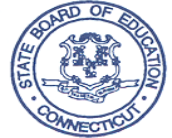




STATE OF CONNECTICUT
DEPARTMENT OF EDUCATION



PROGRAM ENHANCEMENT PROJECT (PEP) FOR ADULT EDUCATION

**WORKFORCE INNOVATION AND OPPORTUNITY ACT (WIOA)
TITLE II- ADULT EDUCATION AND FAMILY LITERACY ACT
REQUEST FOR PROPOSAL #817
CONTINUATION APPLICATION
July 1, 2023- June 30, 2024**

**Charlene M. Russell-Tucker
Commissioner of Education**

The Connecticut State Department of Education is committed to a policy of equal opportunity/affirmative action for all qualified persons. The Connecticut Department of Education does not discriminate in any employment practice, education program, or educational activity on the basis of race; color; religious creed; age; sex; pregnancy; sexual orientation; workplace hazards to reproductive systems, gender identity or expression; marital status; national origin; ancestry; retaliation for previously opposed discrimination or coercion, intellectual disability; genetic information; learning disability; physical disability (including, but not limited to, blindness); mental disability (past/present history thereof); military or veteran status; status as a victim of domestic violence; or criminal record in state employment, unless there is a bona fide occupational qualification excluding persons in any of the aforementioned protected classes. Inquiries regarding the Connecticut State Department of Education's nondiscrimination policies should be directed to:

Attorney Louis Todisco, Connecticut State Department of Education, by mail 450 Columbus Boulevard, Hartford, CT 06103-1841; or by telephone 860-713-6594; or by email louis.todisco@ct.gov.

Federal PEP Grant Program Manager
Susan Kocaba
Susan.Kocaba@ct.gov

INSTRUCTION FOR COMPLETION

I. GENERAL INFORMATION

A. Introduction/Purpose

The Connecticut State Department of Education (CSDE) is pleased to extend the Program Enhancement Project (PEP) grants for a third year for the period July 1, 2023, through June 30, 2024. During Fiscal Year 2022 (FY22) grants were awarded through a competitive Request for Proposal (RFP) in direct response to the Workforce Innovation and Opportunity Act (WIOA) of 2014, Title II, Adult Education and Family Literacy Act (AEFLA), Public Law 113-128, now codified as 29 U.S.C. § 3101 et seq., 20 C.F.R Part 675 et seq.

The overarching goals of AEFLA are to:

- increase accessibility to adult education programs and services for learners most in need;
- create a seamless transition to postsecondary education and training through the development of career pathways;
- foster strong, literate families in an effort to reduce the current student achievement gap; and
- build an educated and competitive workforce.

Mid-year and year-end evaluations must ensure that all projects have met the standards established by the eligible entity and that all goals have been achieved. **Projects not meeting the established standards may receive technical assistance, have funding reduced, or not receive funding in year three.**

B. Grant Awards

The grant awards are anticipated to be funded at levels awarded in FY23. However, all awards are contingent upon receipt of funds under the WIOA-Title II Adult Education and Family Literacy Act (see maximum amounts for each priority area on page 2).

GRANTS ARE NOT FINAL UNTIL THE AWARD LETTER IS EXECUTED.

The CSDE reserves the right to make grant and contract awards under this program without discussion with the applicant. Continuation applications should represent the applicant's best effort from both a technical and cost standpoint. The application, including the budget (ED-114 and eGMS), should be complete and without error.

C. Matching Funds

The CSDE requires applicants to provide 20 percent in matching funds. Matching funds may include expenditures from state, local and other non-federal sources for adult education programs, services, and activities, as defined in WIOA-Title II AEFLA. Matching funds may be cash or in-kind but must be clearly documented.

D. Administrative Costs

According to WIOA-Title II AEFLA, at least 95 percent of an eligible recipient's federal grant award must be expended for adult education instructional activities. The remaining amount, not to exceed 5 percent, may be used for local administrative costs including:

- planning;
- administration, including carrying out performance accountability requirements;
- professional learning;

- providing adult education and literacy activities in alignment with local workforce plans, including promoting co-enrollment in programs and activities under 20 C.F.R § 678.420, and contributing to the infrastructure costs of the one-stop delivery system.

Where the administrative cost limit is too restrictive and would provide insufficient funds for the aforementioned non-instructional purposes, a grant applicant may submit a detailed written request to Susan Kocaba, Susan.Kocaba@ct.gov, Associate Education Consultant, Academic Office, justifying the additional administrative costs.

E. Maximum Amount of Grant Awards by Priority Area

The following table presents the priority areas that will be funded in FY24 and the anticipated highest level of an award for each priority area. The priority area codes as listed in eGMS are identified at the beginning of each priority area below. Providers are only eligible to apply for program area funds in the same area that were received in FY23. Note that this continuation application allows grantees to use funds in Family Literacy Services, Nontraditional and Other Institutionalized Individuals or Special Populations, Integrated Education and Training, and Workforce Readiness at either or both levels of instruction but **the anticipated amount of award will not change**. If you would like to use funds for both levels of instruction, indicate the divided amounts on this continuation application and in eGMS totaling no more than the anticipated level of award amount.

PRIORITY AREA	ANTICIPATED AMOUNT OF AWARD
(E)FLS-Family Literacy Services –ESL 1-6/ABE 1-4	\$50,000
(S)FLS-Family Literacy Services – ABE/ASE 5-6	
(E)NTSP- Nontraditional and Other Institutionalized Individuals or Special Populations- ESL 1-6/ABE 1-4	\$30,000
(S)NTSP-Nontraditional, Institutionalized Individuals or Special Populations- ABE/ASE 5-6	
(S)NEDP-National External Diploma Program (NEDP) Expansion- ABE/ASE 5-6	\$30,000
(E)IET- Integrated Education and Training- ESL 1-6/ABE 1-4	\$40,000
(S)IET-Integrated Education and Training- ABE/ASE 5-6	
(S)TPS-Transition to Postsecondary Education and Training- ABE/ASE 5-6	\$40,000
(S)AVHS-Connecticut Adult Virtual High School- ABE/ASE 5-6	\$300,000
(E)WR-Workforce Readiness –ESL 1-6/ABE 1-4	\$40,000
(S)WR-Workforce Readiness –ABE/ASE 5-6	
(E)IELCE-Integrated English Literacy and Civics Education- ESL 1-6/ABE 1-4	\$100,000

NOTE: The grant awards are anticipated to be funded at levels awarded in FY23. However, all awards are contingent upon receipt of funds under the WIOA-Title II Adult Education and Family Literacy Act.

II. APPLICATION GUIDELINES AND REQUIREMENTS

Please review and adhere to the application guidelines and requirements listed below.

- A. **Application Cover:** A model for the format of the Application Cover page is provided in Appendix A. The cover page must contain all required information. Include only one cover page for all priority areas.
- B. **General Proposal Requirements:** A model for the format of the General Proposal Requirements section is provided in Appendix B. The General Proposal Requirements section contains all required information. Include only one general requirements section for all priority areas.
- C. **Priority Area Abstract:** A model for the format of the Priority Area Abstract is provided in Appendix C and consists of Part I and Part II.

Part I requires a narrative describing the individual project plan that must include the following: statement of need/target population; project objectives; proposed delivery format, program schedule, and estimated total hours; project design; curriculum/resources; professional learning; evaluation; and future funding.

Part II includes the requirements for the various priority areas contained in the PEP Request for Proposals issued in FY22. Select the appropriate priority area and describe the status for each of the requirements. If applicable, describe the changes in the general design of the project and justify why they were necessary and appropriate.

- D. **Prior Performance:** All applicants must submit your agency's FY23 Program Profile and Employment Barriers report (found under State and Local Performance) available in the LACES database. All other NRS required reports are embedded into each individual priority area.
- E. **Comprehensive and IELCE Budget and Budget Narrative (ED-114):** Using the comprehensive budget format and/or the IELCE budget format as appropriate, prepare a budget for federal project costs for the period of July 1, 2023, to June 30, 2024. A detailed line-item budget narrative must accompany the proposal. It must identify all costs associated with the project and support the project purpose and objectives. In addition, a detailed line-item budget narrative must be included for the required 20 percent match. The proposal must provide assurance that federal funds will not be co-mingled with state or local funds. Costs proposed are those above and beyond normal operational costs and must be attributed to the project described in the proposal. Local matching funds of 20 percent must be provided for all projects ("Matching Funds" page 1).

Additionally, you must enter all expenditures and revenues to the nearest dollar into the electronic Grant Management System (eGMS). Do not include cents. When completing Excel Budget Template pages, refer to the 2023 [Budget Buddy](#) guide.

Note: Programs applying for the IELCE grant must submit a separate ED-114 and budget narrative. This budget is not to be included in the comprehensive budget.

IELCE Consortium Applicants:

In the case in which adult education programs are collaborating to provide IELCE services, the lead agency and collaborating agencies must agree to meet regularly to plan, coordinate, market, and recruit for the IELCE grant.

The lead agency (fiscal entity) agrees to:

- oversee all aspects of the grant including grant monitoring and reporting and fiscal management;
- submit a single proposal on behalf of the consortium that outlines the plan to provide instruction in literacy and English language acquisition, instruction on the rights and responsibilities of citizenship and civic participation, and the identified workforce training options;

- provide CSDE with a written Interagency Collaboration for each partnering agency which includes a formal budget from all collaborators. Budgets narratives for collaborating agencies' costs must be itemized and identified as such in eGMS and on the ED-114 Excel spreadsheet;
- be the point of contact for the CSDE for the consortium; and
- share important and timely grant information to all collaborating agencies.

F. **Indirect Costs:** The CSDE has approved restricted and unrestricted indirect rates for the regional educational service centers (RESCs) and some local education agencies. Only those agencies which have an approved indirect rate on file with the CSDE may apply costs to line item 940 (Indirect Cost). These rates may be used to compute indirect costs for grants and contracts funded by the U.S. Department of Education (USDE) as well as other federal and private agencies. The rates are to be applied to a base composed of total costs less items of equipment, alterations and renovations, and subcontracts in excess of \$25,000 and flow-through grants. When using prepayment grant budgets and expenditure statements, indirect overhead may only be budgeted and reported using line item 940. Do not combine indirect overhead with any other line item. For PEP grants use the Restricted Indirect Rate. Indirect costs count towards the 5 percent administrative cost limit.

G. **Assurances:** Each applicant must ensure compliance in the below areas in eGMS. All documents can be found under the "Assurances" page.

- Statement of Assurances
- Certification Regarding Debarment and Suspension
- Considerations for Funding
- Attestations
- General Education Provisions Act, 20 U.S.C § 1221e-3 et seq., 34 C.F.R Part 81 (GEPA)
- Affirmative Action Certificate

[REMAINDER OF PAGE INTENTIONALLY LEFT BLANK]

III. SPECIFIC INSTRUCTIONS FOR COMPLETION AND SUBMISSION

The PEP continuation application must be received at the Academic Office via e-mail to Susan Kocaba, Susan.Kocaba@ct.gov, and uploaded into the Electronic Grant Management System (eGMS) by 4 p.m. on or before Friday, May 26, 2023.

Note that this continuation application allows grantees to use funds in Family Literacy Services, Nontraditional and Other Institutionalized Individuals or Special Populations, Integrated Education and Training, and Workforce Readiness at either or both levels of instruction but **anticipated amount of award will not change**. If you would like to use funds for both levels of instruction, indicate the divided amounts on this continuation application and in eGMS totaling no more than the highest level of award amount.

For assistance: Please contact Susan Kocaba, CSDE PEP Grant Program Manager, Susan.Kocaba@ct.gov.

To be completed and submitted via e-mail:

1. Thoroughly complete and submit the Microsoft Word document of the Application Cover (Appendix A), General Proposal Requirements section (Appendix B), as well as individual Priorities Areas Specifications (Appendix C) for each area funded as follows:
 - (a) Application Cover Page (Appendix A)- Include only one cover page for all priority areas. Obtain the original signature of the Superintendent of Schools or Chief Executive Officer of Agency. As this is a continuation application, you may use the FY22 RFP Date of Board/Agency Approval in the requested section.
 - (b) General Proposal Requirements (Appendix B)- Include only one general requirements section for all priority areas.
 - (c) Priority Areas Abstract (Appendix C)
 - (i) Project Plan Narrative (Part I) - For each priority area, there must be an individual project plan which includes the below. Duplicate Part I template as necessary.
 1. Priority Area Project Goal
 2. Statement of Need/Target Population
 3. Project Objectives
 4. Proposed Service Delivery Format, Program Schedule, and Estimated Total Hours
 5. Project Design
 6. Curriculum/Resources
 7. Professional Learning
 8. Evaluation
 9. Future Funding
 - (ii) Priority Area Status Report (Part II)- Using the included charts for each priority area, describe the status for each of the requirements of that priority area. Provide the action steps you plan to implement during the FY24 funding period to meet it. Also, if applicable, describe the changes in the general design of the project and justify why they were necessary and appropriate. Part II priority area charts for which you are not applying may be deleted to condense the document.
2. Thoroughly complete and submit the FY24 Microsoft Excel version of the comprehensive budget form and the separate IELCE budget form (ED-114), as appropriate. Use the Excel Budget Template located on the CSDE website for Adult Education Federal Grants under [Documents/Forms](#). When completing the Excel Budget Template pages, refer to the 2023 [Budget Buddy](#) guide and the Master Budget Code Description (Appendix D). Enter all expenditures and revenues to the nearest dollar. Do not include cents.
3. Scan and submit the completed Application Cover Page with the original signature of the Superintendent of Schools or Chief Executive Officer of Agency. As this is a continuation application, you may use the FY22 RFP Date of Board/Agency Approval in the requested section.
4. Scan and submit all requested Interagency Collaboration and Memorandum of Understanding agreements.

5. Scan and submit the FY23 Program Profile and Employment Barriers report (found under State and Local Performance) available in the LACES database. These documents do not need to be uploaded into eGMS. All other NRS required reports are embedded into each individual priority area.
6. All documents must be sent electronically as individual documents to: Susan.Kocaba@ct.gov.

To be completed and submitted via eGMS:

1. Enter all budget expenditures and revenues to the nearest dollar into the electronic Grant Management System (eGMS).
2. Indicate in the appropriate Assurances section of eGMS compliance of each item below.
 - Statement of Assurances
 - Certification Regarding Debarment and Suspension
 - Considerations for Funding
 - Attestations
 - General Education Provisions Act, 20 U.S.C § 1221e-3 et seq., 34 C.F.R Part 81 (GEPA)
 - Affirmative Action Certificate
3. Upload the completed Microsoft Word PEP Continuation Application Appendix A, Appendix B and Appendix C under “Federal Adult Education PEP Comprehensive and/or PEP IELCE -Related Documents.”
4. Upload all requested Interagency Collaboration and Memorandum of Understanding agreements under “Federal Adult Education PEP Comprehensive and/or PEP IELCE- Interagency Collaboration/Memorandum of Understanding Agreement.”

[REMAINDER OF PAGE INTENTIONALLY LEFT BLANK]

IV. APPENDICES

**APPENDIX A
APPLICATION COVER**

FOR 2023–2024 ADULT EDUCATION PROGRAM ENHANCEMENT PROJECTS

Title of Grant: **Be concise, avoid highly technical terms.*

Applicant Organization: **Name and address of applicant agency or organization.*

Initiated By: **Full name, position, telephone number, extension and e-mail address of person responsible for developing the proposal.*

Provider/Agency Director: **Full name, position, address, telephone number, extension and e-mail address of person who will be in charge of the project.*

Submitted By: **Full name, position, telephone number and extension of person authorized to commit agency to the project if it is selected; e.g., Superintendent of Schools, Chief Executive Officer of Agency.*

Signature of Superintendent of Schools or Chief Executive Officer of Agency: _____

PRIORITY AREA	CODE	FUNDS REQUESTED	MATCHING FUNDS (20%)
Family Literacy Services –ESL 1-6/ABE 1-4	(E)FLS		
Family Literacy Services – ABE/ASE 5-6	(S)FLS		
Nontraditional and Other Institutionalized Individuals or Special Populations- ESL 1-6/ABE 1-4	(E)NTSP		
Nontraditional, Institutionalized Individuals or Special Populations- ABE/ASE 5-6	(S)NTSP		
National External Diploma Program (NEDP) Expansion- ABE/ASE 5-6	(S)NEDP		
Integrated Education and Training- ESL 1-6/ABE 1-4	(E)IET		
Integrated Education and Training- ABE/ASE 5-6	(S)IET		
Transition to Postsecondary Education and Training ABE/ASE 5-6	(S)TPS		
Connecticut Adult Virtual High School- ABE/ASE 5-6	(S)AVHS		
Workforce Readiness –ESL 1-6/ABE 1-4	(E)WR		
Workforce Readiness –ABE/ASE 5-6	(S)WR		
Integrated English Literacy and Civics Education- ESL 1-6/ABE 1-4	(E)IELCE		
Total Funds Requested			
Date Submitted:	Date of Board/Agency Approval:		

APPENDIX B
GENERAL PROPOSAL REQUIREMENTS

The below sections in the General Proposal Requirements section (Appendix B) are to be completed by all PEP continuation applicants. Include only one General Proposal Requirements section for all priority areas.

Accountability Practices

Item	Requirement	Response
1	Grantee adheres to the Connecticut Competency System (CCS) Policies and Guidelines .	<input type="checkbox"/> Yes <input type="checkbox"/> No If NO, explain:
2	Grantee utilizes TOPSpro Enterprise system to provide immediate test scoring and reports.	<input type="checkbox"/> Yes <input type="checkbox"/> No If NO, explain:
3	Grantee ensures that appropriate staff are trained in LACES and that staff follows the policy and procedures outlined in the LACES Users' Guide .	<input type="checkbox"/> Yes <input type="checkbox"/> No If NO, explain:
4	Grantee ensures that all ABE/General Educational Development (GED), teachers are trained in using the College and Career Readiness Standards for Adult Education (CCRS) , and all English as a Second Language teachers are trained in using the English Language Proficiency Standards (ELPS) .	<input type="checkbox"/> Yes <input type="checkbox"/> No If NO, explain:
5	Grantee provides professional learning opportunities for program staff in the areas of reading, writing, speaking, mathematics, English language acquisition, technology, and staff training.	<input type="checkbox"/> Yes <input type="checkbox"/> No If NO, explain:

Recruitment, Retention and Support Services

Limit your response to approximately 200 words per item.

Requirement	Response
Describe your FY24 PEP recruitment plan.	
Describe your FY24 PEP retention plan.	
Describe the barrier, transition and other support services that will be offered to FY24 PEP participants.	

Integration with the Local Workforce Development Board (WDB) and One-stop Partner

Limit your response to approximately 200 words per item.

Requirement	Response

Describe how you will align your PEP services to the local WDB plan .	
Review the required Interagency Collaboration between your agency and the local WDB and address your collaboration for FY24.	
Describe how your agency will provide access to career and training services to students through the local one-stop partner and promoting concurrent enrollment.	

Performance Accountability – Measurable Skills Gains

Use LACES NRS Table 4 to complete the chart for FY23 (Year to Date) enrollment and Measurable Skill Gains (MSG) below. For sections that require NRS data from LACES, use the “REPLACE” button when generating the report.

NRS Level	# of students enrolled with 12 hours or more of instruction (Column B)	2022-2023 State Target % achieving MSG	Provider % achieving MSG (Column J)	# of students enrolled with one MSG (Columns E+F+G)	# of students enrolled without an MSG (Column I)
ABE 1		28%			
ABE 2		33%			
ABE 3		28%			
ABE 4		31%			
ABE 5		40%			
ABE 6		49%			
ESL 1		32%			
ESL 2		39%			
ESL 3		37%			
ESL 4		25%			
ESL 5		26%			
ESL 6		15%			

Performance Accountability – Post-Exit Performance Indicators

Limit your response to approximately 200 words per item.

Requirement	Response
Under the WIOA, five categories are used to document Measurable Skills Gains. Describe your FY24 plan to have students achieve an MSG: <ol style="list-style-type: none"> 1. Educational Functioning Level (EFL) gain 2. Attainment of secondary school diploma or its recognized equivalent 3. A postsecondary education transcript or report card for a participant who complete a minimum of 12 hours per semester (IET) 4. Training milestone through a satisfactory or better progress report set with an employer (workplace literacy only) 	

<p>5. Passage of occupational exam or attain technical or occupational skills as evidenced by trade-related benchmarks (IET)</p>	
<p>The remaining performance indicators are follow-up indicators that are collected after participants exit (90 days or more with no activity or future scheduled service). The post exit indicators require up to one year for follow up and are reported on some participants who were reported in previous program years.</p> <p>Describe your FY24 plan to have students achieve employment measures and credential attainment:</p> <p><u>Employment Measures</u></p> <ul style="list-style-type: none"> • Second-quarter employment after the exit quarter • Fourth-quarter employment after the exit quarter • Median earnings of participants employed in the second quarter after the exit quarter. <p><u>Credential Attainment</u></p> <ul style="list-style-type: none"> • The percentage of participants who attain a secondary school diploma (during participation or within one year of exit) AND employed or entered postsecondary within 1 year of exit • Attainment of postsecondary credential while enrolled or within 1 year of exit (student must have been ABE L5 or L6 or enrolled in a class denoted 9th grade equivalent or higher) 	

[REMAINDER OF PAGE INTENTIONALLY LEFT BLANK]

APPENDIX C- Part I
PRIORITY AREA ABSTRACT
 Each priority area must have its own abstract

Priority Area Grant Name:	
Provider/Agency Name:	
Project Director Name:	Email:
Beginning Date: 7/1/2023	End Date: 6/30/2024
Target Population: <input type="checkbox"/> ESL 1-6/ABE 1-4 Planned Number of Students:	Requested Federal Funds: Federal Cost Per Student:
Target Population: <input type="checkbox"/> ABE/ASE 5-6 Planned Number of Students:	Requested Federal Funds: Federal Cost Per Student:

PRIORITY AREA PROJECT GOAL: Briefly describe what you wish to accomplish.

STATEMENT OF NEED/TARGET POPULATION: Briefly state how this proposed plan will meet the need of the target population.

PROJECT OBJECTIVES: Clearly state at minimum three measurable objectives of the project. Objectives must align with the 2021-2022 Program Enhancement Project (PEP) specifications and requirements and the Statement of Need.

PROPOSED SERVICE DELIVERY FORMAT, PROGRAM SCHEDULE AND ESTIMATED TOTAL HOURS: Complete the below chart.

Service Delivery/Instruction will be offered	<input type="checkbox"/> Virtual <input type="checkbox"/> In-person <input type="checkbox"/> Hybrid/Blended <input type="checkbox"/> Other:
Priority area schedule/hours per week	
Estimated total weeks of instruction	
Estimated total hours of instruction	
Timeline of project/begin and end date	

PROJECT DESIGN: Briefly describe the overall design, including how you will build upon the previous year's program.

CURRICULUM/RESOURCES: Identify the main curriculum and resources that will be used. Briefly describe how these are aligned to the College and Career Readiness Standards or English Language Proficiency Standards.

PROFESSIONAL LEARNING: Briefly describe the professional learning opportunities that will be available to program staff in the areas of reading, writing, speaking, mathematics, English language acquisition, technology, and staff training as they relate to the priority area, as appropriate.

EVALUATION: Describe the evaluation process that will be used to determine priority area project success.

FUTURE FUNDING: Describe the plans and ideas for sustaining the project after the one-year funding period.

APPENDIX C – PART II
PROJECT REQUIREMENTS – PRIORITY AREA STATUS REPORT

Included here are the requirements for the **Family Literacy Services** priority area contained in the PEP RFP issued in FY22. Provide the action steps you plan to implement during the FY24 funding period for each of the requirements.

FY24 projected enrollment:	FY23 enrollment 12 hours or more at time of application:
Target Population: <input type="checkbox"/> ESL 1-6/ABE 1-4 <input type="checkbox"/> ABE/ASE 5-6	
Program: <input type="checkbox"/> ESL <input type="checkbox"/> ABE <input type="checkbox"/> GED <input type="checkbox"/> NEDP <input type="checkbox"/> CDP <input type="checkbox"/> Citizenship	

Requirement	Action/Activities FY24
Must address and integrate the four components of a family literacy program: Adult Education, Early Childhood Education, Parenting Education, and Parent and Child Together (PACT) time. Families must participate in all program components.	
Adult Education: Funds must be used to support parent literacy training that provides basic skills, ESL, and/or secondary school completion instruction in an integrated learning environment. Curriculum includes development of digital literacy skills and the integration of CCR/ELP standards.	
Early Childhood Education: The early childhood education component may focus on children from birth through third grade and be age-appropriate to prepare children for success in school and life experiences.	
Parenting Education: Training for parents or family members regarding how to be the primary teacher for their children and full partners in the education of their children. Activities to support the federal Family Literacy outcomes “Increasing involvement in children’s education” and “Increasing involvement in children’s literacy” are highlighted.	
PACT: Interactive literacy activities between parents or family members and their children.	
Programs must show evidence through an interagency collaboration letter of a formal collaboration with family learning/support providers if applicable, such as: Even Start; Family Resource Centers; Head Start; Title I; Early Reading Success; School Readiness; School-Family-Community Partnerships; or with other public schools or libraries in the community to ensure that all components are offered.	
Parent or family adult education and literacy activities lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency.	
Programs must be aligned with relevant industry sectors as identified in the WDB local plans.	

If applicable, describe the changes in the general design of the project and justify why they were necessary and appropriate.

APPENDIX C – PART II
PROJECT REQUIREMENTS – PRIORITY AREA STATUS REPORT

Included here are the requirements for the **Nontraditional, Institutionalized Individuals or Special Populations** priority area contained in the PEP RFP issued in FY22. Provide the action steps you plan to implement during the FY24 funding period for each of the requirements.

FY24 projected enrollment:	FY23 enrollment 12 hours or more at time of application:
Target Population: <input type="checkbox"/> ESL 1-6/ABE 1-4 <input type="checkbox"/> ABE/ASE 5-6	
Program: <input type="checkbox"/> ESL <input type="checkbox"/> ABE <input type="checkbox"/> GED <input type="checkbox"/> NEDP <input type="checkbox"/> CDP <input type="checkbox"/> Citizenship	
Nontraditional Setting: <input type="checkbox"/> Correctional Institution/Re-entry program <input type="checkbox"/> Halfway House <input type="checkbox"/> Homeless Shelter <input type="checkbox"/> Other: _____	
Name of collaborating agency(ies):	

Requirement	Action/Activities FY24
Providers must either implement programs that deliver innovative, nontraditional instructional approaches that include comprehensive counseling and support services; or deliver instructional programs, comprehensive counseling, and support services that take place within a nontraditional setting/site.	
Program has developed and implemented one of the following: A basic skills or ESL program taught in a life skills context that provides individuals with the skills necessary to function in the community, advocate for themselves, and access appropriate community resources; or a basic skills, ESL, or secondary completion program, taught in an employability context, that provides individuals the skills necessary to function in the workplace and transition to employment and continued education.	
Program provides comprehensive counseling and support services, either on-site or through collaboration with other communities, educational and human services organizations.	
Programs must integrate digital literacy into the core curriculum to create opportunities for authentic research, writing and communication, while encouraging critical thinking, decision-making and problem-solving skills.	
Funds may also be used for obtaining a high school credential, and/or participation in IET, career pathways, and transition to reentry initiatives and other post release services with the goal of reducing recidivism. These funds may not be used to support the cost of technical training.	
Must provide an interagency collaboration letter of coordination with the host institution, if applicable, to ensure program integration and support.	
Programs must demonstrate how they will collaborate with the Department of Rehabilitation Services for support and resources, as well as the American Jobs Center in their area, to ensure delivery of appropriate	

services, such as participant referral, job search, workshops and/or career information.	
--	--

If applicable, describe the changes in the general design of the project and justify why they were necessary and appropriate.

APPENDIX C – PART II
PROJECT REQUIREMENTS – PRIORITY AREA STATUS REPORT

Included here are the requirements for the **National External Diploma Program (NEDP) Expansion** priority area contained in the PEP RFP issued in FY22. Provide the action steps you plan to implement during the FY24 funding period for each of the requirements.

FY24 projected enrollment:	FY23 enrollment 12 hours or more at time of application:
Number of FY23 graduates anticipated at time of application:	
Target Population: <input type="checkbox"/> ABE/ASE 5-6	

Requirement	Action/Activities FY24
Program has provided a letter of agreement from the local superintendent of the district to award a local high school diploma upon satisfactory completion of the NEDP.	
NEDP diploma has no qualifying language and must be identical to the diploma awarded in the Adult Credit Diploma Program.	
Providers employ a minimum of three Connecticut certified teachers trained in NEDP in order to maintain the site.	
A dedicated space with computer and Internet accessibility is being used to hold one-on-one private sessions with students, as well as maintaining materials.	
Program must be active in NEDP (i.e., have at least five graduates per year) to maintain funding and to be considered an NEDP site.	
All NEDP advisor/assessors are expected to be consistently working in the NEDP and are required to attend one annual meeting to remain current in state and national policies and procedures. In addition, advisor/assessors must participate in any other NEDP required trainings, which are requested by the CSDE.	
Program is represented at the biannual NEDPC conference.	
Must provide evidence of true expansion of currently existing NEDP.	
Sustainability plan for NEDP has been developed and provided with the proposal.	

If applicable, describe the changes in the general design of the project and justify why they were necessary and appropriate.

APPENDIX C – PART II
PROJECT REQUIREMENTS – PRIORITY AREA STATUS REPORT

Included here are the requirements for the **Integrated Education and Training (IET)** priority area contained in the PEP RFP issued in FY22. Provide the action steps you plan to implement during the FY24 funding period for each of the requirements. For sections that require NRS data from LACES, use the “REPLACE” button when generating the report.

FY24 projected enrollment:		FY23 enrollment 12 hours or more at time of application:	
Target Population: <input type="checkbox"/> ESL 1-6/ABE 1-4 <input type="checkbox"/> ABE/ASE 5-6			
Program: <input type="checkbox"/> ESL <input type="checkbox"/> ABE <input type="checkbox"/> GED <input type="checkbox"/> NEDP <input type="checkbox"/> CDP <input type="checkbox"/> Citizenship			
IET Program(s) offered:		Training Partner(s):	
Occupation/Sector Name:			
Use LACES NRS Table 3 (FY23) to complete for Adult Basic Education	Adult Basic Education participant total (H):	Integrated Education and Training Program participant total for Adult Basic Education (H):	
Use LACES NRS Table 3 (FY23) to complete for Adult Secondary Education	Adult Secondary Education participant total (H):	Integrated Education and Training Program participant total for Adult Secondary Education (H):	
Use LACES NRS Table 3 (FY23) to complete for English Language Acquisition	English Language Acquisition participant total (H):	Integrated Education and Training Program participant total for English Language Acquisition (H):	
Use LACES NRS Table 11 (FY23) to complete MSG via Achievement of at Least One Educational Functioning Level Gain	# of participants included in the indicator (B):	# of participant achieving outcome or median earnings value (C):	% of participants achieving outcome (D):
Use LACES NRS Table 11 (FY23) to complete MSG via Secondary School Diploma/Recognized Equivalent	# of participants included in the indicator (B):	# of participants achieving outcome or median earnings value (C):	% of participants achieving outcome (D):
Use LACES NRS Table 11 (FY23) to complete MSG via Postsecondary Transcript	# of participants included in the indicator (B):	# of participant achieving outcome or median earnings value (C):	% of participants achieving outcome (D):
Use LACES NRS Table 11 (FY23) to complete MSG via Passing Technical/Occupational Skills Exam	# of participants included in the indicator (B):	# of participant achieving outcome or median earnings value (C):	% of participants achieving outcome (D):

Requirement	Action/Activities FY24
Technical training must be aligned with the identified industry sectors in the WDB local plans.	

The IET program has a single set of learning objectives that identifies specific adult education content aligned with college and career readiness (CCR) standards; workforce readiness activities; and workforce training competencies. The program activities are organized to function cooperatively.	
Identify the industry-recognized credential(s) and its alignment to the labor market need and local/regional priorities.	
Identify the support services, student success strategies and transition strategies that have been integrated into the project. Identify additional supports that have been provided on an as-needed basis.	
Indicate how learners will be prepared to enter the next step of an educational pathway and how this progress will be documented.	
Indicate how job development and placement services are being provided.	
Provide evidence of a funding commitment (Memorandum of Understanding) and an accompanying budget for the technical training component of the project that adequately supports all expenses necessary for this component.	

If applicable, describe the changes in the general design of the project and justify why they were necessary and appropriate.

APPENDIX C – PART II
PROJECT REQUIREMENTS – PRIORITY AREA STATUS REPORT

Included here are the requirements for the **Transition to Postsecondary Education and Training** Programs priority area contained in the PEP RFP issued in FY22. Provide the action steps you plan to implement during the FY24 funding period for each of the requirements. For sections that require NRS data from LACES, use the “REPLACE” button when generating the report.

FY24 projected enrollment:	FY23 enrollment 12 hours or more at time of application:	
Target Population: <input type="checkbox"/> ABE/ASE 5-6		
Program: <input type="checkbox"/> Advanced ESL <input type="checkbox"/> GED <input type="checkbox"/> NEDP <input type="checkbox"/> CDP		
Use LACES NRS Table 4a (FY23) to complete for Transition to Postsecondary Education (Use Grand Total of I and J)	Number with EFL Gain by Transition to Postsecondary Education (I):	Percentage Achieving EFL Gain by Transition to Postsecondary Education (J):
Use LACES NRS Table 5 (FY22) to complete for Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	Number of Participants who Exited Achieving Outcome or Median Earnings Value (C):	Percentage of Participants Achieving Outcome (D):

Use LACES NRS Table 5 (FY22) to complete for Attained a Postsecondary Credential while enrolled or within one year of exit	Number of Participants who Exited Achieving Outcome or Median Earnings Value (C):	Percentage of Participants Achieving Outcome (D):
--	---	---

Requirement	Action/Activities FY24
Written agreements (Memorandum of Understanding) between the adult education provider and its postsecondary partner or partners must be updated and resubmitted.	
Evidence of an institutional commitment and capacity on the part of all partners to enhance and expand their programs of study in keeping with the requirements of this priority area.	
The educational framework must include curriculum that is aligned with CCR Standards for Adult Education, digital literacy skills, and the necessary assessment criteria for entrance into postsecondary education programs and exposure to the career pathways that relate to the local WDB’s identified industry sectors in its local plan.	
Utilization of the curriculum resources available through the LINCS resource collection, and classes of sufficient intensity and duration to ensure substantial learning gains and achievement of relevant performance measures.	
Must implement a referral process for students that have 16 or more credits; students with a minimum score of 165 on each test subject area on the GED® Ready Practice Test; students in the NEDP who are in the portfolio review stage of the program; or advanced-level ESL students.	
Partnerships between adult education and postsecondary education and training programs must provide at a minimum: academic and career-related counseling combined with other student support services; academic assessments in line with the receiving institution to ensure student readiness for enrollment; and facilitation of the admissions and financial aid process for transition students.	

If applicable, describe the changes in the general design of the project and justify why they were necessary and appropriate.

APPENDIX C – PART II
PROJECT REQUIREMENTS – PRIORITY AREA STATUS REPORT

Included here are the requirements for the **Connecticut Adult Virtual High School** priority area contained in the PEP RFP issued in FY22. Provide the action steps you plan to implement during the FY24 funding period for each of the requirements.

FY24 projected enrollment:	FY23 enrollment 12 hours or more at time of application:
-----------------------------------	---

Requirement	Action/Activities FY24
Development of an annual course schedule for students in the Adult High School Credit Diploma (AHSCD) and the GED programs. Course development should consider the industry sectors identified by the local WDB local plans.	
Increase in the number of courses offered each term that are aligned with the CCR Standards and Comprehensive Adult Student Assessment System (CASAS) competencies and content standards.	
Teachers with the appropriate CT educator certification are hired and compensated based on student enrollment and the number of courses taught.	
Students from across the state are able to register for the online courses and online tools and support services for students and staff; tutoring and help desk must be provided.	
All necessary professional learning for teachers, mentors, online learning coordinators, administrators and counselors are designed and made available.	
There is staff representation from participating providers on an advisory board, a content committee, a research and evaluation committee, and a support services committee.	
A formal process coupled with standards for the ongoing review, approval, and revision of adult credit courses has been developed.	
Ongoing research and evaluation that gathers and appraises data and recommends strategies for enhancement are conducted and presented to the advisory board, as needed.	

If applicable, describe the changes in the general design of the project and justify why they were necessary and appropriate.

APPENDIX C – PART II
PROJECT REQUIREMENTS – PRIORITY AREA STATUS REPORT

Included here are the requirements for the **Workforce Readiness** priority area contained in the PEP RFP issued in FY22. Provide the action steps you plan to implement during the FY24 funding period for each of the requirements. For sections that require NRS data from LACES, use the “REPLACE” button when generating the report.

FY24 projected enrollment:	FY23 enrollment 12 hours or more at time of application:	
Target Population: <input type="checkbox"/> ESL 1-6/ABE 1-4 <input type="checkbox"/> ABE/ASE 5-6		
Program: <input type="checkbox"/> ESL <input type="checkbox"/> ABE <input type="checkbox"/> GED <input type="checkbox"/> NEDP <input type="checkbox"/> CDP <input type="checkbox"/> Citizenship		
Use LACES NRS Table 5 (FY22) to complete for Employment Second Quarter after exit	Number of Participants who Exited Achieving Outcome or Median Earnings Value (C):	Percentage of Participants Achieving Outcome (D):

Use LACES NRS Table 5 (FY22) to complete for Employment Fourth Quarter after exit	Number of Participants who Exited Achieving Outcome or Median Earnings Value (C):	Percentage of Participants Achieving Outcome (D):
Use LACES NRS Table 5 (FY22) to complete for Median Earnings Second Quarter after exit	Number of Participants who Exited Achieving Outcome or Median Earnings Value (C):	Percentage of Participants Achieving Outcome (D):
Use LACES NRS Table 5 (FY22) to complete for Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	Number of Participants who Exited Achieving Outcome or Median Earnings Value (C):	Percentage of Participants Achieving Outcome (D):

Requirement	Action/Activities FY24
Must provide workforce readiness activities, including literacy instruction; development of digital literacy skills and employability skills; career exploration and development and links to employment; employment services; and other options.	
Must offer instruction to support transition to work, entry-level employment, and reentry into the workforce for unemployed individuals.	
Activities, and programs or services, should be designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy 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.	
Programs must demonstrate a commitment to provide appropriate support services to students participating in workforce readiness activities, such as tutoring or other academic supports, college navigation support, career planning, transportation assistance and/or childcare.	
Programs must be aligned with relevant industry sectors as identified in the WDB local plans.	

If applicable, describe the changes in the general design of the project and justify why they were necessary and appropriate.

APPENDIX C – PART II
PROJECT REQUIREMENTS – PRIORITY AREA STATUS REPORT

Included here are the requirements for the **Integrated English Literacy and Civics Education (IELCE)** priority area contained in the PEP RFP issued in FY22. Provide the action steps you plan to implement during the FY24 funding period for each of the requirements. For sections that require NRS data from LACES, use the “REPLACE” button when generating the report.

FY24 projected enrollment:	FY23 IELCE enrollment 12 hours or more at time of application:
FY23 IET enrollment 12 hours or more at time of application:	

Target Population: <input type="checkbox"/> ESL 1-6/ABE 1-4			
IET Program(s) Offered:		Training Partner(s):	
Approximate cost of training expenses using federal funds:			
Use NRS Table 3 (FY23) to complete for Integrated English Literacy and Civics Education (Sec 243)	Integrated English Literacy and Civics Education (Sec 243) participant total (H):		Integrated Education and Training Program participant total (H):
Use LACES NRS Table 11 (FY23) to complete MSG via Achievement of at Least One Educational Functioning Level Gain	# of participants included in the indicator (B):	# of participant achieving outcome or median earnings value (C):	% of participants achieving outcome (D):
Use LACES NRS Table 11 (FY23) to complete MSG via Secondary School Diploma/Recognized Equivalent	# of participants included in the indicator (B):	# of participant achieving outcome or median earnings value (C):	% of participants achieving outcome (D):
Use LACES NRS Table 11 (FY23) to complete MSG via Postsecondary Transcript	# of participants included in the indicator (B):	# of participant achieving outcome or median earnings value (C):	% of participants achieving outcome (D):
Use LACES NRS Table 11 (FY23) to complete MSG via Passing Technical/Occupational Skills Exam	# of participants included in the indicator (B):	# of participants achieving outcome or median earnings value (C):	% of participants achieving outcome (D):

Requirement	Action/Activities FY24
Offer contextualized instruction in literacy and English language acquisition; the rights and responsibilities of citizenship; naturalization procedures; civic participation and U.S. history and government as essential components of the program. Activities to support the federal Civics outcomes “Achieved Citizenship Skills,” “Voter Registration” and “Involvement in Community Activities” are highlighted.	
Improvement of literacy skills including speaking, reading, writing and numeracy in order to provide learners with the skills to apply English and mathematics accurately and appropriately in a variety of home, community, workplace and academic settings.	
Opportunities for experiential learning in which participants are actively engaged in community pursuits are included in the program design.	
Curriculum focus provides information and support in the skills necessary for the workplace.	
Programs must be aligned with relevant industry sectors as identified in the WDB local plans.	
IET services must be provided concurrently and contextually, such that within the overall scope of a particular program, adult education, literacy activities,	

workforce readiness and workforce training, are each of sufficient intensity and quality based on the most rigorous research available, particularly with respect to improving reading, writing, mathematics and English proficiency of eligible individuals and occurs simultaneously; and use of occupationally relevant instructional materials.	
For the IET component, if you are working with a training partner, a written agreement (Memorandum of Understanding) with the adult education provider and the training partner must be submitted at time of application.	
Funding is not used to expand or supplant program's English Language Acquisition program. IELCE programs should contain multiple components in combination with IET activities.	

If applicable, describe the changes in the general design of the project and justify why they were necessary and appropriate.

IELCE Consortium (Complete if you are applying as the lead agency/fiscal entity in a consortium). See pages 4-5 for a comprehensive list of responsibilities of the fiscal entity.

Requirement	Action/Activities FY24
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. Complete additional chart below.	
Identify how you plan to enter collaborating agency IELCE and IET students into LACES. The IET enrollment and outcomes must follow the same way the student is identified as IELCE regardless of where the IET training is offered.	
Regularly plan, coordinate, market, and recruit for the IELCE grant as a consortium.	

Identify all collaborating districts/budget. Budgets narratives for collaborating agencies' costs must be itemized and identified as such in eGMS and on the ED-114 Excel spreadsheet.

Collaborating District/Agency Name	Collaborating District/Agency Budget Total Requested
(1)	
(2)	
(3)	

APPENDIX D
MASTER CODE BUDGET DESCRIPTION

According to WIOA-Title II AEFLA, at least 95 percent of an eligible recipient's federal grant award must be expended for adult education instructional activities. The remaining amount, not to exceed 5 percent, may be used for local administrative costs. Local administrative costs include budget codes 111A, 112B, 322, 580, 612, and 917.

Object Code Descriptions

111A Administrator/Supervisor Salaries (ADMINISTRATIVE)

Amounts paid to administrative employees of the grantee not involved in providing direct services to pupils/clients. Include all gross salary payments for these individuals while they are on the grantee payroll, including overtime salaries or salaries paid to employees of a temporary nature.

111B Teachers

Salaries for employees providing direct instruction/counseling to pupils/clients. This category is used for both counselors and teachers. Include all salaries for these individuals while they are on the grantee payroll, including overtime salaries or salaries of temporary employees. Substitute teachers or teachers hired on a temporary basis to perform work in positions of either a temporary or permanent nature are also reported here. Tutors or individuals whose services are acquired through a contract are not included in the category. A general rule of thumb is that a person for whom the grantee is paying employee benefits, and who is on the grantee payroll, is included; a person who is paid a fee, with no grantee obligation for benefits, is not.

112A Education Aides

Salaries for grantee employees who assist staff in providing classroom instruction; included in this category are all gross salaries for these individuals, while they are on the grantee payroll, including overtime salaries or salaries of temporary employees.

112B Clerical (ADMINISTRATIVE)

Salaries for grantee employees performing clerical/secretarial services; include all gross salaries for these individuals while they are on the grantee payroll, including overtime salaries or salaries of temporary employees.

119 Other

Salaries for any other grantee employee not fitting into objects 111A, 111B, 112A or 112B; include the gross salaries for these individuals, including overtime salaries or temporary employees. Included can be janitorial personnel costs, grant activity coordinators' salaries and food service personnel.

200 Personal Services - Employee Benefits

Amounts paid by the grantee on behalf of the employees whose salaries are reported in objects 111A, 111B, 112A, 112B or 119. These amounts are not included in the gross salary but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, is nevertheless part of the cost of personal services. Included are the employer's cost of group insurance, social security contribution, retirement contribution, tuition reimbursement, unemployment compensation and workmen's compensation insurance.

321 Tutors (Instructional Non-Payroll Services)

Payments for services performed by qualified persons directly engaged in providing learning experiences for students. Include the services of teachers and teachers' aides who are not on the payroll of the grantee.

322 Inservice (Instructional Program Enhancement Services) (ADMINISTRATIVE)

Payments for services performed by persons qualified to assist teachers and supervisors to enhance the quality of the teaching process. This category includes curriculum consultants, in-service training specialists, etc., who are not on the grantee payroll.

324 Field Trips

Costs incurred for conducting educational activities off site; includes admission costs to educational centers, fees for tour guides, etc.

325 Parental Activities

Expenditures related to services for parenting including workshop presenters, counseling services, baby-sitting services and overall seminar/workshop costs.

330 Employee Training and Development Services

Payments for professional or technical services that are not directly related to instructional activities; included are payments for data processing, management consultants, legal services, etc. Do not include the cost of an independent auditor in this category.

400 Purchased Property Services

Expenditures for services to operate, repair, maintain and rent property owned and/or used by the grantee. These are payments for services performed by persons other than grantee employees. Most frequently allowed expenditures include: Rentals - costs for renting or leasing land, buildings, equipment or vehicles; Repair and Maintenance services - expenditures for repairs and maintenance services not provided directly by grantee personnel, including contracts and agreements covering the upkeep of buildings and equipment; and Construction Services (Remodeling and Renovation) - payments to contractors for major permanent structural alterations and for the initial or additional installation of heating and ventilating systems, electrical systems, plumbing systems or other service systems in existing buildings. Utility services such as cleaning service, disposal service, snow plowing, lawn care, etc., could also be reported in this category. It is up to the program manager to inform applicants what is an allowable purchased property service under a grant program. The review of the budget justification should reveal the existence of any unallowable item.

510 Pupil Transportation

Expenditures for transporting pupils to and from school and other activities; included are such items as bus rentals for field trips and payments to drivers for transporting handicapped children.

530 Communication

Payments for services provided by persons or businesses to assist in transmitting and receiving messages or information; included are telephone and telegraph services, as well as postage machine rental and postage.

580 Travel (ADMINISTRATIVE)

Expenditures for transportation, meals, hotel and other expenses associated with staff travel. Per diem payments to staff in lieu of reimbursement for subsistence (room and board) are also included.

590 Other Purchased Services

All other payments for services rendered by organizations or personnel not on the GRANTEE payroll not detailed in 510, 530, 560, 580 or 590. These include: Insurance Costs (other than employee benefits) - payments for all types of insurance coverage including property, liability and fidelity; Printing and Binding - publication costs; and Advertisement - any expenditures for announcements in professional publications, newspapers or broadcasts over radio or television, including personnel recruitment, legal ads, and the purchase and sale of property.

611 Instructional Supplies

Expenditures for consumable items purchased for instructional use.

612 Administrative Supplies (ADMINISTRATIVE)

Expenditures for consumable items directly related to program administrative (non-instructional) activities.

641 Textbooks

Expenditures for textbooks, workbooks, textbook binding and repair.

690 Other Supplies

Allowable Expenditures for any other supply, which is not instructional or administrative in nature; included are maintenance supplies, heating supplies and transportation supplies.

700 Property

Expenditures for acquiring fixed assets, including land or existing buildings, enhancements of grounds, initial equipment, additional equipment and replacement of equipment. For most grants, only equipment such as computers, duplicating machines, furniture and fixtures is allowable and the line-item description on the budget will read Property/Equipment only. If allowable under grant legislation, other items which could be included in this category are expenditures for the acquisition but not the rental of buildings and land. Although cost of materials, which resulted in a new or vastly improved structure, would also be included here, the expenditures for the contracted construction of buildings, for permanent structural alterations, and for the initial or additional installation of heating and ventilating systems, fire protection systems, and other service systems in existing buildings, are recorded under object 400 - Purchased Property Services.

In accordance with the Connecticut State Comptroller's definition of equipment, included in this category are all items of equipment (machinery, tools, furniture, vehicles, apparatus, etc.) with a value of over \$5,000.00 and the useful life of more than one year.

917 Indirect Costs

Costs incurred by the grantee, which are not directly related to the program but are a result thereof. Beginning Fiscal Year 1998, grantees must submit indirect cost proposals to the Connecticut State Department of Education to apply for a restricted and unrestricted rate. Only grantees that have received rate approvals are eligible to claim indirect costs.