**CONNECTICUT STATE DEPARTMENT OF EDUCATION**

Academic Office

Program Enhancement Project (PEP) Grants for Adult Education

**CONNECTICUT ADULT VIRTUAL HIGH SCHOOL PRIORITY AREA PLANNING DOCUMENT**

FY 2024–2025

Please try to limit each priority planning document to seven pages.

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| **Applicant Organization:**  |
| **Project Coordinator(s):**  | **Phone:**  |
| **Email:**  |

**PRIORITY AREA NEED AND GOALS:** Thoroughly complete the below section.

|  |  |
| --- | --- |
| **Requested federal funds** (Identify which NRS reporting levels you will serve with this funding. The total amount requested should not exceed maximum award amount.) | ☐ ABE/ASE 5-6 $\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Target program** (Identify which programs will be served with this funding.) | ☐CDP ☐GED  |
| **Planned number of students** (Identify the total number of *reportable students* you plan to serve with this funding.) |  |
| **Planned number of providers** (Identify the number of adult education providers you plan to serve with this funding.) |  |
| **Federal cost per student** (Divide the amount of priority area federal funds requested by the planned number of students. Costs should be necessary, reasonable, and allocable for the services provided.) |  |
| **Priority area project goal** (Briefly describe what you wish to accomplish.) |  |
| **Statement of need** (Briefly state how this proposed plan will meet the need of the target population/program. Include the current gaps in access and/or service for the specific target population in the applicant’s delivery of adult education services.) |  |
| **Prior experience** (Briefly explain your agency’s prior experience providing online learning/distance education. Submission of the Demonstrated Effectiveness Form with this RFP is required.) |  |
| **Cross-agency collaboration** (Describe any cooperative arrangements with other agencies, institutions, or organizations specific to this priority area that will support learners’ success. Submit interagency collaboration agreements as appropriate.) |  |

**PROJECT OBJECTIVES:** Clearly state at minimum three measurable objectives of the project and planned activities to meet the objective. Objectives must align with the 2024-2025 Program Enhancement Project (PEP) priority area specifications and requirements, the statement of need, and the overall project goal.

|  |  |  |  |
| --- | --- | --- | --- |
| Item | **Objective** | **Planned Activities Toward Meeting that Objective** | **Measurable Outcomes Expected** |
| 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |

**PROPOSED SERVICE DELIVERY FORMAT**: Complete the chart below addressing how the project plan is of sufficient intensity and quality so that students achieve substantial learning gains and relevant performance measures.

|  |  |
| --- | --- |
| **Service delivery/instruction will be offered** | ☐Virtual  |
| **Priority area schedule** (days and hours per week) |  |
| **Estimated total weeks of instruction** |  |
| **Estimated total hours of instruction** |  |
| **Timeline of project/begin and end date** |  |
| **Project staff** (Describe the job title and responsibility of each staff member funded under this project. As a reminder, costs associated to the priority area on the ED-114 and eGMS should be proportionate to the amount of time working under this project.)  |  |
| **Project management** (Describe how the management of the project will ensure the attainment of successful outcomes.) |  |
| **Professional learning or staff training** (Describe the professional learning opportunities for teachers, mentors, online learning coordinators, administrators and counselors which will be funded under this project.)  |  |

**PROJECT DESIGN:** Complete the chart below addressing the required components contained in the PEP RFP. The overall design should be based on the most rigorous research available so that participants achieve substantial learning gains and use instructional practices that include the essential components of reading instruction.

|  |  |
| --- | --- |
| **Project design** (Provide a succinct description of the overall design of the project you are proposing.) |  |
| **Curriculum/resources** (Identify the main curriculum and resources that will be used. Describe how these are aligned to the College and Career Readiness Standards or English Language Proficiency Standards.) |  |
| **Schedule/course offerings** (Identify how you plan to develop and maintain an annual online semester-based and flexible academic course schedule for students in the Adult High School Credit Diploma (AHSCD) and the GED programs. Course development should consider the current adult education credit requirements and the industry sectors identified by the local WDB local plans.  |  |
| **Course review process** (Identify the formal standards-based process you will use for the ongoing review, approval, and revision of all CTAVHS courses. Describe how you will ensure that all courses are compliant with the Americans for Disabilities Act.) |  |
| **Support** (Describe the process that will be used to create, evaluate, and distribute a CTAVHS Policy Handbook. Identify the online tools and support services that will be available for students and staff.) |  |
| **Teacher certification** (Describe how you will recruit and hire content course teachers with the appropriate CT educator certification that are skilled in online learning. Identify the process of compensation that will be used.) |  |
| **Outreach** (Describe how you will provide consistent marketing and outreach to all CDP and GED providers in order to increase enrollment in CTAVHS.) |  |
| **Project evaluation** (Describe the evaluation process that will be used to determine priority area project success.) |  |