

Section 1: **Program Need (points 0-3; total available = 6)**

1. Document the need to serve out-of-school youth between the ages of 16 and 24 whose NRS level reading scores are at or above 8.0 grade level equivalency and the NRS level math score are at or above the 6.0 grade level equivalency, who want to complete the secondary level of education and participate in work-site learning experience related to career choices. Answers to this question should provide an overview of the community data.
2. Provide documentation of the individuals in the community who are most in need of the education and literacy services and those who are in need of career pathway services including individuals who have literacy skills or who are English language learners (i.e. literacy statistics, regional and local needs as identified under the Unified State Plan, area plans, etc.) Answers to this question should provide more targeted and detailed information about the students to be served.

Section 2: **Applicant Capacity and Past Effectiveness (points 0-3; total points available = 6)**

1. Identify the applicants' ability to serve eligible individuals with disabilities including those with learning disabilities and cognitive impairments.
2. Identify the applicants' past effectiveness in improving the literacy skills of the target audience, including those with low literacy levels, and demonstrate the ability to meet or exceed the expected levels of performance outlined in the Notice of Funding Opportunity.

Section 3: **Program Design (points 0-3; total points available = 18)**

1. Describe the program design for the ESLTP in FY22. Include all intended outcomes.
2. Describe how the program design will meet the needs of the target population to be served based. Include all intended outcomes.
3. Identify if and how the applicant will serve HSE students, HSCR students, or both.
4. Discuss potential challenges and solutions in serving this population. Include all intended outcomes.
5. Include how the applicant will specifically include diversity, equity, and inclusion (DEI) in program approach and implementation. Include all intended outcomes.
6. Discuss how the career instruction and work-based learning components are aligned with the priorities of the Local Workforce Investment Board. Include all intended outcomes.

Section 4: **Student Recruitment, Enrollment, and Retention (points 0-3; total points available= 18)**

1. Describe methods and strategies that will be deployed to ensure continuous enrollment of a minimum of 50 active students. Include all intended outcomes.
2. Identify how the applicant will ensure the population in the program is reflective of the at-risk population identified in the Index of Need. Include all intended outcomes.
3. Discuss how the applicant will include Diversity, Equity, and Inclusion in the student orientation, intake, and the assessment process. Include all intended outcomes.
4. Explain methods that will be used to retain participants. Include all intended outcomes.
5. Identify challenges and strategies implemented that address challenges. Include all intended outcomes.
6. Identify staff responsible for student recruitment, enrollment, and retention. Include all intended outcomes.

**Section 5: Career Awareness and Development Instruction, CADI (points 0-3; total points available= 18)**

*Two hundred (200) minutes per week of classroom and/or individual instruction is required for all Early School Leaver Transition Program participants (100%). Instruction must provide students with knowledge necessary for successful transitions into postsecondary education and/or employment. Course content must incorporate contextualized instruction, transition services, and primarily focus on career development that includes career exploration, career planning within a career area, and understanding the world of work. Students must develop a transition plan that outlines their career goals and corresponding education plan and a transition portfolio containing all applicable materials needed to make a successful transition to postsecondary education and/or employment. Transition portfolios may include, but are not limited to, resume and cover letter, postsecondary education program application and letters of recommendation, applicable test scores, transcripts, and financial aid application.*

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Provide a description of the Career Awareness and Development Instruction (CADI) that will be offered through your program, being sure to address each of the following items.

1. Provide a description of the type and amount of college and/or HSE /HSCR instruction students receive. Include all intended outcomes.
2. Describe how frequently students are enrolled in CADI classes. Include all intended outcomes.
3. Describe how Universal Design for Learning (UDL) and current evidence-based instructional materials will be implemented in CADI instruction. Include all intended outcomes.
4. Describe how remote learning will be integrated into CADI instruction. Include all intended outcomes.
5. Describe what technology will be integrated into the curriculum to improve learner achievement and discuss how the aforementioned technology will be used for instruction and support. Include all intended outcomes.
6. Identify staff and the credentials of the person(s) responsible for CADI instruction. Discuss how the CADI instruction and HSE/HSCR instruction is integrated. Include all intended outcomes.

**Section 6: Transition Services (points 0-3; total points available= 12)**

1. Describe the methods that will be used to increase successful transitions of students to postsecondary education and/or employment. Include all intended outcomes.
2. Describe how the program connects with other career pathway efforts within the institution, including adult education, career and technical education, bridge programs, integrated models such as Integrated Career and Academic Preparation System (ICAPS), etc. Include all intended outcomes.
3. Describe what is included in a student's Transition Plan. Include all intended outcomes.
4. Identify the staff members and their credentials who are responsible for developing the students' Transition Plan and Transition Services. Discuss how transition services will help students achieve their goals. Include all intended outcomes.

**Section 7: Support Services (points 0-3; total points available= 15)**

1. Describe support services that will be offered. Include:
  - a. Services offered at your institution

- b. Services offered within your community
  - c. Services offered by WIOA partners
  - d. Include all intended outcomes.
2. Discuss how a student's potential need for support services are identified. Include all intended outcomes.
3. Discuss how support services will incorporate diversity, equity, and inclusion. Include all intended outcomes.
4. Describe challenges or barriers to success and identify solutions that will be implemented to increase student outcomes. Include all intended outcomes.
5. Identify staff members and their credentials who are responsible for the support services. Include all intended outcomes.

**Section 8: Work-Based Learning (points 0-3; total points available= 3)**

Work-based learning provides participants with work-based opportunities to practice and enhance the skills and knowledge gained in their program of study or industry training program, as well as to develop employability. Examples include: internships, service learning, paid work experience, on-the-job-training, incumbent worker training, transitional jobs, and apprenticeships.

*Fifteen (15) hours per semester of work-based and/or school-based learning experiences required for Early School Leaver Transition Program participants. Experiences must support participants' career and education goals and provide knowledge and skills necessary for successful transitions into postsecondary education and/or employment. WBL hours may be generated through any one or combination of the following activities: paid employment, internships, pre-apprenticeship, apprenticeships, on-the-job training, mentorships, job shadowing, class shadowing, volunteer work and community service, and/or interviewing professionals in selected career path. An ESLTP Work-Based Learning Training Memorandum may be completed for students participating in work-based learning. The WBL Training Memorandum documents the location, type, and duration of the experience and specifies the responsibilities of the participant, ESLTP coordinator, and WBL supervisor. The ESLTP coordinator is responsible for coordinating placements and monitoring participants' progress. ESLTP Career Awareness and Development Instruction and ESLTP Work-Based Learning may be completed concurrently or consecutively; however, students must be enrolled in CADI prior to WBL placement. ESLTP coordinator must enroll at least 90% of ESLTP participants in WBL.*

1. Describe the methods that will be used to expand partnerships, both within your institution and within the community. Specifically identify organizations and businesses that will be approached in FY 2022 to serve as Work-Based Learning (WBL) sites. Include all intended outcomes.

**Section 9: Work-Based Learning Sites (required – 1 point)**

1. Provide the following information for all schools, colleges, agencies, and businesses that will provide work-based learning for program students in compliance with the regulations of the United States Department of Labor. Programs should maintain a current listing of sites.

Include chart with name of business, career cluster, partnership role, contact info.

**Section 10: Program Evaluation (points 0-3; total points available= 3)**

1. Describe the methods that will be used to continuously evaluate and improve the program and Identify the staff members responsible for the evaluation.