Question 1: **Program Need (points 0-2; total available = 4)**

- Community Data: Update significant population changes for out-of-school youth between the ages of 16 and 24 who want to complete the secondary level of education and participate in work-site learning experience related to career choices.
- Targeted and Detailed Information about Students. Provide updated documentation of the individuals who are most in need of the education and literacy services and those who need career pathway services including individuals who have literacy skills or who are English language learners.

Question 2: **Past Effectiveness (points 0-2; total points available = 4)**
- Identify the applicants' continued ability to serve eligible individuals with disabilities including those with learning disabilities and cognitive impairments.
- Identify the applicants' past effectiveness (FY22 specifically) 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.

Question 3: **Program Design (points 0-2; total points available = 8)**
- Describe the program design for the ESLTP in FY23.
  Include:
    - How the target population will be served and if and how HSE students, HSCR students, or both will be served
    - Potential challenges and solutions in serving this population
    - How the career instruction and work-based learning components are aligned with the priorities of the Local Workforce Investment Board
    - Significant program changes from FY22 to be implemented in FY23
        - List problems/challenges with the program design from FY22 and how they will be addressed in FY23
        - List new activities planned for FY23

Question 4: **Student Recruitment, Enrollment, and Retention (points 0-2; total points available= 10)**

- Describe methods and strategies to ensure enrollment of a minimum of 50 students.
- Explain methods that will be used to retain participants.
- Identify staff responsible for student recruitment, enrollment, and retention.
- Significant program changes from FY22 to be implemented in FY23
    - List problems/challenges from FY22 and how they will be addressed in FY23
    - List new activities planned for FY23

Question 5: **Career Awareness and Development Instruction, CADI (points 0-2; total points available= 14)**

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.

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.

- Provide a description of the type and amount of college and/or HSE/HSCR instruction students receive;
- Describe how frequently students are enrolled in CADI classes;
- Describe how Universal Design for Learning (UDL) and current evidence-based instructional materials will be implemented in CADI instruction;
- Describe how, and if, remote learning will be integrated into CADI instruction;
- Describe what technology will be integrated into the curriculum to improve learner achievement; and
- Identify staff and the credentials of the person(s) responsible for CADI instruction.
- Significant program changes from FY22 to be implemented in FY23
  - List problems/challenges from FY22 and how they will be addressed in FY23
  - List new activities planned for FY23

Question 6: **Transition Services (points 0-2; total points available= 10)**

- Describe the methods that will be used for successful transitions of students to postsecondary education and/or employment.
- 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.
- Describe what is included in a student's Transition Plan.
- Identify the staff members and their credentials who are responsible for developing the students' Transition Plan and Transition Services.
- Significant changes from FY22 to be implemented in FY23
  - List problems/challenges from FY22 and how they will be addressed in FY23
  - List new activities planned for FY23

Question 7: **Support Services (points 0-2; total points available= 8)**

- Describe support services that will be offered. Include:
  - Services offered at your institution
  - Services offered within your community
  - Services offered by WIOA partners
- Discuss how a student's potential need for support services are identified.
- Identify staff members and their credentials who are responsible for support services.
- Significant program changes from FY22 to be implemented in FY23
  - List problems/challenges from FY22 and how they will be addressed in FY23
  - List new activities planned for FY23

Question 8: **Work-Based Learning (points 0-2; total points available= 4)**

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 are 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.

- 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 2023 to serve as Work-Based Learning (WBL) sites.

Question 9: **Work-Based Learning Sites (points 0-2; total points available= 3)**

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 all sites.**

- Include chart with name of business, career cluster, partnership role, contact info
  The assumption is that not ALL students will be placed at the same work site. If this is the case, more work sites need to be recruited.
- Identify any new Work-Based Learning Sites for FY23 (confirmed)

Question 10: **Program Evaluation (points 0-2; total points available= 4)**

- Describe the methods that will be used to continuously evaluate and improve the program
- Identify the staff member(s) responsible for the evaluation.