**CONNECTICUT STATE DEPARTMENT OF EDUCATION**

Academic Office

Program Enhancement Project (PEP) Grants for Adult Education

**INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION PRIORITY AREA PLANNING DOCUMENT**

FY 2024–2025

Please try to limit each priority planning document to seven pages. If you are not applying as a consortium, you may delete that section before submission.

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

*Note: Eligible agencies may apply for Section 231 IELCE funds independently or as a consortium. Eligible agencies may also apply for Section 231 funds in combination with Section 243 IELCE+T funds if an Integrated Education and Training program will be offered.*

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

|  |  |
| --- | --- |
| **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 $\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Target program** (Identify which programs will be served with this funding. This priority area funding serves immigrants and other limited English proficient individuals.) | ☐ESL 1-6 ☐ABE 1-4 |
| **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 providing integrated English literacy and civics education. 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.

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

**PROPOSED SERVICE DELIVERY FORMAT**: Complete the chart below addressing how the project plan is of sufficient intensity and quality so that students achieve substantial learning gains and relevant performance measures.

|  |  |
| --- | --- |
| **Service delivery/instruction will be offered** | ☐Virtual ☐In-person ☐Hybrid/Blended ☐Other: |
| **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.) |  |
| **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 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 IELCE:** Complete the chart below addressing the required components contained in the PEP RFP.

Under WIOA Section 203, ‘‘integrated English literacy and civics education’’ means education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training.

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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| --- | --- | --- |
| **Project Design**  (Describe the overall process that will be used to develop a joint program of study that provides contextualized academic classroom instruction that integrates English language acquisition, civics education and workforce preparation including digital literacy. Identify the main curriculum and resources that will be used.) | | |
| **English Language Acquisition**  (Describe how the instruction is aligned to the College and Career Readiness Standards or English Language Proficiency Standards.) | **Civics Education**  (Describe how the instruction will incorporate lessons and activities onthe rights and responsibilities of citizenship; naturalization procedures; civic participation; and U.S. history and government.) | **Workforce Preparation**  (Describe the workforce preparation activities that will be embedded into the overall design of the IELCE program. Include how the activities of the project will integrate the effective use of technology and enhance the quality of instruction.) |
| **Experiential learning** (Describe how your plan will provide opportunitiesfor experiential learning in which participants are actively engaged in community pursuits.) |  | |
| **Federal outcomes** (Describe the instruction and activities that will be provided to support the federal NRS Societal/Community IELCE outcomes “Achieved Citizenship Skills,” “Voter Registration” and “Involvement in Community Activities”.) |  | |
| **Career navigation** (Identify how career navigation services will be provided to assist learners in obtaining 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.) |  | |
| Are you applying for Integrated English Literacy and Civics Education + Training (IELCE + T) funding? | YES NO | |
| If YES, describe how you will support IELCE learners in the transition to IELCE + T programs. |  | |

**APPLYING AS A CONSORTIUM:** Complete if you are applying as the lead agency/fiscal entity in a consortium. See page 17 of the RFP for a comprehensive list of responsibilities of the fiscal entity.

|  |  |  |
| --- | --- | --- |
| **Are you applying for this priority area as a consortium?** ☐YES ☐NO If YES, complete the required information below. | | |
| Collaborating District/Agency Name | | Collaborating District/Agency Budget Total Requested |
| (1) | |  |
| (2) | |  |
| (3) | |  |
| **Requirement** | **Action/Activities** | |
| Briefly describe and provide an Interagency Collaboration and an **accompanying budget** for each collaborating agency to meet the required components of the project that adequately supports all expenses necessary for this priority area. Budgets narratives for collaborating agencies’ costs must be itemized and identified as such in eGMS and on the ED-114 Excel spreadsheet. |  | |
| Identify how you plan to enter collaborating students into LACES. The enrollment and outcomes must follow the student. |  | |
| Identify how you will regularly plan, coordinate, market, and recruit for the priority area as a consortium. |  | |