**CONNECTICUT STATE DEPARTMENT OF EDUCATION**

Academic Office

Program Enhancement Project (PEP) Grants for Adult Education

**TRANSITION, CAREER NAVIGATION AND SUPPORT 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.

|  |  |  |
| --- | --- | --- |
| **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 ☐NEDP | |
| **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 transitioning students to employment, postsecondary education and/or training. 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. This funding is intended to provide intensive transition instruction and services for a cohort of students who have an immediate goal of entering employment, training, or postsecondary education.

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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** |  |
| **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:** Complete the chart below addressing the required components contained in the PEP RFP. 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** (Provide a succinct description of the overall design of the project you are proposing. This response should include a systematic way of exploring career, training and postsecondary options for students utilizing an individual career plan or student success plan template.) |  |
| **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.) |  |
| **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.) |  |
| **Workforce readiness** (Identify how you will provide intensive instruction and services to assist learners in the transition to work, retention of work, or advancement of work. Curriculum must include exposure to [CTHires](https://www.cthires.com/vosnet/Default.aspx), job announcements and employer recruitment events.) |  |
| **Postsecondary education and training** (Identify how you will provide intensive instruction and servicesthat create a bridge between adult education and postsecondary education and/or training opportunities. Curriculum must include enrollment eligibility and associated costs, academic assessments in line with the receiving institution to ensure student readiness for enrollment, and the facilitation of the admissions and financial aid process.) |  |
| **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.) |  |
| **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** (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.) |  |

**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 agreement 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. |  | |