**CONNECTICUT STATE DEPARTMENT OF EDUCATION**

Academic Office

Program Enhancement Project (PEP) Grants for Adult Education

**CORRECTIONS EDUCATION PRIORITY AREA PLANNING DOCUMENT**

FY 2024–2025

Please try to limit each priority planning document to seven pages. Project design of services sections that will not be funded under this priority area may be deleted before submission.

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| **Applicant Organization:**  |
| **Project Coordinator(s):**  | **Phone:**  |
| **Email:**  |

**PRIORITY AREA NEED AND GOALS:** Thoroughly complete the below section.

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| **Requested federal funds** (Identify which NRS reporting levels you will serve with this funding. The total amount requested should not exceed maximum award amount.) | ☐ ESL 1-6/ABE 1-4 $\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | ☐ ABE/ASE 5-6 $\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Target program** (Identify which programs will be served with this funding.) | ☐ESL ☐ABE ☐CDP ☐GED  |
| **Program(s) that will be offered** (Must offer at least one) | ☐Adult Education and Literacy ☐Workforce Preparation ☐Integrated Education and Training ☐Peer Tutoring ☐ Transition to Re-entry Initiatives and other Post-release Services |
| **Planned number of students** (Identify the total number of *reportable students* you plan to serve with this funding.) |  |
| **Federal cost per student** (Divide the amount of priority area federal funds requested by the planned number of students. Costs should be necessary, reasonable, and allocable for the services provided.) |  |
| **Priority area project goal** (Briefly describe what you wish to accomplish.) |  |
| **Statement of need** (Briefly state how this proposed plan will meet the need of the target population/program. Include the current gaps in access and/or service for the specific target population in the applicant’s delivery of adult education services.) |  |
| **Prior experience** (Briefly explain your agency’s prior experience working with educating criminal offenders in a correctional institution. Submission of the Demonstrated Effectiveness Form with this RFP is required.) |  |
| **Cross-agency collaboration** (Describe any cooperative arrangements with other agencies, institutions, or organizations specific to this priority area that will support learners’ success. Submit interagency collaboration agreements as appropriate.) |  |

**PROJECT OBJECTIVES:** Clearly state at minimum three measurable objectives of the project and planned activities to meet the objective. Objectives must align with the 2024-2025 Program Enhancement Project (PEP) priority area specifications and requirements, the statement of need, and the overall project goal.

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| Item | **Objective** | **Planned Activities Toward Meeting that Objective** | **Measurable Outcomes Expected** |
| 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |

**PROPOSED SERVICE DELIVERY FORMAT**: Complete the chart below.

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| **Site location** (If service delivery/instruction will be offered in person or hybrid, identify the site location the project will be implemented. All programs and instructional sites must be accessible to persons with disabilities.) |  |
| **Project management** (Describe how the management of the project will ensure the attainment of successful outcomes.) |  |
| **Professional learning or staff training** (Describe the opportunities which will be funded under this project.) |  |

**PROJECT DESIGN FOR ADULT EDUCATION AND LITERACY:** If you are applying for funding to support Adult Education and Literacy, complete the chart below addressing the required components contained in the PEP RFP. The program shall be designed to provide academic instruction and educational services BELOW the postsecondary level that increases an individual’s ability to: 1) read, write, and speak in English and perform mathematics or other activities necessary to attain a high school equivalency credential, function on the job, in the family and in society.

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| Will you be providing Adult Education and Literacy programming under this funding? If YES, answer all questions below.  | ☐YES ☐NO |
| **Program(s) offered**  | ☐Adult Basic Education (ABE) ☐Adult Secondary Education (ASE)☐English Language Acquisition (ELA/ESL)  |
| **Priority area schedule** (days and hours per week) |  |
| **Estimated total weeks of instruction** |  |
| **Estimated total hours of instruction** |  |
| **Timeline of project/begin and end date** |  |
| **Project staff** (Describe the job title and responsibility of each staff member funded under this project. As a reminder, costs associated to the priority area on the ED-114 and eGMS should be proportionate to the amount of time working under this project.)  |  |
| **Project design** (Provide a succinct description of the overall design of the project you are proposing.) |  |
| **Curriculum/resources** (Identify the main curriculum and resources that will be used. Describe how these are aligned to the College and Career Readiness Standards or English Language Proficiency Standards.) |  |
| **Development of digital literacy skills** (Describe how the activities of the project will integrate the effective use of technology, enhance the quality of instruction, and support the skills necessary for successful transition to employment, postsecondary education or training.) |  |
| **Support services** (Identify support services, student success strategies and transition strategies that will be integrated into the project.) |  |
| **Project evaluation** (Describe the evaluation process that will be used to determine priority area project success.) |  |

**PROJECT DESIGN FOR WORKFORCE PREPARATION:** If you are applying for funding to support Workforce Preparation, complete the chart below addressing the required components contained in the PEP RFP. Workforce preparation program shall be designed to include activities/services to individuals needing to acquire a combination of basic academic skills, critical thinking skills, digital literacy skills and self-management skills, Participation in workforce preparation activities also must be designed to lead to employability skills and the development of competencies in using resources and information, working with others, and understanding systems to successfully transition to and complete postsecondary education, training and employment.

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| Will you be providing Workforce Preparation programming under this funding? If YES, answer all questions below.  | ☐YES ☐NO |
| **Priority area schedule** (days and hours per week) |  |
| **Estimated total weeks of instruction** |  |
| **Estimated total hours of instruction** |  |
| **Timeline of project/begin and end date** |  |
| **Project staff** (Describe the job title and responsibility of each staff member funded under this project. As a reminder, costs associated to the priority area on the ED-114 and eGMS should be proportionate to the amount of time working under this project.)  |  |
| **Project design** (Provide a succinct description of the overall design of the project you are proposing.) |  |
| **Curriculum/resources** (Identify the main curriculum and resources that will be used. Describe how these are aligned to the College and Career Readiness Standards or English Language Proficiency Standards.) |  |
| **Workforce readiness** (Identify how you will provide intensive instruction and services to assist learners in the transition to work. Curriculum must include exposure to [CTHires](https://www.cthires.com/vosnet/Default.aspx), job announcements and employer recruitment events.) |  |
| **Development of employability skills** (Identify activities you will provide that are designed to help an individual acquire critical thinking skills and self-management skills, including competencies in utilizing resources; using information; working with others; understanding transition and employment systems; and obtaining skills necessary for successful transition into, and completion of, postsecondary education, training, or employment.) |  |
| **Career exploration** (Identify how you will provide intensive instruction in career awareness, career exploration, and career planning. In-demand industries as identified in local WDB plans should be highlighted.) |  |
| **Development of digital literacy skills** (Describe how the activities of the project will integrate the effective use of technology, enhance the quality of instruction, and support the skills necessary for successful transition to employment, postsecondary education or training.) |  |
| **Career navigation** (For individuals likely to leave the correctional institution with five years of participation in the program, identify how career navigation services will be provided to assist learners in obtaining employment or transitioning to postsecondary education or training.) |  |
| **Support services** (Identify support services, student success strategies and transition strategies that will be integrated into the project.) |  |
| **Project evaluation** (Describe the evaluation process that will be used to determine priority area project success.) |  |

**PROJECT DESIGN FOR INTEGRATED EDUCATION AND TRAINING:** If you are applying for funding to support Integrated Education and Training, complete the chart below addressing the required components contained in the PEP RFP. Under WIOA Section 203, ‘‘integrated education and training’’ means a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

The overall design should be based on the most rigorous research available so that participants achieve substantial learning gains and use instructional practices that include the essential components of reading instruction.

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| Will you be providing Integrated Education and Training (IET) programming under this funding? If YES, answer all questions below.  | ☐YES ☐NO |
| **Priority area schedule** (days and hours per week) |  |
| **Estimated total weeks of instruction** |  |
| **Estimated total hours of instruction** |  |
| **Timeline of project/begin and end date** |  |
| **Project staff** (Describe the job title and responsibility of each staff member funded under this project. As a reminder, costs associated to the priority area on the ED-114 and eGMS should be proportionate to the amount of time working under this project.)  |  |
| **IET program(s) offered** (Describe how the proposed training aligns with the identified in-demand industry sectors in the WDB local plans. The IET must be part of a career pathway that results in a recognized postsecondary credential.) |  |
| **Training partner(s)** (Identify the training partner(s) and describe how that partnership will be implemented and sustained. An interagency collaboration agreement is required.) |  |
| **Estimated cost of training using federal funds** (Federal adult education funding can pay for all aspects of an IET. However, given the limited resources available it is highly encouraged that providers partner with current training providers, workforce development systems, or employers to share costs to leverage the funding. Evidence of a funding commitment and an accompanying budget for the technical training component of the IET project that adequately supports the expenses necessary for this component is required.) | $\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Training will be paid by:☐Federal funds☐Training provider☐Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Project Design**(Describe the overall process that will be used to develop a joint program of study that provides contextualized academic classroom instruction that is organized to function concurrently within a single set of learning objectives that integrates adult education and literacy, workforce preparation including digital literacy, and skills training. Identify the main curriculum and resources that will be used.) |
| **Adult Education and Literacy**(Describe how the instruction is aligned to the College and Career Readiness Standards or English Language Proficiency Standards.) | **Workforce Preparation**(Describe the workforce preparation activities that will be embedded into the overall design of the IET program. Include how the activities of the project will integrate the effective use of technology and enhance the quality of instruction.) | **Workforce Training**(Describe the standards/instructional materials from the occupational sector or training partner that will be used.) |
| **Career Navigation** (Identify how career navigation services will be provided to assist learners in obtaining future employment in the newly credentialed area.) |  |
| **Support Services** (Identify support services, student success strategies and transition strategies that will be integrated into the project.) |  |
| **Project evaluation** (Describe the evaluation process that will be used to determine priority area project success.) |  |

**PROJECT DESIGN FOR PEER TUTORING SERVICES:** If you are applying for funding to support Peer Tutoring Services, complete the chart below addressing the required components contained in the PEP RFP. The Peer Tutoring program shall be designed to provide extensive training for specified offenders to serve as peer tutors in adult education and career and technical education classes.

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| Will you be providing Peer Tutoring Services programming under this funding? If YES, answer all questions below.  | ☐YES ☐NO |
| **Priority area schedule** (days and hours per week) |  |
| **Estimated total weeks of instruction** |  |
| **Estimated total hours of instruction** |  |
| **Timeline of project/begin and end date** |  |
| **Project staff** (Describe the job title and responsibility of each staff member funded under this project. As a reminder, costs associated to the priority area on the ED-114 and eGMS should be proportionate to the amount of time working under this project.)  |  |
| **Project design** (Provide a succinct description of the overall design of the project you are proposing. This plan must be designed to provide extensive training for specified offenders to serve as peer tutors in adult education and career and technical education classes.) |  |
| **Curriculum/resources** (Identify the main curriculum and resources that will be used. Describe how these are aligned to the College and Career Readiness Standards or English Language Proficiency Standards.) |  |
| **Support services** (Identify support services, student success strategies and transition strategies that will be integrated into the project.) |  |
| **Project evaluation** (Describe the evaluation process that will be used to determine priority area project success.) |  |

**PROJECT DESIGN FOR TRANSITION TO RE-ENTRY INITIATIVES AND OTHER POST-RELEASE SERVICES:** If you are applying for funding to support the Transition to Re-entry Initiatives and Other Post-release Services, complete the chart below addressing the required components contained in the PEP RFP. This program shall be designed to provide services/activities to assist with reducing recidivism.

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| Will you be providing Transition to Re-entry Initiatives and Other Post-release Services programming under this funding? If YES, answer all questions below.  | ☐YES ☐NO |
| **Priority area schedule** (days and hours per week) |  |
| **Estimated total weeks of instruction** |  |
| **Estimated total hours of instruction** |  |
| **Timeline of project/begin and end date** |  |
| **Project staff** (Describe the job title and responsibility of each staff member funded under this project. As a reminder, costs associated to the priority area on the ED-114 and eGMS should be proportionate to the amount of time working under this project.)  |  |
| **Project design** (Provide a succinct description of the overall design of the project you are proposing. This plan must be designed to provide services/activities to assist with reducing recidivism.) |  |
| **Curriculum/resources** (Identify the main curriculum and resources that will be used. Describe how these are aligned to the College and Career Readiness Standards or English Language Proficiency Standards.) |  |
| **Support services** (Identify support services, student success strategies and transition strategies that will be integrated into the project.) |  |
| **Project evaluation** (Describe the evaluation process that will be used to determine priority area project success.) |  |