	0.00
ESL Beginner	ESL Test Course	2BEGINNER	07/10/2019	12/25/2019	9 / 23	56	0	0.00	0.00	0.00	0.00	0.00	0.00

Sorted by Program, Course Code and Section Code

Filters: by program type, start date

Data Date: 01/17/2020

Printed Date:

01/17/2020

CS04

Assessment Course Section Summary

CA-Computer Associates

School Year: 2020

ABE

M = MATH

R = READ

L = LISTEN

W = WRITE

Course Code	Section Code	# Enroll	M = MATH						R = READ				L = LISTEN				W = WRITE			
			% Pre	Mean Pre	% MP	%4pt Gain	% Pre	Mean Pre	% MP	%4pt Gain	% Pre	Mean Pre	% MP	%4pt Gain	% Pre	Mean Pre	% MP	%4pt Gain		
ABE 1234	CREC GED	15	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
ABE Math	ABE Math Fall PM	1	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
ABE Math	ABE Math Fall PM	2	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
ABE Math	ABE Math Fall PM	3	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
ABE Math	ABE Math Fall PM	4	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
ABE Math	ABE Math Fall PM	9	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
ABE Math	ABE Math Fall PM	11	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
ABE Math	ABE Math Fall PM	12	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
GED 1	GED Prep Attendance	3	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
GED 1	GED Prep Attendance	10	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
GED 1	GEDBeginner	11	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	

CDP

M = MATH

R = READ

L = LISTEN

W = WRITE

Course Code	Section Code	# Enroll	M = MATH						R = READ				L = LISTEN				W = WRITE			
			% Pre	Mean Pre	% MP	%4pt Gain	% Pre	Mean Pre	% MP	%4pt Gain	% Pre	Mean Pre	% MP	%4pt Gain	% Pre	Mean Pre	% MP	%4pt Gain		
AVHS	AVHS-ART-01	0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
AVHS	AVHS-ART-01	6	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	

AVHS	CDP course section	1	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
CDP - Distance Learning	CDP DISTANCE LEARN TEST	1	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

CIT M = MATH R = READ L = LISTEN W = WRITE

Course Code	Section Code	# Enroll	M		M		R		R		L		L		W		W	
			% Pre	Mean Pre	% MP	%4pt Gain	% Pre	Mean Pre	% MP	%4pt Gain	% Pre	Mean Pre	% MP	%4pt Gain	% Pre	Mean Pre	% MP	%4pt Gain
CIT 02	CIT Test	2	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
spanish course	Cit	2	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

EDP M = MATH R = READ L = LISTEN W = WRITE

Course Code	Section Code	# Enroll	M		M		R		R		L		L		W		W	
			% Pre	Mean Pre	% MP	%4pt Gain	% Pre	Mean Pre	% MP	%4pt Gain	% Pre	Mean Pre	% MP	%4pt Gain	% Pre	Mean Pre	% MP	%4pt Gain
nedp	NEDP	5	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

ESL M = MATH R = READ L = LISTEN W = WRITE

Course Code	Section Code	# Enroll	M		M		R		R		L		L		W		W	
			% Pre	Mean Pre	% MP	%4pt Gain	% Pre	Mean Pre	% MP	%4pt Gain	% Pre	Mean Pre	% MP	%4pt Gain	% Pre	Mean Pre	% MP	%4pt Gain
000	1111test	0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
000	werwerwrw	0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
ESL	ESL Beginner Fall AM	4	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
ESL Beginner	ESL Test Course	9	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

GEDPREP M = MATH R = READ L = LISTEN W = WRITE

Course Code	Section Code	# Enroll	M		M		R		R		L		L		W		W	
			% Pre	Mean Pre	% MP	%4pt Gain	% Pre	Mean Pre	% MP	%4pt Gain	% Pre	Mean Pre	% MP	%4pt Gain	% Pre	Mean Pre	% MP	%4pt Gain
0012	Computer Data Summer	3	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

0012	GED PREP ESL Beginner Fall	7	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
10-11 0001-GED INTENSIVE MATH	AM 2222 test	0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
GED Spring 2010	GED Spring 2010 - AM Class	9	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Sorted by Course Code and Section Code

Filters: by Program Type

Data Date: 01/17/2020

1

Printed Date:

01/17/2020

APPENDIX N

CS01	Course Section Catalog	School Year: 2020
CA-Computer Associates		

ABE

Course Code	Section Code	Level Name	# Enr / # Max	Instr Hrs	Building Name	Room Number	Instructor
ABE 1234	CREC GED	Multiple Level	15 / 100	2	Brownie Adult Education	3	Sally Brihaspathi
ABE Math	ABE Math Fall PM	Multiple Level	11 / 15	70	The White House	1	David Greene
ABE Math	ABE Math Fall PM	Multiple Level	2 / 15	70	The White House	1	David Greene
ABE Math	ABE Math Fall PM	Multiple Level	4 / 15	70	The White House	1	David Greene
ABE Math	ABE Math Fall PM	Multiple Level	12 / 15	70	The White House	1	David Greene
ABE Math	ABE Math Fall PM	Multiple Level	3 / 15	70	The White House	1	David Greene
ABE Math	ABE Math Fall PM	Multiple Level	4 / 15	70	The White House	1	David Greene
ABE Math	ABE Math Fall PM	Multiple Level	1 / 15	70	The White House	1	David Greene
ABE Math	ABE Math Fall PM	Multiple Level	2 / 15	70	The White House	1	David Greene
ABE Math	ABE Math Fall PM	Multiple Level	9 / 15	70	The White House	1	David Greene
GED 1	GED Prep Attendance	Beginner	3 / 15	75	Brownie Adult Education	101	Gail Brooks-Lemkin (CSDE)
GED 1	GED Prep Attendance	Beginner	10 / 15	75	Brownie Adult Education	101	Gail Brooks-Lemkin (CSDE)
GED 1	GEDBeginner	Beginner	11 / 15	70	WOMEN FAMILY CENTER	45	Jack Kevorkian

Course Section start dates between: 07/01/2019 and 06/30/2020	Filters: By program type, start dates, building name and instructor
Data Date: 01/17/2020	Page 1 of 3 Printed Date: 01/17/2020

APPENDIX N (cont'd)

CDP

Course Code	Section Code	Level Name	# Enr / # Max	Instr Hrs	Building Name	Room Number	Instructor
AVHS	AVHS-ART-01	Multiple Level	0 / 50	60	State Department of Education	5	New Staff
AVHS	AVHS-ART-01	Multiple Level	0 / 50	60	State Department of Education	5	New Staff
AVHS	AVHS-ART-01	Multiple Level	6 / 50	60	State Department of Education	5	New Staff
AVHS	CDP course section	Multiple Level	1 / 3	10	CA	1212	Lori Ashner
CDP - Distance Learning	CDP DISTANCE LEARN TEST	Survival	1 / 8	60	WOMEN FAMILY CENTER	2	Lori Ashner

CIT

Course Code	Section Code	Level Name	# Enr / # Max	Instr Hrs	Building Name	Room Number	Instructor
CIT 02	CIT Test	Multiple Level	2 / 3	20	CA	1212	Lori Ashner
spanish course	Cit	Intermediate	2 / 50	60	WOMEN FAMILY CENTER	2	Sunny Disposition

EDP

Course Code	Section Code	Level Name	# Enr / # Max	Instr Hrs	Building Name	Room Number	Instructor
nedp	NEDP	Intermediate	5 / 12	60	Com1234	#12	Lori Ashner

ESL

Course Code	Section Code	Level Name	# Enr / # Max	Instr Hrs	Building Name	Room Number	Instructor
000	1111test	Beginner	0 / 12	1	WOMEN FAMILY CENTER	45	Lori Ashner
000	werwerwrw	Beginner	0 / 12	1	WOMEN FAMILY CENTER	45	Lori Ashner
ESL	ESL Beginner Fall AM	Survival	4 / 10	70	Hartford Adult	105	John Green
ESL Beginner	ESL Test Course	Beginner	9 / 23	56	Branford High School	120E	Sally Brihaspathi

Course Section start dates between: 07/01/2019 and 06/30/2020 Filters: By program type, start dates, building name and instructor
 Data Date: 01/17/2020 Page 2 of 3 Printed Date: 01/17/2020

APPENDIX N (cont'd)

GEDPREP

Course Code	Section Code	Level Name	# Enr / # Max	Instr Hrs	Building Name	Room Number	Instructor
0012	Computer Data Summer	Intermediate	3 / 3	60	computerdata	2	Lori Ashner
0012	GED PREP ESL Beginner Fall AM	Intermediate	7 / 10	70	computerdata	2	Karen Boluch
10-11 0001-GED INTENSIVE MATH	2222 test	Intermediate	0 / 12	12	computerdata	2	Lori Ashner
GED Spring 2010	GED Spring 2010 - AM Class	Multiple Level	9 / 12	70	Com1234	#12	Lori Ashner

CD01	Enrollment Profile Report
CA-Computer Associates	School Year: 2020

Course Title:	GED Prep	Course Code:	GED 1	Family Lit	
Section Code:	GEDBeginner	Program:	ABE- Adult Basic Ed.	School Career	
Instructor:	Jack Kevorkian	Level:	Beginner	Homeless	
Dates:	07/01/2019 - 06/30/2020	Method:	Combination	Work Lit	
CDP Type:		Length:	Full Year	Technology	
CDP Subject:		Description:			

Total: 11

Abrovitz, Karen'a F				
444 Smithtown Road	Student ID:	AbKa0100Z	Other ID:	12345
Manchester	Appl Date:	10/15/2019	Total Hours:	0.00
CT 06040	Phone:	1212121212	Birth Date:	01/01/1995

Reason Enrolled:	Entry Status:
Earn a HS Diploma	Community / Alternative Corrections
Increased Involvement in Children's Education	Correctional Facility
	Foster Care Youth
	Immigrant
	Low Levels of Literacy
	Single Parent
	Unemployed - Not Seeking Emp. / Retired

Appraisals

Assessments

Matched Pairs

Date	Form	Date	Form	Section Code	Pre test	Post test	Gain
09/29/2019	080L - 196	09/09/2019	028R - 134	CIT 02 : CIT Test			
09/22/2019	980L - 193	09/09/2019	982L - 169	CIT 02 : CIT Test			
06/09/2019	900M - 206	09/12/2019	081RX - 163	CIT 02 : CIT Test			
12/17/2016	080M - 260	09/13/2019	917M - 219	GED 1 : GED Prep			
02/19/2010	010R - 205			Attendance			
09/10/2009	130R - 247						

04/23/2009	230M - 224
04/23/2009	230R - 254

Acevedo, Karen

1282 East Street, Apt. 104	Student ID:	ACKa03002	Other ID:	038623619
Stamford	Appl Date:	10/15/2019	Total Hours:	0.00
CT 06907	Phone:	8605057225	Birth Date:	03/05/1981

Reason Enrolled:	Entry Status:
Enter Employment	Employed
	English Language Learner
	Low Levels of Literacy

Appraisals		Assessments			Matched Pairs		
Date	Form	Date	Form	Section Code	Pre test	Post test	Gain

Adama, karen E

777 Griffen Road	Student ID:	Adka01001	Other ID:	
Suffield	Appl Date:	10/15/2019	Total Hours:	0.00
CT 06093	Phone:	2035245875	Birth Date:	01/01/1944

Reason Enrolled:	Entry Status:
Enter Employment	Employed
	Low Levels of Literacy

Appraisals		Assessments			Matched Pairs		
Date	Form	Date	Form	Section Code	Pre test	Post test	Gain
01/07/2008	020L - 209						
08/11/2005	220M - 189						

Boop, Betty B

123 Noname Lane	Student ID:	BoBe08005	Other ID:	12386514
New Haven	Appl Date:	10/15/2019	Total Hours:	0.00
CT 06511	Phone:	2038595016	Birth Date:	08/08/1960

Reason Enrolled:	Entry Status:
Earn a HS Diploma	Low Levels of Literacy Unemployed - Not Seeking Emp. / Retired

Appraisals		Assessments			Matched Pairs		
Date	Form	Date	Form	Section Code	Pre test	Post test	Gain
10/15/2019	080L - 193	09/09/2019	981L - 173	ESL Beginner : ESL Test Course			
10/15/2019	080R - 189	10/15/2019	917M - 228	ABE Math : ABE Math Fall PM			
10/15/2019	900M - 237						
09/10/2014	080M - 230						

Daddario, karen

60 Bridge street	Student ID:	Daka01007	Other ID:	
East Windsor	Appl Date:	09/11/2019	Total Hours:	0.00
CT 06088	Phone:	3212312312	Birth Date:	01/01/1977

Reason Enrolled:	Entry Status:
Retain Employment	Low Levels of Literacy Unemployed - Not Seeking Emp. / Retired

Appraisals		Assessments			Matched Pairs		
Date	Form	Date	Form	Section Code	Pre test	Post test	Gain
09/12/2012	050R - 198						
08/28/2009	130M - 250						
04/08/2008	010L - 179						
04/08/2008	230M - 182						

Johnson, Kara E

18 Wheeler Avenue	Student ID:	JoKa10001	Other ID:	228343039
Springfield	Appl Date:	10/15/2019	Total Hours:	0.00
MA 01118	Phone:	8607512461	Birth Date:	10/27/1990

Reason Enrolled:	Entry Status:
Earn a HS Diploma	Child(ren) 06 to 10 years Child(ren) 11 to 18 years Community / Alternative Corrections

Correctional Facility
Employed
Immigrant
Low Levels of Literacy

Appraisals

Assessments

Matched Pairs

Date	Form	Date	Form	Section Code	Pre test	Post test	Gain
09/11/2019	900R - 200						
08/05/2019	900M - 200						

Jones, James

151 Middletown St.	Student ID:	JoJa09001	Other ID:	1
Waterford	Appl Date:	10/15/2019	Total Hours:	0.00
CT 06386	Phone:	2038765431	Birth Date:	09/09/1945

Reason Enrolled:	Entry Status:
Improve Basic Skills	Displaced Homemaker Employed Foster Care Youth Low Levels of Literacy

Appraisals

Assessments

Matched Pairs

Date	Form	Date	Form	Section Code	Pre test	Post test	Gain
01/07/2009	020L - 214	10/15/2019	913M - 182	ABE Math : ABE Math Fall PM			
07/29/2005	130M - 196						
10/31/2003	050R - 219						

Jones-Buchanan, Karen M

465 Evers St.	Student ID:	JoKa02002	Other ID:	
Bridgeport	Appl Date:	09/11/2019	Total Hours:	0.00
CT 06610	Phone:	2033714052	Birth Date:	02/28/1963

Reason Enrolled:	Entry Status:
Court Order	Low Levels of Literacy Unemployed - Seeking Employment

Appraisals

Assessments

Matched Pairs

Date	Form	Date	Form	Section Code	Pre test	Post test	Gain
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Joyal, Karen E

175 Cossaduck Hill	Student ID:	JoKa09005	Other ID:	
East Windsor	Appl Date:	09/11/2019	Total Hours:	0.00
CT 06088	Phone:	8609855555	Birth Date:	09/07/1970

Reason Enrolled:	Entry Status:
Increased Involvement in Children's Education Increased Involvement in Children's Lit Activity Use Community Services	Low Levels of Literacy Unemployed - Seeking Employment

Appraisals		Assessments			Matched Pairs		
Date	Form	Date	Form	Section Code	Pre test	Post test	Gain
10/01/2019	080L - 191	10/15/2019	913M - 178	ABE 1234 : CREC GED			
09/02/2015	020L - 209	10/15/2019	914M - 179	ABE 1234 : CREC GED			

Mancini, Sabrina X

25 Industrial Park Rd	Student ID:	MaSa0800n	Other ID:	
Manchester	Appl Date:	09/11/2019	Total Hours:	0.00
CT 06042	Phone:	2039999999	Birth Date:	08/23/1979

Reason Enrolled:	Entry Status:
Improve Basic Skills	Employed Low Levels of Literacy

Appraisals		Assessments			Matched Pairs		
Date	Form	Date	Form	Section Code	Pre test	Post test	Gain
09/11/2019	900M - 219	09/11/2019	901R - 165	GED 1 : GED Prep Attendance			
		09/11/2019	918M - 218	ABE Math : ABE Math Fall PM			

Sadeghi, Ashragh

100 Lois St	Student ID:	SaAS06001	Other ID:	
Torrington	Appl Date:	09/11/2019	Total Hours:	0.00

CT 06790	Phone:	8604825925	Birth Date:	06/23/1961
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Reason Enrolled:	Entry Status:
Improve Basic Skills	Employed Low Levels of Literacy

Appraisals		Assessments			Matched Pairs		
Date	Form	Date	Form	Section Code	Pre test	Post test	Gain
09/11/2019	900M - 237						

Sorted by Last Name, First Name	Filters: By Course Section
Data Date: 01/17/2020	Printed Date: 01/17/2020

1

Class Roster Report

Total Students: 12

Course Code: ABE Math	Instructor: Greene David
Course Title: ABE Math	Course Section Length: Semester
Course Section Code: ABE Math Fall PM	Course Section Start Date: 01-Jul-2019
Program Area: ABE- Adult Basic Ed.	Course Section End Date: 30-Dec-2019
Course Level: Multiple Level	

Student Name Address 1,2,3 City, State, Zip code Cell Phone # Home Phone #	Student ID Tops ID Other ID	Date of Birth	Enrolled Date	Show
Abrovitz, Karen'a 444 Smithtown Road Manchester,CT 06040 C: 8606666666 H: 1212121212	AbKa01002 090120202	01/01/1995	09/15/2019	Yes
Acevedo, Karen 1282 East Street, Apt. 104 Stamford,CT 06907 H: 8605057225	AcKa03002 132540030 5904	03/05/1981	10/15/2019	Yes
Adama, karen 777 Griffen Road Suffield,CT 06093 C: 2032434345 H: 2035245875	Adka01001 090100001 5444	01/01/1944	10/15/2019	Yes
Boop, Betty 123 Noname Lane New Haven,CT 06511 H: 2038595016	BoBe08005 142530071 1111	08/08/1960	10/15/2019	Yes
Johnson, Kara 18 Wheeler Avenue Springfield,MA 01118 C: 8607512461 H: 8607512461	JoKa10001 172840081 7563	10/27/1990	10/15/2019	Yes
Jones, James 151 Middletown St. Waterford,CT 06386 H: 2038765431	JoJa09001 090090146 5462	09/09/1945	10/15/2019	Yes
Jones-Buchanan, Karen 465 Evers St. Bridgeport,CT 06610 H: 2033714052	JoKa02002 150830021 0618	02/28/1963	10/15/2019	Yes

APPENDIX P (cont'd)

Student Name Address 1,2,3 City, State, Zip code Cell Phone # Home Phone #	Student ID Tops ID Other ID	Date of Birth	Enrolled Date	Show
Joyal, Karen 175 Cossaduck Hill East Windsor,CT 06088 H: 8609855555	JoKa09005 152590075 1111	09/07/1970	10/15/2019	Yes
Mancini, Sabrina 25 Industrial Park Rd Manchester,CT 06042 H: 2039999999	MaSa0800n 142530066 3333	08/23/1979	10/15/2019	Yes
Mancini, Sabrina 25 Industrial Park Rd Middletown,CT 06457 H: 2039999999	MaSa0800m 142530064	08/31/1985	09/11/2019	Yes
Rodriguez, Sabrina 49 Berkley Street New London,CT 06320 H: 8604373783	RoSa0200f 132540029	02/15/1984	10/15/2019	Yes
Sadeghi, Ashragh 100 Lois St Torrington,CT 06790 H: 8604825925	SaAs06001 192540050 6396	06/23/1961	10/15/2019	Yes

Student Tests by Course Section

Course Code: ABE 1234

Section Code: CREC GED

Total Students: 15

Abrovitz, Karen'a	CARS ID: AbKa01002	TOPS ID 090120202
City, State: Manchester, CT	Other ID:	Date Of Birth: 01/01/1995

Application Dt.	Appraisal Dt.	Form	Scale
02/09/2006	04/23/2009	020L	235
02/09/2006	09/29/2019	080L	196
02/09/2006	02/19/2010	080R	201
02/09/2006	09/10/2009	130R	247
02/09/2006	04/23/2009	230M	224
02/09/2006	04/23/2009	230R	254
02/09/2006	12/17/2016	080M	260
02/09/2006	06/09/2019	900M	206
02/09/2006	09/22/2019	980L	193

Enrolled Dt Assessment Dt. Form Scale Score Course Code Section Code

Acevedo, Karen	CARS ID: AcKa03002	TOPS ID 132540030
City, State: Stamford, CT	Other ID: 5904	Date Of Birth: 03/05/1981

Application Dt.	Appraisal Dt.	Form	Scale
09/11/2013			

Enrolled Dt Assessment Dt. Form Scale Score Course Code Section Code

Adama, karen	CARS ID: Adka01001	TOPS ID 090100001
City, State: Suffield, CT	Other ID: 5444	Date Of Birth: 01/01/1944

Application Dt.	Appraisal Dt.	Form	Scale
08/11/2005	01/07/2008	020L	209
08/11/2005	08/11/2005	220M	189

Enrolled Dt Assessment Dt. Form Scale Score Course Code Section Code

Boop, Betty	CARS ID: BoBe08005	TOPS ID 142530071
City, State: New Haven, CT	Other ID: 1111	Date Of Birth: 08/08/1960

Application Dt.	Appraisal Dt.	Form	Scale
09/10/2014	10/15/2019	080L	193
09/10/2014	10/15/2019	080R	189
09/10/2014	09/10/2014	080M	230
09/10/2014	10/15/2019	900M	237

Enrolled Dt Assessment Dt. Form Scale Score Course Code Section Code

APPENDIX Q(cont'd)

Bug, June		CARS ID:	BuJu01001	TOPS ID	012920033
City, State:	Meriden, CT	Other ID:	8588	Date Of Birth:	01/01/1973
Application Dt.	Appraisal Dt.	Form	Scale		
10/19/2001	01/12/2009	080L	193		
<i>Enrolled Dt</i>	<i>Assessment Dt.</i>	<i>Form</i>	<i>Scale Score</i>	<i>Course Code</i>	<i>Section Code</i>

BUG, ZIPCODE		CARS ID:	BUZI02001	TOPS ID	090550127
City, State:	Houston, TX	Other ID:		Date Of Birth:	02/02/1991
Application Dt.	Appraisal Dt.	Form	Scale		
02/24/2009					
<i>Enrolled Dt</i>	<i>Assessment Dt.</i>	<i>Form</i>	<i>Scale Score</i>	<i>Course Code</i>	<i>Section Code</i>

Daddario, karen		CARS ID:	Daka01007	TOPS ID	071920015
City, State:	East Windsor, CT	Other ID:	3333	Date Of Birth:	01/01/1977
Application Dt.	Appraisal Dt.	Form	Scale		
07/11/2007	04/08/2008	010L	179		
07/11/2007	09/12/2012	050R	198		
07/11/2007	08/28/2009	130M	250		
07/11/2007	04/08/2008	230M	182		
<i>Enrolled Dt</i>	<i>Assessment Dt.</i>	<i>Form</i>	<i>Scale Score</i>	<i>Course Code</i>	<i>Section Code</i>

Johnson, Kara		CARS ID:	JoKa10001	TOPS ID	172840081
City, State:	Springfield, MA	Other ID:	7563	Date Of Birth:	10/27/1990
Application Dt.	Appraisal Dt.	Form	Scale		
10/11/2017	09/11/2019	900R	200		
10/11/2017	08/05/2019	900M	200		
<i>Enrolled Dt</i>	<i>Assessment Dt.</i>	<i>Form</i>	<i>Scale Score</i>	<i>Course Code</i>	<i>Section Code</i>

Jones, James		CARS ID:	JoJa09001	TOPS ID	090090146
City, State:	Waterford, CT	Other ID:	5462	Date Of Birth:	09/09/1945
Application Dt.	Appraisal Dt.	Form	Scale		
09/26/2001	01/07/2009	020L	214		
09/26/2001	10/31/2003	050R	219		
09/26/2001	07/29/2005	130M	196		
<i>Enrolled Dt</i>	<i>Assessment Dt.</i>	<i>Form</i>	<i>Scale Score</i>	<i>Course Code</i>	<i>Section Code</i>

APPENDIX Q(cont'd)

Jones-Buchanan, Karen **CARS ID:** JoKa02002 **TOPS ID** 150830021
City, State: Bridgeport, CT **Other ID:** 0618 **Date Of Birth:** 02/28/1963

Application Dt.	Appraisal Dt.	Form	Scale
03/24/2015			

Enrolled Dt Assessment Dt. Form Scale Score Course Code Section Code

Joyal, Karen **CARS ID:** JoKa09005 **TOPS ID** 152590075
City, State: East Windsor, CT **Other ID:** 1111 **Date Of Birth:** 09/07/1970

Application Dt.	Appraisal Dt.	Form	Scale
09/16/2015	09/02/2015	020L	209
09/16/2015	10/01/2019	080L	191

Enrolled Dt Assessment Dt. Form Scale Score Course Code Section Code

10/15/2019	10/15/2019	913M	178	ABE 1234	CREC GED
10/15/2019	10/15/2019	914M	179	ABE 1234	CREC GED

Mancini, Sabrina **CARS ID:** MaSa0800m **TOPS ID** 142530064
City, State: Middletown, CT **Other ID:** **Date Of Birth:** 08/31/1985

Application Dt.	Appraisal Dt.	Form	Scale
09/10/2014	09/13/2019	900M	196

Enrolled Dt Assessment Dt. Form Scale Score Course Code Section Code

Mars, Bruno **CARS ID:** MaBr0200a **TOPS ID** 180460011
City, State: Southington, CT **Other ID:** 1111 **Date Of Birth:** 02/16/1976

Application Dt.	Appraisal Dt.	Form	Scale
02/15/2018			

Enrolled Dt Assessment Dt. Form Scale Score Course Code Section Code

Rodriguez, Sabrina **CARS ID:** RoSa0200f **TOPS ID** 132540029
City, State: New London, CT **Other ID:** **Date Of Birth:** 02/15/1984

Application Dt.	Appraisal Dt.	Form	Scale
09/11/2013	09/11/2019	900M	216

Enrolled Dt Assessment Dt. Form Scale Score Course Code Section Code

Sadeghi, Ashragh **CARS ID:** SaAs06001 **TOPS ID** 192540050
City, State: Torrington, CT **Other ID:** 6396 **Date Of Birth:** 06/23/1961

Application Dt.	Appraisal Dt.	Form	Scale
09/11/2019	09/11/2019	900M	237

Enrolled Dt Assessment Dt. Form Scale Score Course Code Section Code

Student Tests by Program Area

CA-Computer Associates

Program Code: ABE**School Year:** 2020**Total Students:** 18**Abrovitz, Karen'a****CARS ID: AbKa01002****TOPS ID: 090120202**

Application Dt.	Appraisal Dt.	Form	Scale
02/09/2006	04/23/2009	020L	235
02/09/2006	09/29/2019	080L	196
02/09/2006	02/19/2010	080R	201
02/09/2006	09/10/2009	130R	247
02/09/2006	04/23/2009	230M	224
02/09/2006	04/23/2009	230R	254
02/09/2006	12/17/2016	080M	260
02/09/2006	06/09/2019	900M	206
02/09/2006	09/22/2019	980L	193

Enrolled Dt.	Assessment Dt.	Form	Scale	Course Code	Section Code
09/13/2019	09/13/2019	917M	219	GED 1	GED Prep Attendance

Acevedo, Karen**CARS ID: AcKa03002****TOPS ID: 132540030**

Application Dt.	Appraisal Dt.	Form	Scale		
Enrolled Dt.	Assessment Dt.	Form	Scale	Course Code	Section Code

Adama, karen**CARS ID: Adka01001****TOPS ID: 090100001**

Application Dt.	Appraisal Dt.	Form	Scale
08/11/2005	01/07/2008	020L	209
08/11/2005	08/11/2005	220M	189

Enrolled Dt.	Assessment Dt.	Form	Scale	Course Code	Section Code
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Boop, Betty**CARS ID: BoBe08005****TOPS ID: 142530071**

Application Dt.	Appraisal Dt.	Form	Scale
09/10/2014	10/15/2019	080L	193
09/10/2014	10/15/2019	080R	189
09/10/2014	09/10/2014	080M	230
09/10/2014	10/15/2019	900M	237

Enrolled Dt.	Assessment Dt.	Form	Scale	Course Code	Section Code
10/15/2019	10/15/2019	917M	228	ABE Math	ABE Math Fall PM

Bug, June**CARS ID: BuJu01001****TOPS ID: 012920033**

Application Dt.	Appraisal Dt.	Form	Scale
10/19/2001	01/12/2009	080L	193

Enrolled Dt.	Assessment Dt.	Form	Scale	Course Code	Section Code
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BUG, ZIPCODE**CARS ID: BUZI02001****TOPS ID: 090550127**

Application Dt.	Appraisal Dt.	Form	Scale
02/24/2009			

Enrolled Dt.	Assessment Dt.	Form	Scale	Course Code	Section Code
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Daddario, karen**CARS ID: Daka01007****TOPS ID: 071920015**

Application Dt.	Appraisal Dt.	Form	Scale
07/11/2007	04/08/2008	010L	179
07/11/2007	09/12/2012	050R	198
07/11/2007	08/28/2009	130M	250
07/11/2007	04/08/2008	230M	182

Enrolled Dt.	Assessment Dt.	Form	Scale	Course Code	Section Code

Johnson, Kara**CARS ID: JoKa10001****TOPS ID: 172840081**

Application Dt.	Appraisal Dt.	Form	Scale
10/11/2017	09/11/2019	900R	200
10/11/2017	08/05/2019	900M	200

Enrolled Dt.	Assessment Dt.	Form	Scale	Course Code	Section Code

Jones, James**CARS ID: JoJa09001****TOPS ID: 090090146**

Application Dt.	Appraisal Dt.	Form	Scale
09/26/2001	01/07/2009	020L	214
09/26/2001	10/31/2003	050R	219
09/26/2001	07/29/2005	130M	196

Enrolled Dt.	Assessment Dt.	Form	Scale	Course Code	Section Code
10/15/2019	10/15/2019	913M	182	ABE Math	ABE Math Fall PM

Jones-Buchanan, Karen**CARS ID: JoKa02002****TOPS ID: 150830021**

Application Dt.	Appraisal Dt.	Form	Scale
03/24/2015			

Enrolled Dt.	Assessment Dt.	Form	Scale	Course Code	Section Code

Joyal, Karen**CARS ID: JoKa09005****TOPS ID: 152590075**

Application Dt.	Appraisal Dt.	Form	Scale
09/16/2015	09/02/2015	020L	209
09/16/2015	10/01/2019	080L	191

Enrolled Dt.	Assessment Dt.	Form	Scale	Course Code	Section Code
10/15/2019	10/15/2019	913M	178	ABE 1234	CREC GED
10/15/2019	10/15/2019	914M	179	ABE 1234	CREC GED

Mancini, Sabrina**CARS ID: MaSa0800m****TOPS ID: 142530064**

Application Dt.	Appraisal Dt.	Form	Scale
09/10/2014	09/13/2019	900M	196

Enrolled Dt.	Assessment Dt.	Form	Scale	Course Code	Section Code

Mancini, Sabrina**CARS ID: MaSa0800n****TOPS ID: 142530066**

Application Dt.	Appraisal Dt.	Form	Scale
09/10/2014	09/11/2019	900M	219

Enrolled Dt.	Assessment Dt.	Form	Scale	Course Code	Section Code
09/11/2019	09/11/2019	901R	165	GED 1	GED Prep Attendance
09/11/2019	09/11/2019	918M	218	ABE Math	ABE Math Fall PM

Mars, Bruno**CARS ID: MaBr0200a****TOPS ID: 180460011**

Application Dt.	Appraisal Dt.	Form	Scale
02/15/2018			

Enrolled Dt.	Assessment Dt.	Form	Scale	Course Code	Section Code

Rodriguez, Sabrina**CARS ID: RoSa0200f****TOPS ID: 132540029****Application Dt.****Appraisal Dt.****Form****Scale**

09/11/2013	09/11/2019	900M	216
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<i>Enrolled Dt.</i>	<i>Assessment Dt.</i>	<i>Form</i>	<i>Scale</i>	<i>Course Code</i>	<i>Section Code</i>
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Sadeghi, Ashragh**CARS ID: SaAs06001****TOPS ID: 192540050****Application Dt.****Appraisal Dt.****Form****Scale**

09/11/2019	09/11/2019	900M	237
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<i>Enrolled Dt.</i>	<i>Assessment Dt.</i>	<i>Form</i>	<i>Scale</i>	<i>Course Code</i>	<i>Section Code</i>
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Smith, Karen**CARS ID: JoKa09004****TOPS ID: 132540040****Application Dt.****Appraisal Dt.****Form****Scale**

09/17/2013	09/18/2018	050M	179
09/17/2013	10/10/2017	080L	171
09/17/2013	03/24/2015	130M	219
09/17/2013	10/02/2018	900M	196

<i>Enrolled Dt.</i>	<i>Assessment Dt.</i>	<i>Form</i>	<i>Scale</i>	<i>Course Code</i>	<i>Section Code</i>
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09/11/2019	09/11/2019	914M	179	ABE Math	ABE Math Fall PM
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Wilson, Karen**CARS ID: WiKa06003****TOPS ID: 092530061****Application Dt.****Appraisal Dt.****Form****Scale**

09/10/2009	09/10/2009	050M	218
09/10/2009	09/10/2009	050R	212

<i>Enrolled Dt.</i>	<i>Assessment Dt.</i>	<i>Form</i>	<i>Scale</i>	<i>Course Code</i>	<i>Section Code</i>
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APPENDIX S

Class Roster by Pre/Post Scores

Course Code: ABE 1234
Course Title ABE Multi Level
Course Section Code: CREC GED
Program Area: ABE
Course Level: Multiple Level

Instructor: Sally Brihaspathi
Course Section Length: Semester
Course Section Start Date: 12-Sep-2019
Course Section End Date: 30-Jan-2020

Total Students: 15

Student Name: Abrovitz, Karen'a
Address1: 444 Smithtown Road
City, State: Manchester, CT
Student ID: AbKa01002
Phone: 1212121212
Tops ID: 090120202
Other ID:
Date Of Birth: 01/01/1995
Enrolled Date: 09/15/2019
Total Hours: 48.00

1st Reporting Period

2nd Reporting Period

PreDate	PreTest	Scale	PostDate	PostTest	Scale	Gain	PreDate	PreTest	Scale	PostDate	PostTest	Scale	Gain
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Student Name: Acevedo, Karen
Address1: 1282 East Street, Apt. 104
City, State: Stamford, CT
Student ID: AcKa03002
Phone: 8605057225
Tops ID: 132540030
Other ID: 5904
Date Of Birth: 03/05/1981
Enrolled Date: 10/15/2019
Total Hours: 48.00

1st Reporting Period

2nd Reporting Period

PreDate	PreTest	Scale	PostDate	PostTest	Scale	Gain	PreDate	PreTest	Scale	PostDate	PostTest	Scale	Gain
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APPENDIX S (cont'd)

Student Name: Adama, karen	1st Reporting Period							2nd Reporting Period						
Address1: 777 Griffen Road	PreDate	PreTest	Scale	PostDate	PostTest	Scale	Gain	PreDate	PreTest	Scale	PostDate	PostTest	Scale	Gain
City, State: Suffield, CT														
Student ID: Adka01001														
Phone: 2035245875														
Tops ID: 090100001														
Other ID: 5444														
Date Of Birth: 01/01/1944														
Enrolled Date: 10/15/2019														
Total Hours: 48.00														
Student Name: Boop, Betty	1st Reporting Period							2nd Reporting Period						
Address1: 123 Noname Lane	PreDate	PreTest	Scale	PostDate	PostTest	Scale	Gain	PreDate	PreTest	Scale	PostDate	PostTest	Scale	Gain
City, State: New Haven, CT														
Student ID: BoBe08005														
Phone: 2038595016														
Tops ID: 142530071														
Other ID: 1111														
Date Of Birth: 08/08/1960														
Enrolled Date: 10/09/2019														
Total Hours: 48.00														
Student Name: Bug, June	1st Reporting Period							2nd Reporting Period						
Address1: 312 Bug lane	PreDate	PreTest	Scale	PostDate	PostTest	Scale	Gain	PreDate	PreTest	Scale	PostDate	PostTest	Scale	Gain
City, State: Meriden, CT														
Student ID: BuJu01001														
Phone: 2032379176														
Tops ID: 012920033														
Other ID: 8588														
Date Of Birth: 01/01/1973														
Enrolled Date: 09/25/2019														
Total Hours: 48.00														

APPENDIX S (cont'd)

Student Name: BUG, ZIPCODE	1st Reporting Period							2nd Reporting Period						
Address1: 10th st	PreDate	PreTest	Scale	PostDate	PostTest	Scale	Gain	PreDate	PreTest	Scale	PostDate	PostTest	Scale	Gain
City, State: Houston, TX														
Student ID: BUZI02001														
Phone:														
Tops ID: 090550127														
Other ID:														
Date Of Birth: 02/02/1991														
Enrolled Date: 09/25/2019														
Total Hours: 48.00														
Student Name: Daddario, karen	1st Reporting Period							2nd Reporting Period						
Address1: 60 Bridge street	PreDate	PreTest	Scale	PostDate	PostTest	Scale	Gain	PreDate	PreTest	Scale	PostDate	PostTest	Scale	Gain
City, State: East Windsor, CT														
Student ID: Daka01007														
Phone: 3212312312														
Tops ID: 071920015														
Other ID: 3333														
Date Of Birth: 01/01/1977														
Enrolled Date: 10/15/2019														
Total Hours: 48.00														
Student Name: Johnson, Kara	1st Reporting Period							2nd Reporting Period						
Address1: 18 Wheeler Avenue	PreDate	PreTest	Scale	PostDate	PostTest	Scale	Gain	PreDate	PreTest	Scale	PostDate	PostTest	Scale	Gain
City, State: Springfield, MA														
Student ID: JoKa10001														
Phone: 8607512461														
Tops ID: 172840081														
Other ID: 7563														
Date Of Birth: 10/27/1990														
Enrolled Date: 09/15/2019														
Total Hours: 48.00														

APPENDIX S (cont'd)

Student Name: Jones, James	1st Reporting Period							2nd Reporting Period						
Address1: 151 Middletown St.	PreDate	PreTest	Scale	PostDate	PostTest	Scale	Gain	PreDate	PreTest	Scale	PostDate	PostTest	Scale	Gain
City, State: Waterford, CT														
Student ID: JoJa09001														
Phone: 2038765431														
Tops ID: 090090146														
Other ID: 5462														
Date Of Birth: 09/09/1945														
Enrolled Date: 10/15/2019														
Total Hours: 48.00														
Student Name: Jones-Buchanan, Karen	1st Reporting Period							2nd Reporting Period						
Address1: 465 Evers St.	PreDate	PreTest	Scale	PostDate	PostTest	Scale	Gain	PreDate	PreTest	Scale	PostDate	PostTest	Scale	Gain
City, State: Bridgeport, CT														
Student ID: JoKa02002														
Phone: 2033714052														
Tops ID: 150830021														
Other ID: 0618														
Date Of Birth: 02/28/1963														
Enrolled Date: 10/15/2019														
Total Hours: 48.00														
Student Name: Joyal, Karen	1st Reporting Period							2nd Reporting Period						
Address1: 175 Cossaduck Hill	PreDate	PreTest	Scale	PostDate	PostTest	Scale	Gain	PreDate	PreTest	Scale	PostDate	PostTest	Scale	Gain
City, State: East Windsor, CT	10/15/19	913M-5	178	10/15/19	914M-5	179	1							
Student ID: JoKa09005														
Phone: 8609855555														
Tops ID: 152590075														
Other ID: 1111														
Date Of Birth: 09/07/1970														
Enrolled Date: 10/15/2019														
Total Hours: 48.00														

APPENDIX S (cont'd)

Student Name: Mancini, Sabrina	1st Reporting Period							2nd Reporting Period						
Address1: 25 Industrial Park Rd	PreDate	PreTest	Scale	PostDate	PostTest	Scale	Gain	PreDate	PreTest	Scale	PostDate	PostTest	Scale	Gain
City, State: Middletown, CT														
Student ID: MaSa0800m														
Phone: 2039999999														
Tops ID: 142530064														
Other ID:														
Date Of Birth: 08/31/1985														
Enrolled Date: 09/25/2019														
Total Hours: 48.00														
Student Name: Mars, Bruno	1st Reporting Period							2nd Reporting Period						
Address1: 100 Hollywood Blvd	PreDate	PreTest	Scale	PostDate	PostTest	Scale	Gain	PreDate	PreTest	Scale	PostDate	PostTest	Scale	Gain
City, State: Southington, CT														
Student ID: MaBr0200a														
Phone: 8603502212														
Tops ID: 180460011														
Other ID: 1111														
Date Of Birth: 02/16/1976														
Enrolled Date: 09/05/2019														
Total Hours: 48.00														
Student Name: Rodriguez, Sabrina	1st Reporting Period							2nd Reporting Period						
Address1: 49 Berkley Street	PreDate	PreTest	Scale	PostDate	PostTest	Scale	Gain	PreDate	PreTest	Scale	PostDate	PostTest	Scale	Gain
City, State: New London, CT														
Student ID: RoSa0200f														
Phone: 8604373783														
Tops ID: 132540029														
Other ID:														
Date Of Birth: 02/15/1984														
Enrolled Date: 09/15/2019														
Total Hours: 48.00														

Student Name: Sadeghi, Ashragh

Address1: 100 Lois St

City, State: Torrington, CT

Student ID: SaAs06001

Phone: 8604825925

Tops ID: 192540050

Other ID: 6396

Date Of Birth: 06/23/1961

Enrolled Date: 10/15/2019

Total Hours: 48.00

1st Reporting Period

2nd Reporting Period

PreDate	PreTest	Scale	PostDate	PostTest	Scale	Gain	PreDate	PreTest	Scale	PostDate	PostTest	Scale	Gain
---------	---------	-------	----------	----------	-------	------	---------	---------	-------	----------	----------	-------	------

APPENDIX T

Achievement Counts By Course Section

(1 of 1) 30 ▼		
Student Name	Student ID	Student Achievements
Boop Betty B	BoBe08005	0
Bug June	BuJu01001	0
BUG ZIPCODE	BUZI02001	0
Joyal Karen E	JoKa09005	0
Mancini Sabrina	MaSa0800m	0
Mars Bruno	MaBr0200a	4
Rodriguez Sabrina	RoSa0200f	0
Sadeghi Ashragh	SaAs06001	0
Wilson Karen	WiKa06003	1
(1 of 1) 30 ▼		

APPENDIX U

Class Daily Attendance

Course Code:	ABE 1234	Instructor:	Sally Brihaspathi
Course Title:	ABE Multi Level	Course Section Length:	Semester
Course Section Code:	CREC GED	Course Section Start Date:	12-Sep-2019
Program Area:	ABE- Adult Basic Ed.	Course Section End Date:	30-Jan-2020

Day Of Week
 Monday
 Tuesday
 Wednesday
 Thursday

Total Students:	15
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Last Name, First Name	Student ID	M	T	W	TH	F	S	M	T	W	TH	F	S	Phone	DOB	hrs
Abrovitz, Karen'a F	AbKa01002	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1212121212	01/01/95	_____
Acevedo, Karen	AcKa03002	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8605057225	03/05/81	_____
Adama, karen E	Adka01001	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2035245875	01/01/44	_____
Boop, Betty B	BoBe08005	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2038595016	08/08/60	_____
Bug, June	BuJu01001	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2032379176	01/01/73	_____
BUG, ZIPCODE	BUZI02001	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		02/02/91	_____
Daddario, karen	Daka01007	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3212312312	01/01/77	_____
Johnson, Kara E	JoKa10001	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8607512461	10/27/90	_____
Jones, James	JoJa09001	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2038765431	09/09/45	_____
Jones-Buchanan, Karen M	JoKa02002	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2033714052	02/28/63	_____
Joyal, Karen E	JoKa09005	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8609855555	09/07/70	_____
Mancini, Sabrina	MaSa0800m	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2039999999	08/31/85	_____
Mars, Bruno	MaBr0200a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8603502212	02/16/76	_____
Rodriguez, Sabrina	RoSa0200f	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8604373783	02/15/84	_____

APPENDIX U (cont'd)

Last Name, First Name	Student ID	M	T	W	TH	F	S	M	T	W	TH	F	S	Phone	DOB	hrs
Sadeghi, Ashragh	SaAs06001	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8604825925	06/23/61	_____
Total Students:	15															

APPENDIX V

Class Daily Attendance

Course Code:	ABE 1234	Instructor:	Sally Brihaspathi
Course Title:	ABE Multi Level	Course Section Length:	Semester
Course Section Code:	CREC GED	Course Section Start Date:	12-Sep-2019
Program Area:	ABE- Adult Basic Ed.	Course Section End Date:	30-Jan-2020
			Day Of Week
			Monday
			Tuesday
			Wednesday
			Thursday

Total Students: 15

Last Name, First Name	Student ID													Phone	DOB	hrs
Abrovitz, Karen'a F	AbKa01002	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1212121212	01/01/95	_____
Acevedo, Karen	AcKa03002	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8605057225	03/05/81	_____
Adama, karen E	Adka01001	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2035245875	01/01/44	_____
Boop, Betty B	BoBe08005	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2038595016	08/08/60	_____
Bug, June	BuJu01001	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2032379176	01/01/73	_____
BUG, ZIPCODE	BUZI02001	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		02/02/91	_____
Daddario, karen	Daka01007	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3212312312	01/01/77	_____
Johnson, Kara E	JoKa10001	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8607512461	10/27/90	_____
Jones, James	JoJa09001	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2038765431	09/09/45	_____
Jones-Buchanan, Karen M	JoKa02002	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2033714052	02/28/63	_____
Joyal, Karen E	JoKa09005	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8609855555	09/07/70	_____
Mancini, Sabrina	MaSa0800m	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2039999999	08/31/85	_____
Mars, Bruno	MaBr0200a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8603502212	02/16/76	_____
Rodriguez, Sabrina	RoSa0200f	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8604373783	02/15/84	_____

APPENDIX V (cont'd)

Last Name, First Name	Student ID													Phone	DOB	hrs
Sadeghi, Ashragh	SaAs06001	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	8604825925	06/23/61	_____
Total Students:	15															

Comprehensive Course History Report

CA-Computer Associates

02/19/2020

Mancini, Sabrina
25 Industrial Park Rd,
Middletown, CT 06457

Student ID: MaSa0800m
Other ID:
Phone: 2039999999

Birth Date: 08/31/1985
Total Attend Hrs: 75.00
Entry Dt: 09/10/2014

Enrollment Summary

Sch Year	Section Code	Course Program	Subject	Course Title	Start Dt.	End Dt.	Attend Hrs
2020	CIT Test	CIT		CITIZENSHIP 02	7/1/2019	6/30/2020	3.00
	ABE Math Fall PM	ABE		ABE Math	7/1/2019	12/30/2019	0.00
	AVHS-ART-01	CDP	ELECT	AVHS ART	7/1/2019	6/30/2020	0.00
	GED Spring 2010 - AM Class	GEDPRE P		GED Preparation	7/1/2019	6/30/2020	0.00
	GED Prep Attendance	ABE		GED Prep	4/3/2020	5/31/2020	0.00
	ESL Test Course	ESL		ESL Beginner	7/10/2019	12/25/2019	0.00
	GED PREP ESL Beginner Fall AM	GEDPRE P		GED Math	7/1/2019	8/14/2019	0.00
	CREC GED	ABE		ABE Multi Level	9/12/2019	1/30/2020	48.00
	NEDP	EDP		nedp2017	7/1/2019	8/1/2019	0.00
	ESL Beginner Fall AM	ESL		Workplace English	9/9/2019	12/20/2019	4.00
	ABE Math Fall PM	ABE		ABE Math	7/1/2019	12/30/2019	0.00
2019	CREC GED	ABE		ABE Multi Level	9/12/2018	1/30/2019	2.00
	ESL Test Course	ESL		ESL Beginner	7/10/2018	12/25/2018	0.00
	ESL Beginner Fall AM	ESL		ESL	7/1/2018	1/10/2019	9.00
	GED PREP ESL Beginner Fall AM	GEDPRE P		GED Math	7/1/2018	8/14/2018	20.00
	CIT Test	CIT		CITIZENSHIP 02	7/1/2018	6/30/2019	0.00
	ABE Math Fall PM	ABE		ABE Math	7/1/2018	12/30/2018	0.00
	CDP Alg 1	CDP	MATH	Algebra 1	7/21/2018	12/29/2018	0.00
2018	TEST 1234567890	ESL		ESL	7/1/2017	6/4/2018	-11.00
	CREC GED	ABE		ABE Multi Level	9/12/2017	12/23/2017	0.00

Testing Summary

GED Practice Tests

Sch Year	Sub Section	Score	Test Date	Category
2020	MATH-REASONING	200	9/11/2019	Sub Test

Appraisals

Date	Form
9/13/2019	900M - 196

Comprehensive Course History Report

CA-Computer Associates

02/19/2020

Mancini, Sabrina
25 Industrial Park Rd,
Middletown, CT 06457

Student ID: MaSa0800m
Other ID:
Phone: 2039999999

Birth Date: 08/31/1985
Total Attend Hrs: 75.00
Entry Dt: 09/10/2014

2020	LA-REASONING	0	9/11/2019	Sub Test
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Assessments

Sch Year	Date	Section Code	Form
2019	03/06/2019	0012 : GED PREP ESL Beginner Fall AM	908R - 263
	02/28/2019	0012 : GED PREP ESL Beginner Fall AM	904R - 225
	01/13/2019	0012 : GED PREP ESL Beginner Fall AM	908R - 236

CDP Credit Summary

Sch Year	Type	AE	Tran
2016	English	0.00	0.50
2005	Electives	0.00	1.00

Achievements**EDP sub tasks - only for EDP students**

Continuing Diagnostics	Candidate Status	Completed Edp Task A	Completed Edp Task B	Completed Edp Task C	Completed Edp Task D	Completed Edp Task E	Post Task Assessment	Individual Assessment

Pre Employment Work Maturity Skill

Approp. Appearance	Being Punctual	Completed Tasks	Fill out Appl.	Interpers. Relations	Interview	Career Decision	Positive Attitude	Prepare Resume	Regular Attend.	Labor Mrkt. Info.	Write Cover Letter

Characteristics at Entry

School Year	Reason	School Year	Entry Status
2020	Improve Basic Skills	2020	Unemployed - Seeking Employment
2019	Improve Basic Skills	2019	Unemployed - Not Seeking Emp. / Retired
2018	Improve Basic Skills	2018	Employed

APPENDIX X

Comprehensive Course History Report for School Year 2020

CA-Computer Associates

02/19/2020

Mancini, Sabrina
25 Industrial Park Rd,
Middletown, CT 06457

Student ID: MaSa0800m
Other ID:
Phone: 2039999999

Birth Date: 08/31/1985
Total Attend Hrs: 55.00
Entry Dt: 09/10/2014

Enrollment Summary

Section Code	Course Program	Course Name	Course Title	Start Dt.	End Dt.	Attend Hrs
CREC GED	ABE		ABE Multi Level	9/12/2019	1/30/2020	48.00
GED Prep Attendance	ABE		GED Prep	4/3/2020	5/31/2020	0.00
AVHS-ART-01	CDP	ELECT	AVHS ART	7/1/2019	6/30/2020	0.00
ESL Test Course	ESL		ESL Beginner	7/10/2019	12/25/2019	0.00
GED PREP ESL Beginner Fall AM	GEDPREP		GED Math	7/1/2019	8/14/2019	0.00
GED Spring 2010 - AM Class	GEDPREP		GED Preparation	7/1/2019	6/30/2020	0.00
ESL Beginner Fall AM	ESL		Workplace English	9/9/2019	12/20/2019	4.00
CIT Test	CIT		CITIZENSHIP 02	7/1/2019	6/30/2020	3.00
NEDP	EDP		nedp2017	7/1/2019	8/1/2019	0.00
ABE Math Fall PM	ABE		ABE Math	7/1/2019	12/30/2019	0.00

Testing Summary

GED Practice Tests

Sub Section	Score	Test Date	Category
MATH-REASONING	200	9/11/2019	Sub Test
LA-REASONING	0	9/11/2019	Sub Test

Appraisals

Date	Form
9/13/2019	900M - 196

Assessments

Date	Section Code	Form

CDP Credit Summary

Type	AE	Tran

Achievements

EDP sub tasks - only for EDP students

Continuing Diagnostics	Candidate Status	Completed Edp Task A	Completed Edp Task B	Completed Edp Task C	Completed Edp Task D	Completed Edp Task E	Post Task Assessment	Individual Assessment

Pre Employment Work Maturity Skill

Approp. Appearance	Being Punctual	Completed Tasks	Fill out Appl.	Interpers. Relations	Interview	Career Decision	Positive Attitude	Prepare Resume	Regular Attend.	Labor Mrkt. Info.	Write Cover Letter

APPENDIX X (cont'd)

Comprehensive Course History Report for School Year 2020

CA-Computer Associates

02/19/2020

Mancini, Sabrina
25 Industrial Park Rd,
Middletown, CT 06457

Student ID: MaSa0800m
Other ID:
Phone: 2039999999

Birth Date: 08/31/1985
Total Attend Hrs: 55.00
Entry Dt: 09/10/2014

Charecteristics at Entry

Reason
Improve Basic Skills

Entry Status
Unemployed - Seeking Employment

APPENDIX Y

SCH01

Student Class Schedule

Course Title	Instructor	School Year	Room Number	Start Date	End Date	Start Time	End Time	Week Day	Course Section
AVHS ART	e , m	10100	5	7/1/2019	6/30/2020	1/1/1970 8:00:00 AM	1/1/1970 3:30:00 PM		AVHS-ART-01
ABE Multi Level	Nancy , Hill	8080	3	9/12/2019	1/30/2020	1/1/1970 8:30:00 AM	1/1/1970 10:30:00 AM		CREC GED

Sabrina , Mancini
 25 Industrial Park Rd
 Middletown, CT 06457
 2039999999

Student ID: MaSa0800m
 Gender: Female
 Birth Date: 08/31/1985
 Other ID:

Profile Report for 2020

Program Information

Program/District:	Director:
Cooperating Districts:	
Total Grant Funds: State / Local: Federal:	Number of Program Sites:

Community Needs:

Number (Percent) of Adult Population, 18 or older, without a high school diploma: ()

Number (Percent) of Adult Population, 18 or older, who do not speak English well: ()

Program Enrollment and Student Demographics

Program Area	Total Instructional Hours Offered	New Students	Returning Students	Total Students	Total Enrollments
Total:					

Note: 'Total Enrollments' represents all the enrollments, regardless of program area, for students classified in the reported program area.

Age	Females	Males	Total
Total:			0

Ethnicity	Females	Males	Total
Total:			0

Student Characteristics at Entry

Entry Status	Number

Race	Females	Males	Total
Total:			0

Goals/Reasons for Enrollment	Number

Student Performance by Program Area

Adult Basic Education (ABE)/General Educational Development (GED) Preparation

Performance of Students Retained for at least 12 hours and with a Pre-Test

Educational Functioning Level at Entry	Number of Students	Mean Hours Attended	% of Available Instruction Used	% with at least One Matched Pair	% Making Gains	% Completing Level	% with at least One Achievement
Total:			0.00%	0.00%	0.00%	0.00%	0.00%

English as a Second Language and Citizenship

Performance of Students Retained for at least 12 hours and with a Pre-Test

Educational Functioning Level at Entry	Number of Students	Mean Hours Attended	% of Available Instruction Used	% with at least One Matched Pair	% Making Gains	% Completing Level	% with at least One Achievement
	0	0	0.00%	0.00%	0.00%	0.00%	0.00%
Total:	0	0	0.00%	0.00%	0.00%	0.00%	0.00%

Adult High School Credit Diploma Program

Performance of Students Retained for at least 12 hours

Educational Functioning Level at Entry	Number of Students	Mean Hours Attended	% of Available Instruction Used	% Earning at Least 4 Credits	% Completing Level
	0	0	0.00%	0.00%	0.00%
Total:	0	0	0.00%	0.00%	0.00%

National External Diploma Program

Performance of Students Retained for at least 12 hours

Educational Functioning Level at Entry	Number of Students	Mean Hours Attended	% Completing at least 4 Competency Areas	% Completing Level
	0	0	0.00%	0.00%
Total:	0	0	0.00%	0.00%

Supplemental Information

Percent Functioning Below Intermediate Level at Program Year

	Reading	Math
Adult Basic Education	0%	0%
	Listening	Reading
English as a Second Language	0%	0%

Percent Functioning Below Adult Secondary Level at Entry

	Reading	Math
	0%	0%

Retention Summary

Program Area	Attendance	Students	Students with Pre Test
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Performance by Skill Area

	Students with Pre and Post Test Scores	% Making Gains
--	--	----------------

Total CDP Credits Awarded (CDP Programs Only)

CDP Documentation		Total
	0.00	0.00
Total:	0.00	0.00

Staff Information

Program Area	Number of Staff
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GED Test Summary

	Taking Entire Test	Passed	Passed with Honors	No Show	Failed	Incomplete
	0	0	0	0	0	0
Total:	0	0	0	0	0	0

Total Diplomas Awarded

Hours Attended	Credit Diploma	National External Diploma	CT GED	Provider Reported GED
Total:				

Printed On
2/19/2020

Data Tables Fields List

Notes:

Values of 0 and 1 in fields --- 1 = true (yes) 0 = false (no)

Date Fields - Change column format to "short date" in Excel after download

Fields that include the word "key" (e.g. Provider_Key) are automatically assigned by CARS.

Table Name	Field Name	Notes
Course Section	School_Year	
	Course_Section_Record_ID	
	Course_Section_Code	
	Course_Section_Max_CDP_Credits	
	Course_Section_Start_Date	
	Course_Section_End_Date	
	Course_Section_Class_Size	
	Course_Section_No_Show_Count	
	Course_Section_Attrition_Count	
	Course_Section_Under_12_Count	
	Course_Section_12_Plus_Count	
	Course_Section_Instruction_Hours	
	Instructor_ID	
	Instructor_Name_Prefix	
	Instructor_Name_First	
	Instructor_Name_Middle	
	Instructor_Name_Last	
	Instructor_Name_Suffix	
	Building_Type	
	Building_Name	
	Room_Number	
	Room_description	
	Course_Section_TOPS_ID	
	Course_Record_ID	
	Course_Program	
	Course_Code	
	Course_Title	
	Course_Description	
	Course_Level	
	Course_Method	
	Course_CDP_Subject	
	Course_CDP_Type	
	Course_CDP_Credit_Hours	
	Course_Is_Family_Lit	
	Course_Is_Homeless	
	Course_Is_School_Career	
	Course_Is_Technology	
	Course_Is_Workplace_Lit	
	Provider_Number	
	Provider_Key	
Enroll	Enroll_Record_ID	

Data Tables Fields List

Table Name	Field Name	Notes
	Enroll_Date	
	Enroll_Is_No_Show	
	Enroll_Is_Assess_Exempt	
	Enroll_Has_Achievements	
	Enroll_Achievement_Count	
	Enroll_Attendance_Hours	
	Enroll_CDP_Credits	
	Enroll_CDP_Status	
	Enroll_Grade	
	Enroll_Age	Age at time of enrollment
	Student_Key	
	Student_ID	
	Student_Is_Male	
	Student_Name_First	
	Student_Name_Middle	
	Student_Name_Last	
	Student_Date_Of_Birth	
	Student_Home_Phone	
	Student_Ethnicity	
	Student_TOPS_ID	
	Student_Age	Age of student for fiscal year
	Student_hasAchievements	
	Student_AchievementCount	
	School_Year	
	Course_Section_Record_ID	
	Course_Section_Code	
	Course_Section_Start_Date	
	Course_Section_End_Date	
	Course_Section_Class_Size	Total number of enrollments
	Instructor_ID	
	Instructor_Name_First	
	Instructor_Name_Middle	
	Instructor_Name_Last	
	Building_Name	
	Room_Number	
	Course_Record_ID	
	Course_Program	
	Course_Code	
	Course_Title	
	Course_Description	
	Provider_Number	
Enroll Test	Student_Key	
	Student_ID	
	First_Name	
	Middle_Name	
	Last_Name	

Data Tables Fields List

Table Name	Field Name	Notes
	Enroll_Record_ID	
	Test_Group_Name	CASAS Test Series
	Test_Form_Name	
	Test_Type_Name	
	Test_Date	
	Raw_Score	
	Scale_Score	
	Provider_Number	
	School_Year	
	Course_Code	
	Course_Key	
	Section_Code	
	Course_Section_Key	
Student	Student_Key	
<i>The student table includes all students who are enrolled in the current year. It includes a row for each year (current and past if any) in which the student is enrolled. The school year is listed in column AV. Also, if a student is enrolled in multiple program areas (i.e. ABE and NEDP) whether in the current year or in any past year, that will also result in multiple records. To arrive at a unique count of students, such duplications can be removed with the autofilter feature available in Excel.</i>	Student_ID	
	Student_Is_Male	
	Student_Name_Prefix	
	Student_Name_First	
	Student_Name_Middle	
	Student_Name_Last	
	Student_Name_Suffix	
	Student_Date_Of_Birth	
	Student_Home_Address1	
	Student_Home_Address2	
	Student_Home_Address3	
	Student_Home_City	
	Student_Home_State	
	Student_Home_Zip_Code	
	Student_Phone_Home	
	Student_Phone_Cell	
	Student_Phone_Beeper	
	Student_email	
	Student_Ethnicity	
	Student_Country	
Student_Other_ID		
Student_Other_ID_Type		
Student_Military_Status		
Student_Primary_Language		For GED examinees only
Counselor_ID		
Counselor_Name_Prefix		
Counselor_Name_First		
Counselor_Name_Middle		
Counselor_Name_Last		
Counselor_Name_Suffix		
Student_Is_Appraisal_Exempt		
Student_Application_Date		

APPENDIX AA (cont'd)

Data Tables Fields List

Table Name	Field Name	Notes
	Student_Exit_Date	
	Student_Has_Us_Diploma	
	Student_High_School	
	Student_Is_Age_Documented	
	Student_Has_Achievements	
	Student_Achievement_Count	
	Student_Last_Grade	
	Student_Notes	
	Student_Earned_GED_Diploma	
	Student_Earned_CDP_Diploma	
	Student_Earned_EDP_Diploma	
	Student_TOPS_ID	
	Student_Is_AE_Student	
	Student_Is_GED_Student	
	School_Year	
	Student_Age	
	Student_Total_Attendance	
	Student_Number_Enrolls	
	Student_Is_Disabled	
	Student_Welfare_Status	
	Student_Passed_GED_Pract_Read	
	Student_Passed_GED_Pract_Science	
	Student_Passed_GED_Pract_Social	
	Student_Passed_GED_Pract_Write	
	Student_Passed_GED_Pract_Math	
	Student_EDP_Continue_Diagnostics	
	Student_EDP_Candidate	
	Student_EDP_Task_A	
	Student_EDP_Task_B	
	Student_EDP_Task_C	
	Student_EDP_Task_D	
	Student_EDP_Task_E	
	Student_EDP_Task_PTA	
	Student_EDP_Task_Individual_Assess	
	Student_Number_GED_Practice_Passed	
	Student_Number_EDP_Tasks_Passed	
	Provider_Number	
	InternalCredits	
	ExternalCredits	
	Program_type	
	Program_name	
	Student_Reason_Enrolled_Court_Ordered	
	Student_Reason_Enrolled_Enter_Employment	
	Student_Reason_Enrolled_Retain_Employment	
	Student_Reason_Enrolled_Diploma	
	Student_Reason_Enrolled_Post_secondary	
	Student_Reason_Enrolled_Other	

Data Tables Fields List

Table Name	Field Name	Notes
	Student_Even_Start	
	Young_Adult_Learner	
	Child_5_under	
	Child_6_10	
	Child_11_18	
	Stud_Has_SSN	
	Provider_Key	
Student Appraisal	Student_Key	
	Test_Form_Name	
	Test_Type_Name	
	Test_Date	
	Raw_Score	
	Scale_Score	
	Provider_Number	
	Provider_Name	
	Internal_Provider_ID	
	Student_first_name	
	Student_Last_Name	
	Program_Type	
	Program_Name	
	Provider_Key	
Transfer	Provider_Number	
	Transfer_ID	
	Student_Key	
	Credits	
	Note	
	Credit_Type_Name	
	Credit_Subject	
	Course_Name	
	isInternalCredit	
	Institute_Name	
	Institute_Address1	
	Institute_Address2	
	Institute_Address3	
	Institute_City	
	Institute_State	
	Institute_ZipCode	
	Provider_Key	