

ABSTRACT

SPECIAL FUND PROPOSAL

Section I. BASIC INFORMATION

Proposed Project Title: Program Enhancement Project (PEP)

Grant Source and Agency: Connecticut State Department of Education

Total Amount Requested: \$110,000

Due Date of Application:
5/28/2020

System Contact: Michelle Bonora, Principal

Telephone #: (475) 220-8200

Description of Project: Provide a brief description below. Use Section VI to outline specific objectives and strategies relating to goals described in the application.

The Program Enhancement Project (PEP) includes three major components in the areas of workforce readiness, transition to post-secondary opportunities and expansion of the National External Diploma Program (NEDP). Within the area of work-force readiness, this grant will provide employability skills required by business and industry as well a basic academic and computer skills. The transition program will offer Gateway Community College courses on-site and provide students with advanced academic skills in preparation for college. The NEDP expansion program will further increase opportunities for students to work independently to earn their high school diploma.

TARGET: Schools/Unit: Adult Education
No. of Students: 40 **Grade Level(s):** Adult Education
Eligibility Criteria: Students from CDP, GED & ESOL

GRANT PERIOD:

From: 7/1/2020

To: 6/30/2021

New

Continuation

Previous Bd. of Ed. Approval:

Planning

Operational

Bd. of Ed. Information

Action

Information

Support

Competitive

Entitlement

Grant

PROPOSAL DEVELOPERS:
Michelle Bonora

CENTRAL OFFICE USE ONLY – MUST REMAIN ON PAGE 1

ABSTRACT TIMETABLE

Return to: _____

Received: _____

Board of Education FINANCE & OPERATIONS Meeting Date _____

Board of Education Meeting Date: _____

Due Date to Grantor: _____

REVIEW

Grants Manager _____

Finance Manager _____

Human Resource Manager _____

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SECTION II: FISCAL INFORMATION

PERSONNEL

# FT	#PT		COST
		Administrators	\$
	4	Teachers	\$64,728
		Management	\$
		Paraprofessionals	\$
		Clerks	\$
	1	Others	\$ 4,800
		Stipend	\$
		Longevity	
	5	SUBTOTAL	\$69,528

NON PERSONNEL

	COST
Supplies & Materials	\$ 9,496
Student Transportation	\$
Staff Travel	\$ 1,885
Internal Evaluation	\$
External Evaluation	\$
Independent Contractors	\$
Equipment	\$ 22,250
Other	\$ 1,050
Indirect Costs, if allowed	\$
TOTAL NON- PERSONEL	\$ 34,681

FIXED COSTS:

Health Benefits	\$
Pension (Paras & Mgmt.)	\$
FICA/Medicare	\$ 5,318
Workmen's Compensation	\$ 473
SUBTOTAL	\$ 5,791
TOTAL PERSONNEL & FIXED COSTS	\$75,319

Notes:

- 1) **Total Personnel and Non Personnel columns must equal grant total.**
- 2) **The Abstract budget must be aligned with the Grant Application budget/ED114.**
- 3) **All applications should budget for staff development (stipends) and evaluation wherever appropriate.**

SECTION IIA: BUDGET EXPLANATION

The following categories must be explained:

All Personnel: explain positions; **Salary:** if the grant pays a percent of salary and fixed costs, please describe below, breaking down **percentages and amounts to be paid by grant and by NHPS**. **Other;** and **All Non- Personnel items**. If additional space is needed, continue to next page.

All Personnel: Teachers and one tutor will be paid 100% of salary and fixed costs from this grant. Two General Equivalency Diploma teachers will provide employability and basic academic skills required by employers. National External Diploma Program is designed as alternative to classroom attendance. The National External Diploma teacher will work with students by demonstrating education competencies. Transition to Post Secondary Education classes are a link to college and career readiness. The instructors will teach a reading writing class and math class. The math class has a required math tutor per Gateway Community College.

Non-Personnel Items: Supplies & materials - \$9,496; mandatory staff conference – travel-\$1,885; other - \$1,050 for NEDP site license; Equipment \$22,250.

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SECTION III: SYSTEM OBLIGATIONS

Project support from other programs: None Yes **Explain:** Adult Education

Linkage with other programs: None Yes **Explain:** Regional Workforce Development Board, Department of Social Services, Gateway Community College and CBO's

Local Fiscal costs, (include renovation): None Yes **Explain:**

Future local personnel obligations: None Yes **Explain:**

PROJECT OR GRANT REQUIREMENTS

- | | | |
|---------------------------------------------------------|---------------------------------------------|--------------------------------------------------------------|
| <input checked="" type="checkbox"/> Local Maintenance | <input type="checkbox"/> Replication | <input type="checkbox"/> Parent Involvement |
| <input checked="" type="checkbox"/> In-Service Training | <input type="checkbox"/> Advisory Committee | <input checked="" type="checkbox"/> Linkage w/other Programs |
| <input type="checkbox"/> Non-Public School Involved | | <input type="checkbox"/> Dissemination |

ADDITIONAL RESTRICTIONS OR CONCERNS

SUBMITTING ADMINISTRATOR:



Date: 5/12/2020

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SECTION IV: PROPOSED PERSONNEL

List, **individually**, each position proposed by this grant application. **If no personnel**, please indicate **N/A** in the chart below

F/T	P/T	Classification	Position Description	Duration of Proposed Service	Proposed Employee	Current NHPS Employee Yes/No	If Yes Current Employee Number
	1	P.T. Teacher	GED Teacher	7/1/20-6/30/21	Open	No	
	1	P.T. Teacher	NEDP Teacher	7/1/20-6/30/21	Open	No	
	2	P.T. Teacher	CDP Teacher	7/1/20-6/30/21	Open	No	
	1	P.T. Teacher	Tutor	7/1/20-6/30/21	Open	No	

V. PROPOSED CONTRACTS

List **individually**, each contract that will be prepared by this proposed project. If contractors will not be utilized, please indicate **N/A** in the chart below.

Proposed Independent Contractor	Brief Description of Service	Proposed Pay Rate	Proposed Total
	N/A		

VI. ADDITIONAL INFORMATION:

Please Answer All Questions -- Use Additional Pages if Necessary

- 1. Please state specific goals for this grant or the grant period.**

Workforce Readiness:

Ten or more students will complete the program of study and curriculum described below. The curriculum addresses skill gap barriers and consists of employability skills as determined by the current research obtained through the Secretary's Commission on Achieving Necessary Skills (SCANS), American Management Association and the National Association of Manufacturers, basic academic skills including English as a Second Language (if applicable), and basic and advanced computer technology. The curriculum is available and offered to all participants who lack a secondary diploma. The basic skills are multi-subject and multi-level components. The Comprehensive Adult Student Assessment System (CASAS) eTests will be used to implement the curriculum.

In addition to the priority subjects will be building workplace vocabulary for the manufacturing, medical, and office and service sectors. Included will be applications and lessons in Science, Technology, Engineering, and Mathematics (STEM). A sampling of the lessons includes medical terminology and terminology used in metrology (measurement), and terms used for blueprint interpretation, mathematics for problem solving, using visualizing to see a building or object by looking at a blueprint, drawing, or sketch, and interpreting how a system functions by looking at a schematic drawing. A basic review of science principles will be included. Reading comprehension will be provided based on the use and understanding of technical manuals, following directions issued in these manuals, and electronic use for business communications. Writing will fuse basic grammar to basic business writing. Sample lessons include introduction to the basic ideas of sentence structure, capitalization, punctuation, correcting run-on sentences, common errors in sentences, spelling rules, subjects and verbs, frequently confused words, and many other aspects of communication. Critical thinking and problem solving for the workplace include meeting protocol, convergent and divergent thinking, brainstorming, decision making, generating ideas, using inference, and defining and identifying problems and their solutions. Critical thinking will be applied across subject disciplines. These are a few of the areas to be covered. On the job math computation consists of units covering ratio and proportion, working with fractions, comparison, whole numbers and decimals, and measurement. Use of the ruler, scale, micrometer, depth gage, gage wire, using approximations and estimation are additional concepts.

Computer Technology will consist of introduction to the use and applications of computers for business and personal use. Included will be exploring the internet, applications in Microsoft Word, Excel, and PowerPoint. The technology component will be integrated with business writing and mathematics as well as in reading and science research. In addition, e-texts will add to the experience of technology applications. Professional development will be provided by workshops in the areas of career readiness.

Transition to Post Secondary

20 or more students will complete the program of study. The objectives of the College to Careers Program are to ensure that:

- 100% of the program participants will complete the Accuplacer Test.
- 100% of the program participants will take CASAS appraisal and pre/post tests in reading, mathematics, and writing tests
- 66% of program participants will complete the Transition to College coursework with a grade of "C" or better.
- 100% of program participants will enroll at the One Stop Center.
- 50% of program participants will transition to Gateway Community College.

NEDP Expansion

The measurable outcomes of the objectives are:

- Increased attendance rates among the NEDP clients as evident by the Connecticut Adult Reporting System (CARS).
- Increase in the percentage of students enrolled in NEDP
- Student enrollment into technology courses that support with NEDP access as evident by CARS
- Student college/career planning portfolio for all students engaged with NEDP- Portfolios will include individual pathway for college or career and student long term goals.
- Survey of program performance from staff and students to make future adjustments for improving our program

Yes, this is a continuation grant. Details of this past year goals performance and accomplishments. Use additional space if needed:

2019-20: Workforce Readiness Year 3 Results:

Between September 2019 and March 2020, we have had a total of 10 students participate and complete the following program requirements. We have implemented an on-line software curriculum called Career Cruising, to support career exploration. Students have completed self-assessments including personality inventories and strengths analysis. Students have spent time researching specific careers in various industries. Based on their research, students have created an academic pathway to reach their goals. Additionally, employer recognized soft skills have been embedded into the curriculum by teachers regularly, discussing and demonstrating with student's the expectations of behavior in the classroom and how behaviors are expected in the workplace. The classroom is a simulated workplace where students are expected to comply with certain rules and behavior protocols aligned to a professional work environment.

Transition to Post Secondary Year 3 Results:

The results of the College to Careers Program for year three:

***Note School Year Interrupted due to Covid-19

- 15% of the program participants completed the Accuplacer Test.
- 41% of the program participants completed the CASAS appraisal and pre/posttests in reading, mathematics, and writing tests
- 41% of program participants completed the Transition to College coursework with a grade of "C" or better.
- 55% of program participants enrolled at the One Stop Center.
- 63% of students in the Fall of 2019 successfully passed the course
- 22% of program participants from the fall 2019 semester transitioned to Gateway Community College.
- 43% of fall 2019 students returned for the spring semester.

NEDP Year 3 Results:

- 2019-20 Estimated 15 Graduates by June 30, 2020

New Haven Adult Education Center, NEDP program is collaborating with Youth Build Emerge and Job Corps (a nonprofit in New Haven for at risk young adults) to fulfill the requirement of getting their high

school diploma. Additionally we are reaching out to Workforce Alliance and the New Haven Chamber of Commerce to see if a partnership with NEDP can happen. Workforce Alliance has agreed to send us clients who need their high school diploma. New Haven Chamber of Commerce has meetings where area businesses/organizations can come in and see what New Haven offers for their employees. NEDP will also advertise the hours of our programs to adult education programs in neighboring towns and cities to support our broad range of hours and increase enrollment. Currently we offer NEDP services Monday-Thursday 9:00am-7:00pm.

New: The New Haven Adult Education Distance Learning plan for FY 2021 includes the following:

- To provide alternate deliver methods specific to all adult learners New Haven Adult Education students will be provided either a portable device or access to our on-site computer lap to use throughout the program. Students have access to an instructor's Blackboard Learn or Google Classroom page where they will be able to stay engaged and active in the course material. Courses will also include a variety of learning management systems (LMS) that will allow students to progress through course content. These will include ALEKS for math coursework and an online writing and reading platform such as HAWKES. Additional LMS systems include Math IXL, GED Practice Career Cruising, and Read Works. Courses will be a mix of synchronous and asynchronous delivery. Students and the instructor will have the opportunity to interact in a virtual classroom using Web Ex, Google Classroom and Zoom technology. This could include video lectures, live chatting and live streaming lectures.
- New Haven Adult Education students will have the opportunity to utilize synchronous and/or asynchronous formats. Utilizing a synchronous format will allow students to maintain a routine and allow for interaction with instructor and classmates. Asynchronous components of the course will allow the adult learners with more hectic schedules the opportunity to meet course requirements at their own pace. Courses for Fall 2020 are in the process of being revamped to accommodate both of the above mentioned formats. Students will be advised on student expectations and course requirements in order to participate in these courses. This will ensure students understand what they are committing to by enrolling in a course. All students enrolled will have access to all the support resources including a dedicated support specialist, college/career center, community partnerships and more. Students will participate in a number of instructional trainings for utilizing technologies that will be required for remote learning.
- The NHAE remote instructional plan will follow and ensure course learning objectives are met. Through a blended learning environment students will acquire the required technical, workforce and academic skills for each course. Teachers will use a variety of strategies to guide students through a curriculum with explanations of objectives, pacing guides, example problems and adaptive practice testing software. Our instructors will hold virtual and physical office hours to provide students with an opportunity to ask questions and receive specific supports. Academic and technical tutors are available via the Web Ex platform and Zoom.

2. How does this grant address School Reform goals?

At the center of the New Haven Public School's Reform initiative is student success. This grant provides alternative paths for students to gain valuable employment skills, transition to post secondary education and complete their high school diploma. A large percentage of our students were enrolled in a New Haven High School and due to a variety of life factors, these students were unable to graduate. NHAEC offers a rigorous academic learning environment and includes social/emotion supports for our adult learners. Students who graduate from NHAEC are offered a variety of college and career services to plan a clear path and trajectory for college, the workforce or the military. We believe it is never too late to achieve your goals and that each day holds a profound sense of hope and optimism for the future.

- 3. Please explain why this proposal is significant and important in relation to improving student and/or staff performance, as well as any additional pertinent information that is specific and relevant: (Include resume of person(s) providing service for contracts \$10,000 and over)**

Connecticut law requires that Adult Education services be offered in our district. In New Haven, one out of every 6 individuals 18 years of age does not have a high school diploma. This grant proposal provides an opportunity for students to earn a secondary diploma, to prepare for post-secondary education, to become a part of the workforce, become a citizen, and learn the components of the English Language while developing personal strengths to sustain the goals they set for themselves.

REQUIRED:

A COPY OF THE GRANT APPLICATION MUST BE ATTACHED TO THE ABSTRACT.