

ABSTRACT

SPECIAL FUND PROPOSAL

Section I. BASIC INFORMATION

Proposed Project Title: New Haven Adult & Continuing Education

Grant Source and Agency: State Department of Education

Total Amount Requested: \$ 5,080,000 **Due Date of Application:**
April 14, 2023

System Contact: Michelle Bonora

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.

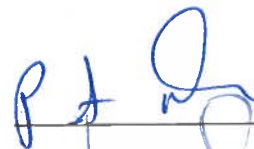

High School Completion and Continuing Education Programs operate Summer, Fall, Spring and one Interim Semester. The staff consists of building leaders, student retention specialist and teachers that are certified by the CT SDE. Program classes are held in GED Preparation, Adult Basic Education, English for Limited English Language Proficiency students, and Citizenship classes for Americanization of immigrant students. Official GED Examinations are offered twice each month on Saturdays and once each week on Tuesdays (September through July) in both Spanish and English.

TARGET: Schools/Unit: Adult Education
No. of Students: 1400 **Grade Level(s):** N/A
Eligibility Criteria: 17+ not in day programs

GRANT PERIOD:	
From: (mm/dd/year): 7/1/23	
To: (mm/dd/year): 6/30/24	
<input type="checkbox"/> New <input checked="" type="checkbox"/> Continuation	
Previous Bd. of Ed. Approval:	
<input type="checkbox"/> Planning <input checked="" type="checkbox"/> Operational	
Bd. of Ed. Information	
<input checked="" type="checkbox"/> Action <input type="checkbox"/> Information <input type="checkbox"/> Support <input type="checkbox"/> Competitive <input checked="" type="checkbox"/> Entitlement <input type="checkbox"/> Grant	

PROPOSAL DEVELOPERS:
Michelle Bonora

CENTRAL OFFICE USE ONLY – MUST REMAIN ON PAGE 1

ABSTRACT TIMETABLE	REVIEW
Return to: _____	<div style="text-align: center;">  Grants Manager _____  Finance Manager _____ Human Resource Manager _____ </div>
Received: _____	
Board of Education FINANCE & OPERATIONS Meeting Date <u>6/5/23</u>	
Board of Education Meeting Date: <u>6/12/23</u>	
Due Date to Grantor: _____	

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SECTION II: FISCAL INFORMATION

PERSONNEL

# FT	#PT		COST
2	-	Administrators	\$ 290,067
16	44	Teachers	\$ 2,018,573
4	1	Management	\$ 232,558
6	8	Paraprofessionals	\$ 287,222
6	1	Clerks	\$ 268,565
1	1	Others	\$ 48,763
		Stipend/Ed Asst	\$ 3,000
		Longevity	\$ 8,082
		SUBTOTAL	\$ 3,156,830

NON PERSONNEL

	COST
Supplies & Materials	\$ 17,949
Student Transportation	\$ 3,200
Staff Travel	\$ 16,000
Internal Evaluation	\$ -
External Evaluation	\$ -
Independent Contractors	\$ 10,000
Equipment	\$ 0
Other	\$ 796,338
Indirect Costs, if allowed	\$ -
TOTAL NON- PERSONEL	\$ 843,487

FIXED COSTS:

Health Benefits	\$ 902,598
Pension (Paras & Mgmt.)/Sec	\$ 13,351
FICA/Medicare	\$ 142,014
Workmen's Compensation	\$ 21,720
SUBTOTAL	\$ 1,079,683
TOTAL PERSONNEL & FIXED COSTS	\$ 4,236,513

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.

100 % of All Personnel and Non Personnel items are paid through this grant. Please see page 4 for explanation of job positions.

Other – in service (\$3,312)

PPS – rent copier (\$2,500), utilities (\$72,023), and rent (\$700,400)

GED vouchers – (\$3,077)

CASAS E-test (\$3,000)

Misc. Supplies (\$11,872)

Student transportation – (\$3,200)

Staff travel – (\$16,000)

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SECTION III: SYSTEM OBLIGATIONS

Project support from other programs: None Yes **Explain: One Stop and RWDB**

Linkage with other programs: None Yes **Explain: RWDB, DSS, CBO's**

Local Fiscal costs, (include renovation): None Yes **Explain: Local 37.71%**

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 checked="" 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:


Signature

5/5/23
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
2		Admin.	Principal/AE Coord.	7/1/23-6/30/24	Bonora/Porter	Yes	18853/08031
1		Teachers	Counselor	7/1/23-6/30/24	Landow	Yes	33859
1		Teachers	Sch. Soc. Wrk	7/1/23-6/30/24	Ortiz	Yes	01818
8		Teachers	HSC	7/1/23-6/30/24	Figuroa/Abelli	Yes	20498/32353
		" "	HSC	7/1/23-6/30/24	Mortillo/Austin	Yes	9448/16731
		" "	HSC	7/1/23-6/30/24	Delossantos/Marrone	Yes	39647/29304
		" "	HSC	7/1/23-6/30/24	Grandfield	Yes	14715
		" "	HSC	7/1/23-6/30/24	Hatton	Yes	23717/08031
2		Teachers	GED	7/1/23-6/30/24	Ryan/Cowes	Yes	2997/22233
4		Teachers	ESOL	7/1/23-6/30/24	Desmond/Walden	Yes	2480/16666
		" "	ESOL	7/1/23-6/30/24	Fitzgibbons/Gibbons	Yes	16703/04016
1		Management	Comp Lab Tec	7/1/23-6/30/24	Vuka	Yes	42000
1		Management	Coor. of Educ. Tech.	7/1/23-6/30/24	Perez	Yes	21249
1		Management	Fam. Com Res Cor	7/1/23-6/30/24	Douglas-Givan	Yes	20857
1		Management	Business Mgr.	7/1/23-6/30/24	Weyel	Yes	8313
6		Clerks	Clerical	7/1/23-6/30/24	Jones/Carpenter	Yes	6072/12858
		Clerks	Clerical	7/1/23-6/30/43	Anastasio/Mercado	Yes	6742/7001
		Clerks	Clerical	7/1/23-6/30/24	Gaudioso/Mendez-Gon.	Yes	8572/20703
5		Aides	Stud. Ret. Spe	7/1/23-6/30/24	Gambardella/Gonzalez	Yes	19072/29976
		" "	Stud. Ret. Spe	7/1/23-6/30/24	Twitty/Fletcher	Yes	02276/21159
		" "	Stud. Ret. Spe	7/1/23-6/30/24	Robinson	Yes	03977
1		Aides	Parapro	7/1/23-6/30/24	Jones	Yes	9105
	8	Aides	Parapro	7/1/23-6/30/24	Open	Yes	Open
	44	Teachers	Instructors	7/1/23-6/30/24	Open	Open	Open
1		Security	Security	7/1/23-6/30/24	Open	Yes	Open
	1	Security	Security	7/1/23-6/30/24	Open	Open	Open

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
Consultation Ctr.- Dr. Derrick Gordon	Counseling/Student Support Svcs	quarterly	\$ 10,000
Adult Education	Rental Lease	quarterly	\$ 700,400

VI. ADDITIONAL INFORMATION:

Please Answer All Questions -- Use Additional Pages if Necessary

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

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

2022-2023 Yearly Goals & Outcomes

<p>Goal 1: Curriculum/Instruction - The New Haven Adult and Continuing Education Center will participate in a variety of professional development activities to create, share and implement a high-quality vision for academic instruction to ensure all students are achieving.</p>	
<p>Objective(s): New Haven Adult Education Students will:</p> <ul style="list-style-type: none"> • Increase the % of GED/ABE & CDP students making an Educational Functional Level gain by 15% or more. Move GED/ABE & CDP students from 13% EFL gains in SY 2021-22 to 28% or more in SY 2022-2023. • Increase the % of ESOL & Citizenship students making an Educational Functional Level gain by 15% or more. Move ESOL & Citizenship students from 20% EFL gains in SY 2021-22 to 35% or more in SY 2022-2023. • Increase the % of NEDP students completing at least 4 competency areas by 5% or more. 	
<p>Activities</p>	<p>Measurable Outcomes</p>
<p>What specific activities have been implemented?</p> <p>If not all proposed activities have been implemented, what is the status of those activities?</p>	<p>What progress has been made towards achieving outcomes related to this goal?</p>
<p>Each academic program (ESOL, CDP, GED, NEDP) has agreed on one program "Wildly important Goal" or WIG. The WIG aligns to the objectives below, include clear lead, and lag measures to assess progress.</p> <p>Enhance the quality of instruction by introducing a school wide teacher-coaching model. Program facilitators are provided training on how to be a coach. The training specifically integrates the principles of emotional intelligence and leading with core/shared values.</p> <p>2400 Hours of Programming offered day, night, virtual and in-person. On-line registration platform used to expedite registration & enrollment.</p> <p>Use of CCRS ELA and Math Standards in academic and intervention courses as evidence by lesson/unit plans. School administration and program facilitators complete weekly instructional rounds.</p> <p>Individual student, teacher, and program goal setting and progress monitoring. Teachers and Support Specialists work in data teams to analyze student data and create individual academic and wrap round support plans.</p> <p>Program facilitators lead in-house Professional Development on instructional strategies, differentiation, mastery learning, and assessments. A specific focus this year is on digital</p>	<p>School data as of March 1, 2023:</p> <p>CDP:</p> <ul style="list-style-type: none"> • 14.0% of students earned 4 or more credits • 13.1% of students showed an MSG • 405 Credits Awarded to 314 Students • Avg of 1.3 Credits Awarded per Student • 23 Diplomas Awarded <p>ABE/GED:</p> <ul style="list-style-type: none"> • 16.2% of students had an EFL Gain, Pre/Post • 26.5% of students had an MSG • 47% and 23% of students with 40 or more hours had an EFL Gain on GOALS Reading and Math test for Pre/Post • 26 CT GED Diplomas Awarded <p>ESOL:</p> <ul style="list-style-type: none"> • 13.1% of students showed an EFL Gain • 38% of students who pre & post test showed an EFL Gain. • 13.0% of students had an MSG • 13.1 % of students with 40 or more hours had an EFL Gain, Pre/Post • 100% of students took a pre test • 34.6% of students took a post test

engagement and social/emotional learning. Weekly team professional learning communities are held each week. Technology expectations and training have been provided. Teachers and students have on-line and in-person learning opportunities to improve their skills. Teachers work to embed CCRS standards as well as the “4C’s” of Communication, Collaboration, Creativity and Critical Thinking in all lessons. The focus is on preparing students for post-secondary college or career opportunities. ENGAGE: Dual Enrollment Programs offering contextualized career pathway opportunities e.g. Culinary/Hospitality, Automotive, Manufacturing, Certified Nursing Assistant, and Customer Service. Digital Literacy instruction and assessment implement through North Star Curriculum.

NEDP:

- 18.2% of students have complete 4+ competency areas
- 45.5% of students had an EFL gain moving to assessment phase.
- 2 NEDP Diplomas Awarded

Current enrollment of students with 12 or more hours, exceeds 1,459.

100% of Full-time teachers participate in goal setting and bi-weekly cadence of accountability meetings. Classes are available in-person or virtually available via www.nhaec.org. All teachers have completed a welcome letter and video for students. Teachers also completed Google Classroom pages and utilize a variety of digital resources to support daily instruction.

100% of Full-time and 75% or more of part-time teaching staff are assigned an instructional coach. The teacher and instructional coach meet no less than 3 coaching cycles per academic year.

80% or more of teacher weekly lesson plans or monthly unit plans explicitly connect the related CCRS ELA or Math Standard.

100% of teaching staff are observed and provided related feedback by school administration. Full-time teachers are evaluated using the New Haven Public Schools “TEVAL” protocol. Part-time teachers are evaluated using the CSDE of rubrics.

100% of Day and 75% Evening teachers participate in virtual program goal setting and professional development sessions.

North Start Digital Literacy are embedded in all classes at the beginning of each semester. To date, over 200 certificates have been issued during the 2022-23 school year.

Goal 2: College & Career Transition and/or support services. The New Haven Adult and Continuing Education Center will design and implement a transition and support plan for all graduating or exiting students. The plan will include specific post-secondary and career pathways for each student.

Objective(s):

85% or more of graduating students will have a college/career portfolio. 70% or more of graduating students will have pre-determined post-secondary pathway.

Activities	Measurable Outcomes
What specific activities have been implemented? If not all proposed activities have been implemented, what is the status of those activities?	What progress has been made towards achieving outcomes related to this goal?
Students complete a portfolio which includes the following items: <ul style="list-style-type: none"> • Cover Letter • Resume 	85% or more of graduating students have a portfolio which include the following items: <ul style="list-style-type: none"> • Cover Letter • Resume

- Sample Job Application
- Letter(s) of Recommendation
- List of appropriate colleges or vocational programs
- Interest Profiler - My Next Move
- College Acceptance Letters if applicable
- Career Cruising Research on Career or Colleges

Students who are eligible to graduate or exit our programs will attend at least one college trip, hold one practice interview, and have clear next steps for postsecondary advancement.

All students have an assigned Student Support Specialist. Student Support Specialists complete the following for each student on their case load:

1. In-take interview to develop a professional, trusting relationship and includes discussion on student interests and life challenges.
2. Transcript and academic reviews
3. Weekly check in meetings with students and teachers to track academic progress and attendance.
4. Refer students to outside supports, if necessary.
5. Post-Secondary Planning

All students have an assigned Guidance Counselor and College/Career Specialist. As a team these individuals provide each student with the following:

1. Tri-Annual Academic Review which includes a clear schedule/plan for graduation.
2. Access to resources for post-secondary education at local and national colleges.
3. Opportunities to earn dual credit at Gateway Community College and NH Adult Education
4. Certificate programs in Microsoft Office and other Career Pathways.

New Haven Adult Education students have the opportunity to participate in intensive mathematics preparation courses to ensure successful completion of required entrance exams for the Regional Workforce Board programs such as "Skill Up for Manufacturing."

College Prep Course (GAP) extension courses are offered on site for dual credit. Area partnerships include Albertus

- Sample Job Application
- Letter(s) of Recommendation
- List of appropriate colleges or vocational programs
- Interest Profiler - My Next Move
- College Acceptance Letters in applicable
- Career Cruising Research on Career or Colleges
- Held "Principal" Exit Interview with evaluation feedback.

85% or more of graduating seniors enrolled in the CDP, GED and ESOL programs have attended at least one college trip (virtual & in-person), had one practice interview, and have clear next steps for postsecondary advancement.

100% of students enrolled in the CDP, GED and ESOL programs are assigned a Student Specialist and Guidance Counselor. Together with our staff, students will complete the school wide expectations to ensure academic and social progress. 90% of CDP Graduating students have post-secondary plan, which includes College/Career options.

10 or more students will complete the mathematics preparation course and successfully pass the entrance exams for post-secondary opportunities.

Increased student enrollment and participation in GWCC on-site courses by 10% and more.

Currently we have 75+ students enrolled in ENGAGE classes.

<p>Magnus, Gateway Community College, and Southern Connecticut State University.</p> <p>The ENGAGE program offers students technical training in high-demand industries such as CNA, Building Trades, Manufacturing, Hospitality/Restaurant Management and Customer Service.</p>	
<p>Goal 3: Implementation of College and Career Readiness & ELP Standards: The New Haven Adult and Continuing Education Center will fully implement the College and Career Readiness standards throughout ABE/GED & CDP courses. The ELP standards will be implemented throughout all ESOL courses.</p>	
<p>Objective(s): 90% or more of the classroom instruction will directly align to CCRS or ELP Standards in ELA or Math.</p>	
<p style="text-align: center;">Activities</p> <p>What specific activities have been implemented? If not all proposed activities have been implemented, what is the status of those activities?</p>	<p style="text-align: center;">Measurable Outcomes</p> <p>What progress has been made towards achieving outcomes related to this goal?</p>
<p>Implement CCRS for ELA and Math in all academic courses as evidenced by teacher unit plans, administrative walk-throughs, and teacher evaluations.</p> <p>Implement ELP for all ESOL courses as evidenced by teacher unit plans, administrative walk-throughs, and teacher evaluations.</p> <p>Teachers participate in the various data team protocols to review student work, analyze standards and ensure alignment.</p> <p>Continued professional development for coaches and teachers in CCRS/ELP standards and classroom implementation.</p> <p>Enhance the quality of instruction by introducing a school wide teacher-coaching model. Program facilitators will be trained on how to be a coach. The training will specifically integrate the principles of emotional intelligence and leading with core/shared values.</p> <p>Professional Learning Communities to monitor student data across each CCRS/EDLP standards.</p> <p>CCRS & ELP standards will be implemented traditionally and digitally across our curriculum. Teachers will collaborate with our Technology Integration Specialist to plan and implement lesson that utilize technology.</p> <p>School wide instructional rounds focus on curriculum implementation and provide real-time feedback for teachers and administration.</p>	<p>Year to date we have used virtual and in person learning tools for staff professional development, weekly data team meetings and digital learning integration. Since September of 2020, all academic classes have been offered virtually and in person and continue to align to CCRS standards.</p> <p>95% teachers have attended or scheduled to attend CCRS 101 training. Program teachers are identified and scheduled to attend the 200 Series in the Spring of 2023. Teacher's attendance and successful completion of the professional development are tracked.</p> <p>Teacher lesson plans include specific CCRS standards. 100% of teachers participate and contribute during weekly virtual PLC's and Data teams.</p> <p>Students demonstrate knowledge of CCRS and 21st Century Standards as demonstrated by CASAS post-test, growth in all academic skill areas- as measured by departmental rubrics, and successfully complete the academic program requirements.</p>

2. How does this grant address School Reform goals?

At the center of the New Haven Public School's Reform initiative is student success. The New Haven Adult Education Center (NHAEC), offers students who took an alternative path the opportunity to earn a diploma and improve their life. 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.**

FISCAL YEAR: 2024

ED-114 BUDGET FORM

GRANTEE NAME: New Haven TOWN CODE: 000000093-00

GRANTEE TITLE: ADULT EDUCATION PROVIDER

PROJECT TITLE:

FUND: 11000 SPID: 17030 YEAR: 2024 PROG: 84002 CF1: 170013

GRANT PERIOD: 07/01/2023-06/30/2024 AUTHORIZED AMOUNT: \$

AUTHORIZED AMOUNT BY SOURCE:

LOCAL: COOP DUE: STATE:

CODES	DESCRIPTIONS	STATE/LOCAL	COOP REV	TOTAL
111A	NON-INSTRUCTIONAL	\$846,885	\$0	\$846,885
111B	INSTRUCTIONAL	\$2,309,945	\$0	\$2,309,945
200	PERSONAL SERVICES-EMPLOYEE BENEFITS	\$1,079,683	\$0	\$1,079,683
322	IN SERVICE	\$3,312	\$0	\$3,312
330	EMPLOYEE TRAINING AND DEVELOPMENT SERVICES	\$10,000	\$0	\$10,000
400	PURCHASED PROPERTY SERVICES	\$774,923	\$0	\$774,923
500	OTHER PURCHASED SERVICES	\$37,303	\$0	\$37,303
600	SUPPLIES	\$17,949	\$0	\$17,949
700	PROPERTY	\$0	\$0	\$0
	TOTAL	\$5,080,000	\$0	\$5,080,000

ORIGINAL REQUEST
DATE

STATE DEPARTMENT OF EDUCATION
PROGRAM MANAGER AUTHORIZATION

REVISED REQUEST DATE

DATE OF APPROVAL
