

ABSTRACT

SPECIAL FUND PROPOSAL

Section I. BASIC INFORMATION

Proposed Project Title: ARPA – Dual Credit Expansion Grant

Grant Source and Agency: Connecticut State Department of Education

Total Amount Requested: \$90,000

Due Date of Application:
7/17/2023

System Contact: Dina Natalino

Telephone #:
475-220-1785

Description of Project: This competitive grant has been awarded by the CSDE to NHPS to support the increase of dual credit opportunities for high school students. Funding will be utilized for teacher stipends to work with college faculty to revise existing courses to meet the IHE requirements for college credits, and to provide financial support for current teachers who need additional coursework in order to qualify as instructors for concurrent enrollment courses.

TARGET: Schools/Unit: High Schools

No. of Students: All high school students – approx. 5800 **Grade Level(s):** 9-12

Eligibility Criteria: Students in pathways and those looking to take advanced courses for college credit

GRANT PERIOD:

From: (mm/dd/year): 7/1/2023

To: (mm/dd/year): 1/31/2025

New

Continuation

Previous Bd. of Ed. Approval:

Planning

Operational

Bd. of Ed. Information

Action

Information

Support

Competitive

Entitlement

Grant

PROPOSAL DEVELOPERS:

Dina Natalino, *Supervisor of College & Career Pathways*

Kiesha Hannans, *Assistant Superintendent*

CENTRAL OFFICE USE ONLY – MUST REMAIN ON PAGE 1

ABSTRACT TIMETABLE

Return to: _____

Received: _____

Board of Education FINANCE & OPERATIONS Meeting Date 11/20/23

Board of Education Meeting Date: 11/27/23

Due Date to Grantor: _____

REVIEW

Grants Manager 

Finance Manager _____

Human Resource Manager _____

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Proposed Grant Receiving Agency: New Haven Public Schools

SECTION II: FISCAL INFORMATION

PERSONNEL

# FT	#PT		COST
		Administrators	\$
	20	Teachers	\$45,000.00
		Management	\$
		Paraprofessionals	\$
		Clerks	\$
		Others	\$
		Stipend	\$
		Longevity	
		SUBTOTAL	\$45,000.00

NON PERSONNEL

	COST
Supplies & Materials	\$441.50
Student Transportation	\$
Staff Travel	\$
Internal Evaluation	\$
External Evaluation	\$
Independent Contractors	\$4500.00
Equipment	\$
Other *	\$39,100.00
Indirect Costs, if allowed	\$
TOTAL NON- PERSONEL	\$44,041.50

*Incentives for students & staff

FIXED COSTS:

Health Benefits	\$0
Pension (Paras & Mgmt.)	\$0
FICA/Medicare	\$652.50
Workmen's Compensation	\$306.00
SUBTOTAL	\$958.50
TOTAL PERSONNEL & FIXED COSTS	\$45,958.50

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.

Personnel Costs

Personnel Costs (Budget Line Item 100 – Personnel Services/Salaries)

Funding will be utilized for teacher to work with college faculty to revise existing courses to meet the IHE requirements for College Credits.

The rate is \$45 per hour for 50 hours, totaling \$2,250.00 per teacher
20 teachers x \$2,250.00 per teacher = \$45,000.00

Total: \$45,000.00

Fixed Costs (Budget Line Item 200 – Personnel Services/Employee Benefits)

Medicare: \$45,000 * 1.45% = \$652.50

Workers Compensation: \$45,000 * 0.68% = \$306.00

Total: \$958.50

Total Personnel & Fixed Cost = \$45,958.50

Non-Personnel Costs

Independent Contractors (Budget Line Item 300 -Purchased Professional and Technical Services)

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.

Funding will be utilized for institute of higher education (IHE) faculty stipends to work with school staff to revise existing courses to meet IHE requirements for college credits.

The rate is \$50 per hour for 10 hours, totaling \$500 per IHE faculty.

Funds dedicated for 9 IHE faculty members for a total cost of \$4,500.00

Other (Budget Line Item 500 – Other Purchased Services)

We will provide financial support for current teachers who need additional coursework in order to qualify as instructors for concurrent enrollment courses.

The estimated cost for one course is \$2300.

Funds dedicated for 17 college courses for a total of \$39,100.00.

Supplies and Materials (Budget Line Item 600 - Supplies)

Promotional materials for students and families to market dual credit opportunities.

Budget for supplies: \$441.50

Total Non-Personnel Costs = \$44,041.50

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SECTION III: SYSTEM OBLIGATIONS

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

We are focused on increasing concurrent enrollment opportunities for our high school students by partnering with multiple colleges and universities to increase opportunities. Teachers must apply to become adjunct professors through early college programming. We are currently offering concurrent enrollment courses through SCSU, UCONN, Quinnipiac University, University of Bridgeport and Gateway Community College. We are looking to expand to others as well.

Linkage with other programs: None Yes **Explain:**

Career Pathway Programs: Focusing on our career pathway model, we will use this funding to improve our course offerings in our existing pathways and pathways that are currently in development. All pathways incorporate a plan of study that includes dual credit through dual & concurrent enrollment, industry certifications and work-based learning experiences

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: *Diana Natalicio* November 7, 2023

Signature

Date

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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
	20 Total	Personnel	Funding will be utilized for teacher to work with college faculty to revise existing courses to meet the IHE requirements for College Credits.	TBD	TBD		

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
TBD - Multiple Institutes of Higher Education	Funding will be utilized for institute of higher education (IHE) faculty stipends to work with school staff to revise existing courses to meet IHE requirements for college credits.	The rate is \$50 per hour for 10 hours, totaling \$500 per IHE faculty.	Funds dedicated for 9 IHE faculty members for a total cost of \$4,500.00

VI. ADDITIONAL INFORMATION:

Please Answer All Questions -- Use Additional Pages if Necessary

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

Our Dual Credit Grant funding will support our district goal to expand dual credit opportunities for NHPS students (see the District's Strategic Plan indicator 1.4 below):

Indicator 1.4 - College & Career Readiness: Ensure that all students have access to learning opportunities that are specifically aligned to the skills needed for a range of future work and life experiences, increase student enrollment and success in college-level courses, and support students in seamless transitions from middle school to high school and high school to life.

- Improve access to dual-enrollment, college-before-college, Advanced Placement, Seal of Bi-literacy, and other initiatives that give students the opportunity to gain college credit before graduation.
- Improve access to opportunities for internships, vocational experiences, certifications, and other initiatives directly related to career preparation.

Focusing on our career pathway model, we will use this funding to improve our course offerings in our existing pathways and pathways that are currently in development. All pathways incorporate a plan of study that includes dual credit through dual & concurrent enrollment, industry certifications and work-based learning experiences. While we will continue to grow our dual enrollment programming, this funding will assist with increasing concurrent enrollment opportunities by:

- Increasing opportunities for collaboration between NHPS high school teachers and university professors for curriculum writing, revision and professional development
- Supporting teacher development through course work at universities; Many high school teachers have a Masters in education vs. a masters in their content area, so additional coursework may be needed for university approval or for cross-endorsements

2. **If this is a continuation grant, please detail past year goal performance and accomplishments. Use additional space if needed:**

N/A

3. **How does this grant address School Reform goals?**

Our district data for SY 2022-2023 demonstrated that our students had great success with earning college credit through dual credit programming. Increasing these opportunities will have a positive impact on our post-secondary readiness scores, as points will be allocated for students earning three or more college credits cumulatively during high school.

Based on the state's performance report, there is a gap between the number of students enrolled in CCR courses between NHPS and the State of CT, where NHPS is lower than the state average. Historically, Advanced Placement courses were the main opportunity for high school students to earn college credit. As we grow our dual and concurrent enrollment options, which allow for a more holistic approach on evaluating student success than one single exam, we know this gap will close. The data also demonstrates that there is a greater gap with our 11th graders accessing college and career readiness courses than our 12th graders. It is more difficult for juniors to have flexibility in their schedule to attend on campus courses, so concurrent enrollment junior year will have a positive impact as well. The disaggregation of sub-group data also shows that there are large gaps between our Multilingual Learners and Non-Multilingual Learners (over 25%). We are addressing this concern by adding college level ESL courses to our newcomer programming, and working closely with the EL department to ensure diversity in dual credit programs. Other significant differences are evident in our white students compared to our black and Hispanic students accessing college and career readiness courses. Enrollment in AP courses is impacting this data, as our dual enrollment courses have closed this gap according to a study by Columbia University and our in-house data collection.

4. **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)**

Our data demonstrates that our students are successfully earning college credits through dual and concurrent enrollment course offerings, and increasing concurrent enrollment offerings will provide more opportunities for our students to enroll and earn college credit within the confines of the school schedule. We can also ensure that the courses being offered are of interest to the students and fit into a comprehensive plan. The funding from this grant will be used to stipend teachers for their time on curriculum writing and collaboration with IHE in order to increase the number of concurrent enrollment courses offered in each high school.

Numerous factors will be used to identify students for dual credit opportunities. Students/families can self-select through the pathway model. Our current pathways accept all students that are interested, and we ensure the proper supports are in place. Our teams will continue to review data to determine students that would be a good fit for dual credit programming. In addition to the AP Potential reports, CSDE's annual coursework letters, and SAT scores, they will increase their scope through teacher/administrator recommendations and student/parent meetings to educate families about these opportunities.

Another intended outcome is to increase high school student engagement through the pathway model. Exposing students to career opportunities while in high school will assist them with determining a post-secondary plan. 12% of graduates (c/o 2022) and 9% of graduates (c/o 2023) reported they were going straight to work without furthering their education. Our pathway model will provide opportunities for students to enter careers with a viable income and opportunities for growth directly out of high school. Students attending college will accumulate college credits prior to entering an IHE, saving on college tuition costs while preparing them for the rigor of college coursework (positively impacting college retention rates). The pathway model will become institutionalized in our district so that students are engaged in course work that aligns with their interest, allowing all students the opportunity to take advantage of dual credit opportunities through a prescribed plan of study.

REQUIRED:

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