**CONNECTICUT STATE DEPARTMENT OF EDUCATION**

Academic Office

Program Enhancement Project (PEP) Grants for Adult Education

**INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION (IELCE + T) 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:** |

**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 4-6/ ABE 3-4 $\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Target program** (Identify which programs will be served with this funding. This priority area funding serves immigrants and other limited English proficient individuals including professionals with degrees and credentials in their native countries.) | ☐ESL ☐ABE |
| **Planned number of students** (Identify the total number of *reportable students* you plan to serve with this funding.) | IELCE + T overall: \_\_\_\_\_\_\_\_\_\_\_\_\_  IELCE Training: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **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, civics education and/or workplace training.) |  |
| **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 addressing how the project plan is of sufficient intensity and quality so that students achieve substantial learning gains and relevant performance measures.

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| **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** |  |
| **Number of cohorts offered** |  |
| **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 + T:** 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.

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. Recipients of Section 243 IELCE funds must provide at least one IET option. Not all students are required to be enrolled in IET to participate. The program design and goals should focus on improving literacy skills and preparing adults for employment in in-demand industries and occupations that leads to economic self-sufficiency and integrate with the local workforce development system.

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| **Credential** (Identify the specific credential andoccupation or occupational sector being served by this IET. The IET must be part of a career pathway that results in a recognized postsecondary credential. Identify the salary range for the target job.) |  | |
| **IET program alignment** (Describe how the proposed training aligns with the identified in-demand industry sectors in the WDB local plans.) |  | |
| **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** (An eligible provider that receives IELCE funds through the IELCE 243 program may meet the requirement to use funds for integrated English literacy and civics education in combination with integrated education and training activities by: 1. Co-enrolling participants in integrated education and training as described in subpart D that is provided within the local or regional workforce development area from sources other than section 243; OR 2. Using funds provided under section 243 to support integrated education and training activities as cited in subpart D.  For the technical training component of the IET, if using non-AEFLA 243 federal funds, evidence of a funding commitment and an accompanying budget from the funder is required. If using AEFLA 243 funds, a documented estimate of the costs from the training provider is required.) | $\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Training will be paid by:  ☐Section 243 Federal funds  ☐Co-enrollment within the local WDB training providers  ☐Training provider/employer  ☐Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| **Service delivery/instruction** Describe below 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 **Workforce Training.** Include: (1) co-planning between partner organizations/individuals, (2) instructional methods (team teaching concurrently, team teaching separately, team teaching some of the time, or one instructor able to perform both roles.), and (3) instructional modality (in-person, distance, blended). | | |
| **OBJECTIVES/ STANDARDS – Must be provided concurrently and contextually** | | |
| **Adult Education and Literacy**  (*Identify the English Language Proficiency Standards that will be targeted in this IET. Describe how you will support English language acquisition into your overall design.)* | **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**  (*Identify the standards and instructional materials from the occupational sector or training partner that will be used.*) |
| **Shared learning objectives** (Combining the standards for adult education and literacy, workforce preparation, and workforce training, what overall learning objectives would be completed in this program?)  *Example: Students will demonstrate ELP reading standards as they master the healthcare competencies needed to obtain their CNA certification and First Aid/CPR certification.* |  | |
| **Civics Integration** (Describe how you will integrate civics content into the overall design of the project.) |  | |
| **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 and performance measures that will be used to determine priority area project success.) |  | |
| Will you be providing Bridge-to-IET programming under this funding for students with limited academic or English language skills to assist in the transition to enter and succeed in a given occupation or training? | ☐YES ☐NO | |
| If YES, thoroughly describe your plans on how you will build skills and prepare learners for the demands of the IET so that they may successfully transition to the respective IET program. These classes must align to the content and skills necessary of the IET as required to earn the postsecondary certificate of credential. |  | |

**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.

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| **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. |  | |