

**Windsor Board of Education
Regular Meeting**

Tuesday, May 21, 2024 7:00 PM

BOE Regular Meeting - Hybrid via Zoom and In-Person Please click the link below to join the webinar:
<https://us06web.zoom.us/j/82784750961> Or Telephone: +1 646 558 8656 +1 301 715 8592 Webinar ID: 827
8475 0961

601 Matianuck Avenue
Windsor, CT 06095

1. Call to Order, Pledge to the Flag, Moment of Silence
Speaker(s): D. Furie
2. Recognitions/Acknowledgements
Speaker(s): D. Furie
 - 2.a. Recognition—CABE Student Leadership Awards: WHS—Kayla Cameron, Marcellus Brown; SPMS—Jazmin Schroeder, Luke Giacomazzi
Speaker(s): D. Furie/T. Hill
 - 2.b. Recognition—Sophia DiFelici, BOE Student Representative
Speaker(s): D. Furie
 - 2.c. Recognition--CABE Communication Award
Speaker(s): L. Lockhart
3. Audience to Visitors
Speaker(s): D. Furie
4. Consent Agenda
Speaker(s): D. Furie
 - 4.a. Financial Report
Speaker(s): D. Batchelder
 - 4.b. Enrollment Report
Speaker(s): D. Batchelder
 - 4.c. Food Service Report
Speaker(s): D. Batchelder
 - 4.d. Human Resources Report
Speaker(s): D. Batchelder
5. Approval of Minutes
Speaker(s): L. Lockhart
 - 5.a. April 16, 2024 Regular Meeting
Speaker(s): L. Lockhart
 - 5.b. May 1, 2024 Special Meeting
Speaker(s): L. Lockhart
6. Student Representative Report
Speaker(s): S. DiFelici
7. Board of Education
Speaker(s): D. Furie
 - 7.a. President's Report
Speaker(s): D. Furie
 - 7.b. Revisions to 2024-2025 School Calendar
Speaker(s): D. Batchelder
 - 7.c. Program Enhancement Project (PEP) Grants for Adult Education
Speaker(s): D. Batchelder
 - 7.d. School Liaison Reports
Speaker(s): D. Furie
 - 7.d.1. Windsor High School
Speaker(s): A. Taylor/N. Wolliston
 - 7.d.2. Sage Park Middle School
Speaker(s): A. King/P. Panos
 - 7.d.3. Clover Street School
Speaker(s): J. Madison
 - 7.d.4. John F. Kennedy School
Speaker(s): J. Canter
 - 7.d.5. Oliver Ellsworth School
Speaker(s): L. Lockhart

7.d.6. Poquonock School

Speaker(s): J. Halek

8. Superintendent's Report

Speaker(s): T. Hill

8.a. Multilingual Learner (MLL) Program

Speaker(s): N. Abdel-Hady

8.b. Increasing Educator Diversity Plan

Speaker(s): D. Batchelder

9. Committee Reports

Speaker(s): D. Furie

10. Other Matters/Announcements/Regular BOE Meetings

Speaker(s): D. Furie

10.a. Next BOE Regular Meeting is Tuesday, June 18, 2024, 7:00 PM, LPW, Board Room

Speaker(s): D. Furie

11. Audience to Visitors

Speaker(s): D. Furie

12. Adjournment

Speaker(s): D. Furie

**WINDSOR BOARD OF EDUCATION
AGENDA ITEM**

For Consideration by the Board of Education at the Meeting of: May 21, 2024

Prepared By: Terrell M. Hill, PhD

Presented By: David Furie/Terrell Hill

Attachments: N/A

Subject: CABA Student Leadership Awards

BACKGROUND:

Each year, the Windsor Board of Education recognizes two outstanding students from both Windsor High School and Sage Park Middle School to receive the Connecticut Association Boards of Education Student Leadership Award. This award was developed to give local Boards of Education a chance to reward student potential. Students who are selected exhibit exemplary leadership qualities as defined by a list of criteria developed by the CABA Board of Directors.

STATUS:

This year's two recipients chosen from Windsor High School are:

Marcelus Brown
Kayla Cameron

This year's two recipients chosen from Sage Park Middle School are:

Jazmin Schroeder
Luke Giacomazzi

WHS and SPMS administrators will read a short bio on each student.

RECOMMENDATION:

For information only:

Recommended by the Superintendent: TH/SB

Agenda Item # 2.a.

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: May 21, 2024

PREPARED BY: Danielle Batchelder

PRESENTED BY: Danielle Batchelder,
Director of Business Services & Human
Resources

ATTACHMENTS: April 30, 2024 Financial Report

SUBJECT: Financial Report

BACKGROUND:

A report of operating expenditures is prepared monthly for the Board of Education. The report details monthly and year-to-date expenditures for each site within Windsor Public Schools.

STATUS:

The attached report is for the month of April 2024

There were no inter-site transfers during the month.

RECOMMENDATION:

No action is necessary. The report is for information only.

The Secretary of the Board of Education should include the following in the minutes of this Board of Education meeting:

Expenditures for April 30, 2024 \$ 8,120,702

Expenditures & Encumbrances through April 30, 2024 \$63,799,870

Reviewed by: _____

NOB

Recommended by the Superintendent: _____

TH/RO

Agenda Item # _____

4.a.

Windsor Public Schools
Financial Report
April 30, 2024

	2023-2024 Budget	Expenditures YTD 4/30/24	Encumbrance	Balance 6/30/2024	% Balance
<u>Instructional Services</u>					
Clover Street School	63,170	39,045	11,851	12,274	19%
John F. Kennedy School	84,950	72,976	1,035	10,939	13%
Oliver Ellsworth School	86,730	68,645	10,317	7,768	9%
Poquonock School	69,300	55,587	5,771	7,942	11%
Sage Park Middle School	210,935	158,062	10,549	42,324	20%
Windsor High School	380,644	255,858	31,012	93,774	25%
Windsor High School Interscholastic Sports	207,000	204,862	1,856	282	0%
Athletic Coaches	299,000	223,147	0	75,853	25%
WHS Career & Technical Education	59,745	57,520	6,013	(3,788)	-6%
Continuing Education	70,400	67,685	2,560	155	0%
Instructional Mgt. & Curriculum Development	181,985	140,295	17,661	24,029	13%
Magnet School Tuition	1,660,600	1,726,319	0	(65,719)	-4%
Technology	1,773,660	1,558,482	167,956	47,222	3%
Total Instructional Services	5,148,119	4,628,483	266,581	253,055	5%

<u>Education Support Services</u>					
Pupil Personnel Services	410,350	328,106	3,524	78,720	19%
Special Education	97,200	51,864	3,079	42,257	43%
Special Education Tuition	6,779,140	4,513,867	45,184	2,220,089	33%
Policy & Planning	136,386	105,899	4,976	25,511	19%
Employee Personnel Services	148,400	146,312	1,502	586	0%
Financial Management	268,340	186,808	37,472	44,060	16%
Financial Services	38,500	36,059	1,641	800	2%
Pupil Transportation & Safety	3,289,198	1,790,304	1,938	1,496,956	46%
Special Education Transportation	2,519,650	2,249,148	784	269,718	11%
Physical Plant Services	2,486,800	2,056,881	459,375	(29,456)	-1%
Major Maintenance	486,000	253,841	225,385	6,774	1%
L.P. Wilson Center	254,800	179,850	42,810	32,140	13%
Benefits	11,919,971	8,619,597	107,851	3,192,523	27%
Certified Salaries	34,319,520	27,496,652	0	6,822,868	20%
Non-Certified Salaries	10,449,816	8,615,292	0	1,834,524	18%
Regular Ed Tutor Salaries	362,737	299,827	0	62,910	17%
Special Ed Tutor Salaries	298,370	358,586	0	(60,216)	-20%
Substitute Salaries	770,714	549,392	0	221,322	29%
***Treehouse Subsidy	0	131,000		(131,000)	
Total Education Support Services	75,035,892	57,969,285	935,521	16,131,086	21%

Total All Sites	\$80,184,011	\$62,597,768	\$1,202,102	\$16,384,141	20%
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WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: May 21, 2024

PREPARED BY: Danielle Batchelder
Director of Business Services
& Human Resources

PRESENTED BY: Danielle Batchelder

ATTACHMENTS: Student Enrollment Report & Recap

SUBJECT: Student Enrollment as of May 1, 2024

BACKGROUND:

Attached are the enrollment figures as of May 1, 2024. Mrs. Batchelder will answer any questions.

STATUS:

In prior BOE enrollment reports, the enrollment report grouped all students into one category labeled "Outside Placement/Private Placement (SPED)". Beginning in September 2016, the Out Placement/Private Placement (SPED) line was separated into two categories:

1. *Out of District Placement-Special Education students*
2. *Private Placement Special Education students*

Out of District - Special Education: Those students who are placed at a Connecticut State Department of Education (CSDE) approved private special education program as recommended by a planning and placement team (PPT) as part of a student's individualized education program (IEP). Additionally, this category may include a family who moves into Windsor with a child who has a disability who has already been placed in a private special education program and/or children who are placed in Windsor foster home(s) by the Department of Children and Families (DCF) and are already enrolled in a private special education program.

Private Placement - Special Education: Those students who have been identified special education through the planning and placement team (PPT) process that have been parentally placed at a non-public school located in Windsor (i.e., St. Gabriel, Trinity Christian, Madina Academy, Praise Power & Prayer, etc.).

RECOMMENDATION:

Informational

Reviewed by: 

Recommended by the Superintendent: 

**Windsor Public Schools
Student Enrollment Report
May 1, 2024**

Enrollment in Windsor Public Schools

Grades PreK - 5	1,500
Grades 6-8	717
Grades 9-12	1,144
Total District Enrollment	3,361

Windsor Students not in District Schools

Out of District Placements (SPED)	32
Private Schools (St.Gabriels, Trinity Christian, Medina Academy; Praise, Power&Prayer)	54
CREC Montessori Hartford	3
CREC Metropolitan Learning Center (MLC)	56
CREC Miscellaneous Magnet Schools	224
Hartford Host Magnet Schools	193
Miscellaneous Magnet Schools (LEARN, Goodwin College & Global Experience)	30
A.I. Prince Technical High School	18
Howard Cheney Technical High School	15
	625
Total Students	3,986

**Windsor Public Schools
Student Enrollment Report
May 1, 2024**

GRADE	Poquonock School	Clover Street School	Oliver Ellsworth School	John F. Kennedy School	Total
PreK	101		46		147
K	84		131		215
1	103		115		218
2	108		140		248
3		79		138	217
4		88		137	225
5		107		123	230
Subtotal K-5					1,353
Total	396	274	432	398	1,500

GRADE	Sage Park Middle School
6	237
7	237
8	243
Total	717

GRADE	Windsor High School
9	286
10	291
11	267
12	300
Total	1,144

District Wide Enrollment	3,361
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**ENROLLMENT REPORT 2023-2024
POQUONOCK SCHOOL**

Room #	Teacher	Grade	Projected	1-Sept	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
		Kindergarten											
	23 B. Brown			13	14	15	14	14	14	14	15	15	
	2 R. Brown			14	14	14	14	14	14	14	14	14	
	24 Eskenazi			14	14	14	14	14	14	14	14	14	
	22 Roche			13	13	13	13	13	14	14	14	14	
	3 Scott			14	14	14	14	14	14	14	14	13	
	26 Scerra			14	13	14	13	13	14	14	14	14	
	Total		81	82	82	84	82	82	84	84	85	84	0
		Grade 1											
	1 Kowalski			20	20	20	20	20	21	21	21	21	
	12 Alzamora			19	20	19	20	20	20	21	21	21	
	15 McCann			19	20	19	20	20	20	20	20	21	
	16 Harrison			19	20	19	20	20	20	20	19	20	
	18 Velez			20	20	20	20	20	21	21	20	20	
	Total		102	97	100	97	100	100	102	103	101	103	0
		Grade 2											
	14 Achim			22	23	22	23	23	21	21	21	21	
	11 Delskey			22	21	21	21	21	21	21	20	20	
	8 Parker			23	22	23	22	22	22	22	23	23	
	4 Stoll			23	22	23	22	22	22	22	22	22	
	9 Tweeddale			22	22	22	22	22	22	22	22	22	
	Total		100	112	110	111	110	110	108	108	108	108	0
		PK Smart Start											
		Sped & Peer											
		Total	70	102	103	102	103	103	103	102	102	101	0
		Poquonock Totals	353	0	393	394	395	395	397	397	396	396	0

**ENROLLMENT REPORT 2023-2024
OLIVER ELLSWORTH SCHOOL**

Room #	Teacher	Grade	Projected	1-Sept	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
		Kindergarten											
19	Allen			13	14	13	14	14	14	14	14	14	14
20	Klescezeski			16	16	16	16	16	16	16	16	17	17
21	Moreno			15	15	15	15	15	15	15	16	16	16
22	Bishop			15	16	16	16	17	17	17	17	17	17
23	Heacock			16	17	17	17	17	17	17	17	17	17
24	Stevens			16	16	16	16	16	16	16	16	17	17
25	Chapple			16	16	16	16	16	16	16	16	17	17
26	Nash			16	16	16	16	16	16	16	16	16	16
	Total		130	123	126	125	126	127	127	127	128	131	0
		Grade 1											
10	Strickland			17	18	17	18	18	18	18	18	18	18
12	Butterick			16	16	16	16	16	16	16	18	16	16
13	Fleury Barton			17	17	17	17	17	17	17	17	17	17
14	Och			16	15	15	15	14	14	14	15	16	16
15	Adamski			17	17	17	17	16	16	16	16	17	17
16	Miller			17	17	17	17	17	17	17	17	16	16
17	Cook			16	16	16	16	16	16	15	15	15	15
	Total		135	116	116	115	116	114	114	113	116	115	0
		Grade 2											
1	Mayo			21	21	21	21	21	20	20	21	21	21
2	Billington			19	18	19	18	19	19	18	20	18	18
3	McDonald			22	21	21	21	21	21	21	21	22	22
6	Verdone			20	21	20	21	21	21	21	22	22	22
7	Gonzalez			19	18	19	18	18	19	19	19	19	19
8	Ozenne			18	19	18	19	20	20	20	21	19	19
11	Montesione			15	18	16	18	19	19	20	18	19	19
	Total		123	134	136	134	136	139	139	139	142	140	0
	PK Smart Start												
	Sped & Peers			36	38	37	38	38	40	41	43	46	46
	Total		63	36	38	37	38	38	40	41	43	46	0
	Oliver Ellsworth	Totals	451	0	409	411	416	418	420	420	429	432	0

ENROLLMENT REPORT 2023-2024
Clover Street School

Room # Teacher	Grade	Projected	1-Sept	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
Grade 3												
25 Darrell				18	18	18	18	20	20	17	18	
8 Voronchak				21	21	21	21	21	21	21	21	
27 Rivers				18	18	19	19	20	20	19	20	
8 Driscoll				20	20	20	21	20	20	20	20	
Total		82		77	77	78	79	81	81	77	79	0
Grade 4												
24 Comer				16	17	17	17	18	17	17	17	
18 Sumner				18	18	18	18	18	18	18	18	
16 Murray				17	17	17	17	17	17	17	17	
11 Sanchez				18	18	18	18	18	19	18	18	
26 Junious				18	18	18	18	18	18	18	18	
Total		105		87	88	88	88	89	89	88	88	0
Grade 5												
15 Grimes				18	18	16	16	17	17	17	17	
13 Steele				19	19	20	19	20	20	20	20	
17 Nowsch				17	16	16	16	15	15	16	16	
18 Michalic				18	18	18	18	18	18	18	18	
19 Williams				18	18	19	19	19	19	19	18	
12 Burnham				18	18	18	18	18	18	18	18	
Total		90		108	107	107	106	107	107	108	107	0
Totals		277	0	272	272	273	273	277	277	273	274	0

**ENROLLMENT REPORT 2023-2024
JF KENNEDY SCHOOL**

Room #	Teacher	Grade	Projected	1-Sept	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
Grade 3													
1	Stout				19	19	19	19	19	19	19	19	
2	Nguyen				19	19	19	19	18	19	19	19	
3	Lamoureux				19	19	20	19	19	20	20	20	
4	Filomeno				20	20	20	20	21	21	21	21	
5	May				19	19	19	20	20	20	20	20	
6	Schultz				18	19	19	19	19	18	19	19	
8	Estelle				20	19	19	19	19	20	20	20	
	Total		130		134	134	135	135	135	137	138	138	0
Grade 4													
7	Gilligan				21	23	23	23	23	23	23	23	
9	Jones				23	23	23	23	23	23	23	23	
10	Bell				22	22	22	22	21	22	22	24	
12	Kasavage				22	20	20	22	21	21	21	21	
14	Feliciano				22	23	23	22	23	23	23	23	
16	DaCosta				22	22	22	22	23	23	23	23	
	Total		120		132	133	133	134	134	135	135	137	0
Grade 5													
19	Johnson				19	20	20	20	21	21	20	20	
20	Carpenter				21	21	21	21	21	21	21	21	
24	Lam				20	20	20	20	20	20	21	21	
25	Mitchell				21	21	21	21	20	20	20	20	
27	Kingsley				19	19	19	19	19	20	20	20	
28	Everett				20	20	20	20	21	21	21	21	
	Total		121		120	121	121	121	122	123	123	123	0
	Totals		371	0	386	388	389	390	391	395	396	398	0
John F. Kennedy													

ENROLLMENT REPORT 2023-2024
Sage Park Middle School

	Projected	1-Sept	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
Grade 6											
House 1			114	115	115	116	117	118	120	117	
House 2			110	110	111	112	114	114	115	120	
Total	210		224	225	226	228	231	232	235	237	0
Grade 7											
House 3			132	121	121	119	119	120	121	118	
House 4			102	117	118	117	117	117	118	119	
Total	228		234	238	239	236	236	237	239	237	0
Grade 8											
House 5			121	122	122	123	124	124	123	119	
House 6			120	120	121	121	122	123	123	124	
Total	261		241	242	243	244	246	247	246	243	0
Sage Park											
Totals	699	0	699	705	708	708	713	716	720	717	0

ENROLLMENT REPORT 2023-2024
Windsor High School

	Projected	1-Sept	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
Grade 9	302	299	300	300	300	282	282	282	284	286	
Grade 10	283	291	291	289	292	293	293	294	293	291	
Grade 11	292	270	270	269	270	264	266	266	266	267	
Grade 12	270	286	286	283	285	283	306	303	303	300	
Windsor High Total	1,147	1,138	1,146	1,143	1,143	1,145	1,145	1,145	1,146	1,144	0

**WINDSOR BOARD OF EDUCATION
AGENDA ITEM**

For Consideration by the Board of Education at the Meeting of: Tuesday, May 21, 2024

Prepared By: Patricia Patton

Presented By: Danielle Batchelder

Attachments: Cafeteria Operations – April 2024

Subject: Food Service Financial Report


Background: The Windsor School Food Service participates in the National School Lunch Program at each of our school facilities. We also participate in the National School Breakfast Program at our four elementary schools, Sage Park Middle School and Windsor High School. We operated our Summer Food Service Program at John Fitch Park and Sharshon Park during summer break serving lunch. We are complying with the Healthy Food Certification again this year to send a consistent message to our students in keeping with our wellness policies.

Our annual goal is to operate with a small reserve account to offset unanticipated needs and to increase participation from students and staff in all our programs.

A monthly financial report is presented to the Board of Education. This report includes sales and financial information for the current period.

Status: Financial Report for April

Recommendation: Informational Only

Reviewed by:  **Recommended by the Superintendent:** TH/sb
Agenda Item # 4.c.

WINDSOR SCHOOL FOOD SERVICE
FINANCIAL
APRIL 2024

REVENUE	April 2024	7/1/23- YTD	April 2023	7/1/22- YTD
SALES	\$26,125.42	\$348,272.94	\$14,548.39	\$276,248.05
REIMBURSEMENTS - STATE	0.00	139,439.20		311,420.61
Federal Reimbursement	113,059.79	999,068.70	102,894.88	1,256,894.18
CLOC	0.00	105,865.00	16,387.00	234,103.00
MISC. (Rebates)	25.00	1,885.92		20.00
8 Cents Certification	2,806.32	24,895.20	2,511.04	25,929.36
REVENUE TOTALS	\$142,016.53	\$1,619,426.96	\$136,341.31	\$2,104,615.20
REFUND	29.83	2,949.43		
TOTAL REVENUE	\$141,986.70	\$1,616,477.53		
EXPENSES				
WAGES	\$60,367.93	\$614,222.33	\$54,801.22	\$584,961.41
PAYROLL TAXES	4,618.14	47,226.88	4,192.29	45,214.26
BENEFITS	6,723.62	66,713.19	9,240.53	100,996.52
FOOD/MILK	115,559.23	1,043,727.78	80,800.81	878,281.65
PAPER	6,752.00	41,177.32	2,968.64	49,043.18
TRUCK	528.00	2,806.93	132.61	3,708.54
SUPPLIES	1,858.08	22,626.32	3,475.95	13,277.95
EQUIPMENT	83,328.73	284,295.70	5,281.48	341,213.68
SERVICES	40.00	2,437.98	60.00	200.00
EXPENSE TOTALS	\$279,775.73	\$2,125,234.43	\$160,953.53	\$2,016,897.19
Net Other Income				
NET INCOME	(\$137,789.03)	(\$508,756.90)	(\$24,612.22)	\$87,718.01
INVENTORY	\$18,021.37			\$32,879.66
OPENING BALANCE 7/1		\$1,995,808.62		\$209,503.15
COMPUTED OPERATING POSITION		\$1,487,051.72		\$330,100.82

Windsor Board of Education
Regular Meeting – Hybrid via Zoom and In-Person
Unapproved Minutes

Tuesday, April 16, 2024 7:00 PM
L.P. Wilson Community Center, Board room
601 Matianuck Avenue
Windsor, CT 06095

The following are the unapproved minutes of the Tuesday, April 16, 2024 Regular Meeting. Any additions or corrections will be made at a future meeting.

Ms. Jill Canter: Present
Mr. David Furie: Present
Mr. Jeremy Halek: Present
Mr. Anthony King: Present
Mr. Leonard Lockhart: Present
Mr. James Madison: Present
Mr. Paul Panos: Present
Ms. Ayana Taylor: Present
Mr. Nathan Wolliston: Present

All board members attended in person.

1. Call to Order, Pledge to the Flag, Moment of Silence

Mr. Furie called the meeting to order at 7:06 PM with the Pledge to the Flag and a Moment of Silence. Also in attendance were Superintendent of Schools Dr. Terrell Hill, Director of Business Services and Human Resources Danielle Batchelder, Director of Pupil and Special Education Services Mary Cristofaro.

2. Recognitions/Acknowledgements

a. Proclamation--Teacher Appreciation Week, May 6-10

Mr. Furie announced May 6-10 as Teacher Appreciation Week. He read the proclamation, recognizing the WEA co-presidents, Jennifer Delskey and John Scanlon, who accepted the recognition on behalf of the Windsor Public Schools' teachers. The proclamation will be posted at each school as well as in the central office.

b. Recognition -- Windsor Education Foundation Grants

Dr. Mallery introduced Windsor Education Foundation board member Danielle Hynes. Ms. Hynes spoke about the mission of WEF, this year's recipients, and fund-raising. This year, there were 9 grants approved for a total of \$11,686.00.

3. Audience to Visitors

Di Van Houten, 31 Bent Road - She stated that there is a noise associated with the lunch computer that makes a sound when a student's food account isn't funded. She said that this happened to her daughter, and it draws unwanted and negative attention to students who may be struggling with money. She would like the system to be changed to eliminate sound effects.

Tracey Zotter and Ariella Trifone, 28 Spring Street - Ms. Zotter and her daughter spoke highly of the SEL staff at JFK, and how it has positively impacted them. Ms. Zotter urged the board, if budget cuts need to be made, to seriously consider keeping the SEL program intact.

4. Consent Agenda

- b. Enrollment Report
- c. Food Service Report
- d. Human Resources Report

Move the Board of Education approve consent agenda items 4.b. Enrollment Report, 4.c. Food Service Report, 4.d. Human Resources Report. This motion, made by Ms. Ayana Taylor and seconded by Mr. Paul Panos, Passed.

Ms. Jill Canter: Yes, Mr. David Furie: Yes, Mr. Jeremy Halek: Yes, Mr. Anthony King: Yes, Mr. Leonard Lockhart: Yes, Mr. James Madison: Yes, Mr. Paul Panos: Yes, Ms. Ayana Taylor: Yes, Mr. Nathan Wolliston: Yes

Yes: 9, No: 0

a. Financial Report

Expenditures for March 31, 2024 \$5,896,344

Expenditures through March 31, 2024 \$55,679,168

Questions were asked regarding tutor positions and CREC and magnet school tuition.

Move the Board of Education approve consent agenda items 4.a. Financial Report. This motion, made by Ms. Ayana Taylor and seconded by Mr. Paul Panos, Passed.

Ms. Jill Canter: Yes, Mr. David Furie: Yes, Mr. Jeremy Halek: Yes, Mr. Anthony King: Yes, Mr. Leonard Lockhart: Yes, Mr. James Madison: Yes, Mr. Paul Panos: Yes, Ms. Ayana Taylor: Yes, Mr. Nathan Wolliston: Yes

Yes: 9, No: 0

5. Approval of Minutes

a. March 19, 2024 Regular Meeting

Move the Board of Education approve the minutes of the March 19, 2024 PM Regular Meeting. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos, Passed.

Ms. Jill Canter: Yes, Mr. David Furie: Yes, Mr. Jeremy Halek: Yes, Mr. Anthony King: Yes, Mr. Leonard Lockhart: Yes, Mr. James Madison: Yes, Mr. Paul Panos: Yes, Ms. Ayana Taylor: Yes, Mr. Nathan Wolliston: Yes

Yes: 9, No: 0

6. Student Representative Report

Ms. DeFelici announced that next week the high school will hold Wellness Wednesday with many activities planned and a spring carnival that evening which is open to the public. Other upcoming events include Night of Jazz, the Music Department trip to Virginia Beach, OFCP Volunteer Awards night, and Rho Kappa and National Honor Society induction. She announced many sports accolades, but wanted to give special attention to Lucas Pearce who broke the WHS 1600m track record. She stated that local scholarships are open to applicants and AP exams are coming up in May.

7. Board of Education

a. President's Report

Mr. Furie thanked the WEA co-presidents for attending, and he said that teachers and staff should be recognized year round. He suggested visiting the district website to see all the sporting events available to attend. He said that JFK would hold a Fun Friday event with many activities being held including a visit by Team Paragon. The district budget was presented to the Town Council. Their vote will be held at a future meeting.

b. School Liaison Reports

1. Windsor High School

Ms. Taylor said there are upcoming orchestra and choral performances. Junior Prom will be held at La Notte on May 11. She congratulated the NHS inductees.

2. Sage Park Middle School

Mr. Panos said that Sage Park held March into Fitness, to promote fitness testing in March. He said that the 8th grade Washington D.C. trip was a success. There was a NASA career day event, and there would be an 8th grade career day upcoming.

3. Clover Street School

Mr. Madison said that \$20,000 was raised by the Clover Street School fun run. Ms. Comer's class won for top March attendance. A Sage Park presentation was scheduled for the families of incoming 6th graders. Donations for the homeless are being accepted, the Scholastic Book Fair is soon, as is the STEAM carnival.

4. John F. Kennedy School

Ms. Canter said that upcoming events include Coffee Talk with Principal Gagne, 3rd grade science showcase, student of the month, PTO meeting, and an art showcase. May 7th will be an early release. She recognized staff for Teacher Appreciation Week. She also mentioned Nurse Appreciation Week as well.

5. Oliver Ellsworth School

Mr. Lockhart said that he has been attending town meetings regarding the work being done at Oliver Ellsworth School. The intention is to have the issues resolved for staff returning after the summer break.

6. Poquonock School

Mr. Halek said that the Easter egg hunt was a success and well attended. Upcoming events include Mother's Day Paint Night, a PTO meeting, and a strings concert.

c. Set Last Day of School for 2023-2024

Move the Board of Education approve a change to their approved 2023-2024 calendar setting Friday, June 7, 2024 as the last day of school for students in grades Pre-K to grade 11 and the last day for teachers would be Monday, June 10, 2024. This motion, made by Ms. Ayana Taylor and seconded by Mr. Paul Panos, Passed.

Ms. Jill Canter: Yes, Mr. David Furie: Yes, Mr. Jeremy Halek: Yes, Mr. Anthony King: Yes, Mr. Leonard Lockhart: Yes, Mr. James Madison: Yes, Mr. Paul Panos: Yes, Ms. Ayana Taylor: Yes, Mr. Nathan Wolliston: Yes

Yes: 9, No: 0

d. Healthy Food Certification

The Windsor Board of Education, Pursuant to C.G.S. Section 10-215f, certifies that all food items offered for sale to students in the schools under its jurisdiction, and not exempted from the Connecticut Nutritional Standards published by the State of Connecticut Department of Education during the period of July 1, 2024, through June 30, 2025. This certificate shall include all food offered for sale to students separately from the reimbursable meals at all times and from all sources, including but not limited to school stores, vending machines, school cafeterias, culinary programs, and any fundraising activities on school premises sponsored by the school or non-school organizations and groups. This motion, made by Ms. Ayana Taylor and seconded by Mr. Paul Panos, Passed.

Ms. Jill Canter: Yes, Mr. David Furie: Yes, Mr. Jeremy Halek: Yes, Mr. Anthony King: Yes, Mr. Leonard Lockhart: Yes, Mr. James Madison: Yes, Mr. Paul Panos: Yes, Ms. Ayana Taylor: Yes, Mr. Nathan Wolliston: Yes

Yes: 9, No: 0

The Windsor Board of Education will allow the sale to students of food items that do not meet the Connecticut Nutritional Standards and beverages not listed in Section 10-221 q of the Connecticut General Statutes provided that the following conditions are met: 1. the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2. the sale is at the location of the event; 3. the food and beverage items are not sold from a vending machine or school store. An "event" is an occurrence that involves more than just a regularly scheduled practice, meeting, or extracurricular activity. For example, soccer games, school plays, and interscholastic debates are events but soccer practices, play rehearsals, and debate team meetings are not. The "regular school day" is the period from midnight before to 30 minutes after the end of the official school day. "Location" means where the event is being held and must be the same place as the food and beverage sales. This motion, made by Ms. Ayana Taylor and seconded by Mr. Paul Panos, Passed.

Ms. Jill Canter: Yes, Mr. David Furie: Yes, Mr. Jeremy Halek: Yes, Mr. Anthony King: Yes, Mr. Leonard Lockhart: Yes, Mr. James Madison: Yes, Mr. Paul Panos: Yes, Ms. Ayana Taylor: Yes, Mr. Nathan Wolliston: Yes

Yes: 9, No: 0

8. Superintendent's Report

Dr. Hill announced that there are only 37 days left of the 2023-2024 school year. Teacher Appreciation Breakfasts will be held the first two weeks of May. There will be several community forums on the town budget held with the Town Manager, Peter Souza. The next Coffee Talk will be held on April 30, RSVP's can be done on the district website. Special congratulations to WHS student, Alex Inyatkin, who will be performing at Radio City Music Hall on May 2nd.

a. Right to Read Mandate

On behalf of Dr. Abdel-Hady, Ms. Bonnie Fineman, Secondary Curriculum Director, presented the Right to Read Mandate. She defined the terms used in the mandate, explained the waiver process, the waiver results from around the state, and the potential monetary cost of the project.

Board members' questions and comments involved cost comparisons, how this legislation started, how local districts are implementing changes, and the pros and cons of the mandate.

b. Portrait of a Graduate

Ms. Fineman said that an earlier version of this item had been called "Profile of a Graduate." She said that the "portrait" embeds expectations across all grade levels. Words and phrases were thoughtfully selected to encompass what the committee, focus groups, and businesses emphasized as characteristics of successful adults. After a hiatus, this has been revisited and is a district goal to complete.

c. Increasing Educator Diversity Plan

Ms. Batchelder presented the plan, as required by the state, to increase the number of diverse staff in the district. She explained that much of what the state is requiring is already in place within the district, but improvements can be made.

Board members asked questions regarding the purpose of the plan, other districts' responses, the need for diversity, and the wording of the document.

9. Committee Reports

There were no committee reports.

10. Other Matters/Announcements/Regular BOE Meetings

a. Next BOE Regular Meeting is Tuesday, May 21, 2024, 7:00 PM, LPW, Board Room

Ms. Canter reminded the community about the upcoming Shad Derby in May.

Mr. Lockhart announced the Hayden Station Fire Department's all-you-can-eat pancake breakfast is Saturday. Also, happy birthday to Brielle.

Mr. Halek said Jim's Family Restaurant is holding a Tip-A-Cop event to benefit the Special Olympics.

Ms. Taylor announced April as Autism Awareness Month. She also congratulated Mr. Wolliston and Dr. Bramble on their upcoming wedding.

Mr. Furie said that the Chamber of Commerce auction would be held soon.

11. Audience to Visitors

There were no speakers.

12. Adjournment

Move to adjourn the meeting at 10:06 PM. This motion, made by Ms. Ayana Taylor and seconded by Mr. Paul Panos, Passed.

Ms. Jill Canter: Yes, Mr. David Furie: Yes, Mr. Jeremy Halek: Yes, Mr. Anthony King: Yes, Mr. Leonard Lockhart: Yes, Mr. James Madison: Yes, Mr. Paul Panos: Yes, Ms. Ayana Taylor: Yes, Mr. Nathan Wolliston: Yes

Yes: 9, No: 0

The meeting adjourned at 10:06 PM.

Windsor Board of Education
Special Meeting - Virtual Meeting via Zoom
Unapproved Minutes
Wednesday, May 1, 2024 7:30 PM

The following are the unapproved minutes of the Wednesday, May 1, 2024 Special Meeting - Virtual Meeting via Zoom. Any additions or corrections will be made at a future meeting.

Ms. Jill Canter: Present
Mr. David Furie: Present
Mr. Jeremy Halek: Present
Mr. Anthony King: Present
Mr. Leonard Lockhart: Present
Mr. James Madison: Present
Mr. Paul Panos: Present
Ms. Ayana Taylor: Present
Mr. Nathan Wolliston: Absent

All attendees were virtual.

1. Call to Order, Pledge to the Flag, Moment of Silence

Mr. Furie called the special meeting to order at 7:35 PM with the Pledge to the Flag and a Moment of Silence. Also in attendance were Superintendent of Schools Dr. Terrell Hill, Director of Business Services and Human Resources Danielle Batchelder, Assistant Superintendent for Instructional Services Dr. Noha Abdel-Hady, and Director of Pupil and Special Education Services Mary Cristofaro.

2. Audience to Visitors

Tracey Zotter, 28 Spring Street - She asked, besides the public forums on the budget, if there was any way to inform the public about the importance of the content of the budget in layman's terms. She said that there have been many questions from parents about how the school budget impacts them personally, and she hopes that more communication regarding the budget can be done.

3. Budget FY 2024-2025 - The Board of Education will discuss the reduction of \$1,000,000 and take possible action.

Ms. Canter requested that the LPW nurse position be removed from the list of budget cuts. She said that, in the event of an emergency, not having a nurse on staff at all times could be a liability for the student.

It was made known by Dr. Hill that prior to COVID, there had not been a permanent nurse at LP Wilson and the position had been created out of ESSER funds. Nurses are available, if needed, to move from school to school as needed, and currently there are more nurses in the district than school buildings.

Move to remove the LPW Nurse position from the reduction list with a replacement cut of the Superintendent's choosing. This motion, made by Ms. Jill Canter and seconded by Mr. Paul Panos, Failed.

Mr. David Furie: No, Mr. Jeremy Halek: No, Mr. Anthony King: No, Mr. Leonard Lockhart: No, Mr. James Madison: No, Ms. Ayana Taylor: No, Ms. Jill Canter: Yes, Mr. Paul Panos: Yes

Yes: 2, No: 6

Mr. King and Mr. Lockhart both spoke about their disappointment with the Town Council's cuts prior to taking the budget to the community, and appreciated the work done by Dr. Hill's team, they regret that it is necessary.

Mr. Madison thanked Dr. Hill for his budget work and he admitted that he is not a fan of cuts.

Motion to accept the \$1,000,000 reduction to the Board of Education's 2024/2025 Recommended Budget as detailed in the document provided by Danielle Batchelder, Director of Business Services and HR dated 5/1/24. This motion, made by Ms. Ayana Taylor and seconded by Mr. Paul Panos, Passed.

Ms. Jill Canter: No, Mr. David Furie: Yes, Mr. Jeremy Halek: Yes, Mr. Anthony King: Yes, Mr. Leonard Lockhart: Yes, Mr. James Madison: Yes, Mr. Paul Panos: Yes, Ms. Ayana Taylor: Yes

Yes: 7, No: 1

During the roll call vote for the original motion, the following comments were made by board members:

Mr. King stated that while he supports the administration, he wishes the consent of the voters had been allowed first.

Mr. Lockhart stated that the original budget should have gone to the voters, and that these cuts would sting for a long time. The ESSER funds allowed for progress to be made in the district, and he hopes we won't fall behind.

4. Announcements

Mr. Madison had no comments.

Mr. King congratulated Mr. Wolliston on his wedding.

Mr. Halek congratulated Mr. Wolliston and announced his 8th wedding anniversary.

Mr. Lockhart congratulated Mr. Wolliston.

Ms. Canter thanked the board for their hard work on the budget and reminded everyone that Mother's Day is in May.

Ms. Taylor congratulated both Mr. Wolliston and Mr. Halek. She also praised the senior class on their Decision Day higher education selections.

Mr. Panos congratulated both Mr. Wolliston and Mr. Halek.

Mr. Furie congratulated both Mr. Wolliston and Mr. Halek. He also thanked Dr. Hill for all the budget work that was done.

5. Adjournment

Move to adjourn at 8:14 pm. This motion, made by Ms. Ayana Taylor and seconded by Mr. Paul Panos, Passed.

Ms. Jill Canter: Yes, Mr. David Furie: Yes, Mr. Jeremy Halek: Yes, Mr. Anthony King: Yes, Mr. Leonard Lockhart: Yes, Mr. James Madison: Yes, Mr. Paul Panos: Yes, Ms. Ayana Taylor: Yes

Yes: 8, No: 0

The meeting adjourned at 8:14 PM.

Leonard O. Lockhart, Secretary
Windsor Board of Education

**WINDSOR BOARD OF EDUCATION
AGENDA ITEM**

For Consideration by the Board of Education at the Meeting of: May 21, 2024

Prepared By: Danielle Batchelder **Presented By:** Danielle Batchelder
Director of Business Services & Human Resources

Attachments: Revised 2024-2025 School Calendar

Subject: Revisions to 2024-2025 School Calendar

Background:

The Windsor BOE approved the 2024-2025 and the 2025-2026 school calendars on January 17, 2024. The number of school days in the month of September 2024 was recorded incorrectly. The number of school days was recorded as 21 days, however, the correct number is 20 days.

Status:

For the 2024-2025 the teacher work year would begin on August 20th with opening day. The student school year would begin on August 26th. The last day of school would be tentatively scheduled for June 6th and would include 5 potential snow days. There would be no February vacation. There would be an April vacation, April 14 – April 18.

The calendar includes 187 teacher work days and 181 instructional days. The calendar also includes 7 student early release days for the purpose of conducting teacher professional activities. The calendar also includes the traditional vacations and holidays.

Recommendation:

That the Board of Education accept the revised 2024-2025 school calendar.

Reviewed by: *DB* **Recommended by the Superintendent:** *TH/ED*
Agenda Item # *7.b.*



Windsor Public Schools 2024-2025 School Calendar



AUGUST (5)				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
25	27	28	29	30

SEPTEMBER (20)				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

OCTOBER (22)				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

NOVEMBER (17)				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

DECEMBER (15)				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

JANUARY (21)				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

August 2024

Aug. 14-16 New Teacher Orientation, NO SCHOOL
 Aug. 20 Opening Day for Staff, NO SCHOOL
 Aug. 21-23 Teacher PD, NO SCHOOL
Aug. 26 FIRST DAY OF SCHOOL - FULL DAY

September 2024

Sep. 2 Labor Day, NO SCHOOL
 Sep. 17 Teacher PD (Early Dismissal)

October 2024

Oct. 14 Indigenous Peoples Day, NO SCHOOL
 Oct. 15 Teacher PD (Early Dismissal)
 Oct. 17 (Early Dismissal) WHS Only (Parent Teacher Conferences)
 Oct. 23-25 (Early Dismissal) Sage Park MS Only (Parent Teacher Conferences)

November 2024

Nov. 5 Election Day, Teacher PD, NO SCHOOL
 Nov. 27-29 Thanksgiving Break, NO SCHOOL

December 2024

Dec. 4-6 (Early Dismissal) PK-5 Only (Parent Teacher Conferences)
 Dec. 23-31 Winter Break, NO SCHOOL

January 2025

Jan. 1 New Year's Day, NO SCHOOL
 Jan. 14 Teacher PD (Early Dismissal)
 Jan. 13-17 (Early Dismissal) WHS Only (Semester 1 Exams)
 Jan. 20 Martin Luther King, Jr. Day, NO SCHOOL

February 2025

Feb. 11 Teacher PD, NO SCHOOL
 Feb. 17-18 Presidents' Day Break, NO SCHOOL

March 2025

Mar. 4 Teacher PD (Early Dismissal)
 Mar. 6 (Early Dismissal) WHS Only (Parent Teacher Conferences)
 Mar. 12-14 (Early Dismissal) PK-5 Only (Parent Teacher Conferences)
 Mar. 19-21 (Early Dismissal) Sage Park MS Only (Parent Teacher Conferences)

April 2025

Apr. 14-17 Spring Break, NO SCHOOL
 Apr. 18 Good Friday, NO SCHOOL

May 2025

May 6 Teacher PD (Early Dismissal)
 May 26 Memorial Day, NO SCHOOL
 May 30 (Early Dismissal) WHS Only (Semester 2 Exams)

June 2025

June 2-6 (Early Dismissal) WHS Only (Semester 2 Exams)
June 6 LAST DAY OF SCHOOL (Early Dismissal) Pending Snow Days
 June 13 Potential Last Day of School

FEBRUARY (17)				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

MARCH (21)				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

APRIL (17)				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

MAY (21)				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

JUNE (5)				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

SCHOOL HOURS			
	Hours	Early Dismissal	2 Hour Delay
High School	7:35am-2:20pm	7:35am-12:25pm	9:35am-2:20pm
Middle School	8:05am-2:50pm	8:05am-12:55pm	10:05am-2:50pm
Elementary	8:40am-3:25pm	8:40am-1:30pm	10:40am-3:25pm
Full Day PreK	9:00am-3:00pm	9:00am-1:30pm	11:00am-3:00pm
PreK AM	8:40am-11:35am	8:40am-10:50am	No AM PreK
PreK PM	12:30pm-3:25pm	11:25am-1:30pm	12:30pm-3:25pm

For School Delay and Closing Information
 Download Our Free Mobile App!

www.windsorct.org,
 860-687-2000 x 1180 Local radio and television stations

■ No School
 ■ Teacher PD, No School
 ■ First/Last Day of School
 ■ Teacher PD, Early Dismissal
 ■ Early Dismissal

Windsor Public Schools 2024-2025 School Calendar Windsor, CT

August 2024

14-15 New Teacher Orientation, NO SCHOOL
20 Opening Day for Staff, NO SCHOOL
21- -23 Teacher PD, NO SCHOOL
26 FIRST DAY OF SCHOOL - FULL DAY

September 2024

2 Labor Day, NO SCHOOL
17 Teacher PD (Early Dismissal)

October 2024

14 Indigenous Peoples Day, NO SCHOOL
15 Teacher PD (Early Dismissal)
17 (Early Dismissal) WHS Only (Parent Teacher Conferences)
23-25 (Early Dismissal) Sage Park MS Only (Parent Teacher Conferences)

November 2024

5 Election Day, Teacher PD, NO SCHOOL
27-29 Thanksgiving Break, NO SCHOOL

December 2024

4-6 (Early Dismissal) PK-5 Only (Parent Teacher Conferences)
23-31 Winter Break, NO SCHOOL

January 2025

1 New Year's Day, NO SCHOOL
14 Teacher PD (Early Dismissal)
20 Martin Luther King, Jr. Day, NO SCHOOL
13- 17 (Early Dismissal) WHS Only (Semester 1 Exams)

February 2025

11 Teacher PD, NO SCHOOL
17-18 Presidents' Day Break, NO SCHOOL

March 2025

4 Teacher PD (Early Dismissal)
6 (Early Dismissal) WHS Only (Parent Teacher Conferences)
12-14 (Early Dismissal) PK-5 Only (Parent Teacher Conferences)
19-21 (Early Dismissal) Sage Park MS Only (Parent Teacher Conferences)

April 2025

14-17 Spring Break, NO SCHOOL
18 Good Friday, NO SCHOOL

May 2025

6 Teacher PD (Early Dismissal)
26 Memorial Day, NO SCHOOL
30 (Early Dismissal) WHS Only (Semester 2 Exams)

June 2025

2-6 (Early Dismissal) WHS Only (Semester 2 Exams)
6 LAST DAY OF SCHOOL (Early Dismissal) Pending Snow Days
13 Potential Last Day of School

School Delay and Closing Information www.windsorct.org,
860-687-2000 x 1180 Local radio and television stations

Student Days 181, Teacher Days 187

Board Approved: January 17, 2024

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: May 21, 2024

PREPARED BY: Danielle Batchelder

PRESENTED BY: Danielle Batchelder

ATTACHMENTS: Program Enhancement Project (PEP) Grants for Adult Education

SUBJECT: Program Enhancement Project (PEP) Grants for Adult Education

BACKGROUND:

The Adult Education Department submitted PEP Grants in the areas of Instructional Innovation; Integrated English Literacy and Civics; Technology Integration and Expansion of Services; and Transition, Career Navigation and Support.

Board of Education approval is required for these grants.

RECOMMENDATION:

The Board of Education approve the submission of the Program Enhancement Project (PEP) Grants for Adult Education

Reviewed by:



Recommended by the Superintendent:



Agenda Item #

7.C.


CONNECTICUT STATE DEPARTMENT OF EDUCATION

Academic Office

Program Enhancement Project (PEP) Grants for Adult Education

GENERAL PROPOSAL APPLICATION

FY 2024-2025

Applicant Organization: Windsor Adult Education	Town/Agency Code: 00000000164
Address: 601 Matianuck Avenue	Zip Code: 06095
Provider/Agency Director: Mayela Aguirre-Ernest	Phone: 860.687.2000 x1273 Email: maguirre@windsorct.org
Superintendent of Schools or Chief Executive Officer of Agency: Terrell Hill, Ph.D	Phone: 860.687.2000 x1236 Email: thill@windsorct.org
Signature of Superintendent of Schools or Chief Executive Officer of Agency: 	Date: May 2, 2024

PRIORITY AREA	GRANT CODE	MAXIMUM AWARD	FUNDS REQUESTED		MATCHING FUNDS (20%)
			ESL 1-6/ABE 1-4	ABE/ASE 5-6	
Connecticut Adult Virtual High School	(S)AVHS	\$450,000		N/A	N/A
Corrections Education	(E)CORR or (S)CORR	\$200,000	N/A	N/A	N/A
Family Literacy Services	(E)FLS or (S)FLS	\$50,000	N/A	N/A	N/A
Instructional Innovation	(E)INNOV or (S)INNOV	\$30,000	N/A	\$15,000	\$3,000
Integrated Education and Training	(E)IET or (S)IET	\$50,000	N/A	N/A	N/A
Integrated English Literacy and Civics Education	(E)IELCE	\$25,000	\$3,600		\$720
Integrated English Literacy and Civics Education + Training	(E)IELCE + T	\$75,000	N/A		N/A
Technology Integration and Expansion of Services	(E)TECH or (S)TECH	\$30,000	\$5,500	\$11,000	\$3,300
Transition, Career Navigation and Support	(E)TCNS or (S)TCNS	\$50,000	\$2,000	\$8,000	\$2,000
Total Funds Requested			\$11,100	\$34,000	\$9,020

Date of Board/Agency Approval Date: May 21, 2024

Date Submitted: May 3, 2024

The below sections are to be thoroughly completed by all PEP FY 2024-2025 applicants. References to the Workforce Innovation and Opportunity Act (WIOA) of 2014, Title II, Adult Education and Family Literacy Act (AEFLA) can be found at the following link, <https://aefla.ed.gov/>.

Organization Background: Thoroughly complete the below section, Limit your response to approximately 250 words per requirement.

Requirement	Response
Describe the background and experience of the applicant agency, including services to primary population(s) and geographic areas served.	Windsor adult education has successfully served our urban community for over 40 years. We offer morning and evening programming in English Language Acquisition, high school completion (GED, NEDP), adult basic education, and citizenship classes. We are also an official GED test site.
Demonstrated Effectiveness Form is submitted with the proposal.	X Yes <input type="checkbox"/> No

Accountability Practices/State Considerations for Funding: Thoroughly complete the below section. All responses require additional explanation. Limit your response to approximately 250 words per requirement.

Requirement	Response	Explanation
Applicant will adhere to the Connecticut Competency System (CCS) Policies and Guidelines .	X Yes <input type="checkbox"/> No	All of our instructors are up to date on their CCRS training from ATDN. All of the curriculum used is aligned with the CCRS.
Applicant will utilize CASAS etesting and TOPSpro Enterprise system to provide immediate test scoring and reports.	X Yes <input type="checkbox"/> No	Windsor adult education has successfully used etesting and TOPSpro since 2015 for student data collection and reporting.
Applicant will ensure that appropriate staff are trained in LACES and that staff follows the policy and procedures outlined in the LACES User Guide .	X Yes <input type="checkbox"/> No	The program director, program facilitator and etest proctors have completed the etest proctor certification and signed the confidentiality form.
Applicant will ensure that all instructional staff hold the appropriate certifications/endorsements for the content areas as required by the CSDE.	X Yes <input type="checkbox"/> No	Program director uses LACES to keep track of appropriate certifications and endorsements for the adult teachers. Currently, one teacher is in the process of 088 renewal and another teacher is in the process of obtaining her 088 endorsement. All other teachers are current on their certifications and endorsements.
Applicant will ensure that all Adult Basic Education (ABE), General Educational Development (GED), Credit Diploma Program (CDP) teachers are trained in using the College and Career Readiness Standards for Adult Education (CCRS) , and all English as a Second Language teachers are trained in using the English Language Proficiency Standards (ELPS) .	X Yes <input type="checkbox"/> No	One teacher is in the process of completing her math CCRS training through ATDN. All other teachers are up to date with their CCRS or ELPS.
Applicant will provide professional learning opportunities for program staff in the areas of reading, writing, speaking, mathematics, English language acquisition, technology, and staff training.	X Yes <input type="checkbox"/> No	The program director allocates funding for PD through the ED244 and presents opportunities to the staff through

ATDN, Aztec, Burlington English or any other appropriate venue.	
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Recruitment, Retention and Support Services: Thoroughly complete the below section. All responses require additional explanation. Limit your response to approximately 250 words per requirement.

Requirement	Response
Describe your FY 2024-2025 PEP recruitment plan.	We will recruit from our fall and spring brochure that is mailed out to all active mailboxes in Windsor and distributed in bulk to local libraries and businesses. We will run ads 3 times a year in the Windsor Journal and promote via a banner on our website. We will hold orientation sessions for interested students.
Describe your FY 2024-2025 PEP retention plan.	We will continue making our space welcoming and belonging. We will monitor attendance and reach out (LACES text, teacher calls, facilitator calls) after 2 missed classes to make sure the student is fine and try to address any barriers that are preventing the student from attending class. Current collaborations include an onsite AJC navigator twice a month, and senior and social services on the other side of the building. Planned collaborations include CWB, MCC Adult In Transition, CONNTAC inc. and BRS.
Describe the barrier, transition and other support services that will be offered to FY 2024-2025 PEP participants. Include current or planned collaborations with community organizations that will increase the effectiveness of your program and support students.	Our program is ADA compliant with on site parking and one floor. We will refer any disability questions to our SDE Disability Consultant and collaborate with BRS for resources.

Integration with the Local Workforce Development Board (WDB) and One-Stop Partner: Thoroughly complete the below section. Limit your response to approximately 250 words per requirement. An Interagency Collaboration with the local Workforce Development Board (WDB) must be submitted at the time of application.

Requirement	Response
Describe how you will align your PEP services to the local WDB plan and local economic conditions including existing and emerging in-demand industry sectors and occupations.	Our PEP services are aligned to our local WDB and economic conditions as they all provide the education including digital literacy, English language attainment, and high school completion that is needed to address the current in-demand industry sectors and occupations. Students will have access to career pathway instructional resources (e.g. O'Net and LevelALL online platforms. Students will have appointments with A/C representatives to discuss employment, training, and postsecondary opportunities. Approximately 95 students will be served. Activities will take place on location.
Review the required Interagency Collaboration between your agency and the local WDB and address your collaboration for FY 2024-2025.	

Describe how your agency will provide access to career and training services to students through the local One-Stop partner and promote concurrent enrollment.	Our local AJC One-Stop partner has morning and evening office hours at our site twice a month to provide our students with career navigation, training opportunities and/or employment.
WDB Interagency Collaboration Agreement is submitted with the proposal.	X Yes <input type="checkbox"/> No

Priority Area Specifications and Budget: Each of the priority areas within the grant application must have a thoroughly completed individual project plan and accompanying budget. Refer to the individual priority area specifications and the "Proposal Guidelines and Requirements" sections in the RFP for requirements.

Funding	Priority Area Planning Documents	Priority Area Budget Template
Section 231 Comprehensive Adult Education Services	Connecticut Adult Virtual High School Family Literacy Services Instructional Innovation Integrated Education and Training Integrated English Literacy and Civics Education (IELCE) Technology Integration and Expansion of Services Transition, Career Navigation and Support	Section 231 Comprehensive Adult Education Services budget template:
Section 225 Corrections Education	Corrections Education	Section 225 Corrections Education budget template
Section 243 Integrated English Literacy and Civics Education	Integrated English Literacy and Civics Education (IELCE+T)	Section 243 Integrated English Literacy and Civics Education budget template

The below sections are to be thoroughly completed by all PEP FY 2024-2025 applicants. References to the Workforce Innovation and Opportunity Act (WIOA) of 2014, Title II, Adult Education and Family Literacy Act (AEFLA) can be found at the following link, <https://ae fla.ed.gov/>.

Organization Background: Thoroughly complete the below section. Limit your response to approximately 250 words per requirement.

Requirement	Response
Describe the background and experience of the applicant agency, including services to primary population(s) and geographic areas served.	For 45 years, Windsor Adult Education has offered a comprehensive range of services tailored to meet the diverse needs of our primary populations represented by 35% Black and African American, 28% Hispanic or Latino, 26% Asian, and 10% White. Our programs and services are strategically designed to address the unique challenges and opportunities present in the urban town of Windsor, ensuring that our impact is both targeted and sustainable.
Demonstrated Effectiveness Form is submitted with the proposal.	X Yes <input type="checkbox"/> No

Accountability Practices/State Considerations for Funding: Thoroughly complete the below section. All responses require additional explanation. Limit your response to approximately 250 words per requirement.

Requirement	Response	Explanation
Applicant will adhere to the Connecticut Competency System (CCS) Policies and Guidelines .	X Yes <input type="checkbox"/> No	All current lesson plans are aligned to the Connecticut CCS
Applicant will utilize CASAS estesting and TOPSpro Enterprise system to provide immediate test scoring and reports.	X Yes <input type="checkbox"/> No	Appropriate staff has successfully completed CASAS Estest Coordinator certification
Applicant will ensure that appropriate staff are trained in LACES and that staff follows the policy and procedures outlined in the LACES User Guide .	X Yes <input type="checkbox"/> No	All appropriate staff is currently trained in LACES
Applicant will ensure that all instructional staff hold the appropriate certifications/endorsements for the content areas as required by the CSDE.	X Yes <input type="checkbox"/> No	All Math GED® Bootcamp instructional staff hold the appropriate certifications/endorsements from the CSDE.
Applicant will ensure that all Adult Basic Education (ABE), General Educational Development (GED), Credit Diploma Program (GDP) teachers are trained in using the College and Career Readiness Standards for Adult Education (CCRS) , and all English as a Second Language teachers are trained in using the English Language Proficiency Standards (ELPS) .	X Yes <input type="checkbox"/> No	All General Educational Development (GED) teachers have completed the mandatory CCRS training appropriate for student success.
Applicant will provide professional learning opportunities for program staff in the areas of reading, writing, speaking, mathematics, English language acquisition, technology, and staff training.	X Yes <input type="checkbox"/> No	Professional learning opportunities will be provided in the listed subjects as needed.

Recruitment, Retention and Support Services: Thoroughly complete the below section. All responses require additional explanation. Limit your response to approximately 250 words per requirement.

Requirement	Response
Describe your FY 2024-2025 PEP recruitment plan.	Classes will be advertised on our website, in our biyearly brochure that is delivered to all active mail addresses in Windsor and distributed throughout local libraries and businesses. Advertisements in our local newspaper will take place in the fall, winter and spring semesters. We will also advertise during our 5 days of student registration every semester.
Describe your FY 2024-2025 PEP retention plan.	By utilizing the LACES online student data management system designed specifically for the adult and community education team, instructors are able to contact and encourage attendance through online messaging as well as monitor class attendance to ensure student success.
Describe the barrier, transition and other support services that will be offered to FY 2024-2025 PEP participants. Include current or planned collaborations with community organizations that will increase the effectiveness of your program and support students.	We recently completed training in career navigation to provide a wide variety of services, including career planning, exploration, and counseling; educational planning; support to navigate systems; learner skill building; and job search readiness and placement to assist students in their career and educational planning. Established collaboration with the Director of Community Engagement at Loomis Chaffee School to provide student tutoring for current NEDP clients. Established collaborations with CWP, DOL and AJC. Including bi-monthly onsite visits from an AJC Career Navigator.
Describe how you will serve eligible individuals with disabilities, including eligible individuals with learning disabilities.	Eligible individuals with disabilities will be accommodated according to the ADA guidelines with assistance from Pamela Sordi, ATDN Disability Consultant.

Integration with the Local Workforce Development Board (WDB) and One-Stop Partner: Thoroughly complete the below section. Limit your response to approximately 250 words per requirement. An Interagency Collaboration with the local Workforce Development Board (WDB) must be submitted at the time of application.

Requirement	Response
Describe how you will align your PEP services to the local WDB plan and local economic conditions including existing and emerging in-demand industry sectors and occupations.	We align our educational services to prepare the student for the in-demand industry sectors jobs and/or training opportunities by using lesson plans aligned with the CCRS, by collaborating with our local WDB to provide training and employment opportunities, and by inviting industry sector speakers to share insight and perspective of their particular field.
Review the required Interagency Collaboration between your agency and the local WDB and address your collaboration for FY 2024-2025.	Collaborations with American Job Center representatives have been established with bi-monthly onsite visits to our Windsor Adult Education venue for student counseling.
Describe how your agency will provide access to career and training services to students through the local One-Stop partner and promote concurrent enrollment.	Collaborations with American Job Center representatives have been established with bi-monthly onsite visits to our Windsor Adult Education venue for student counseling.

WDB Interagency Collaboration Agreement is submitted with the proposal.

X Yes No

Priority Area Specifications and Budget: Each of the priority areas within the grant application must have a thoroughly completed individual project plan and accompanying budget. Refer to the individual priority area specifications and the “Proposal Guidelines and Requirements” sections in the RFP for requirements.

Funding	Priority Area Planning Documents	Priority Area Budget Template
Section 231 Comprehensive Adult Education Services	Connecticut Adult Virtual High School Family Literacy Services Instructional Innovation Integrated Education and Training Integrated English Literacy and Civics Education (IELCE) Technology Integration and Expansion of Services Transition, Career Navigation and Support	Section 231 Comprehensive Adult Education Services budget template:
Section 225 Corrections Education	Corrections Education	Section 225 Corrections Education budget template
Section 243 Integrated English Literacy and Civics Education	Integrated English Literacy and Civics Education (IELCE+T)	Section 243 Integrated English Literacy and Civics Education budget template

CONNECTICUT STATE DEPARTMENT OF EDUCATION
 Academic Office
 Program Enhancement Project (PEP) Grants for Adult Education
INSTRUCTIONAL INNOVATION PRIORITY AREA PLANNING DOCUMENT
 FY 2024-2025

Please try to limit each priority planning document to seven pages. If you are not applying as a consortium, you may delete that section before submission.

Applicant Organization: Windsor Adult Education	
Project Coordinator(s): Mayela Aguirre-Ernest	Phone: 860.687.2000 x1273
Email: maguirre@windsorct.org	

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 the maximum award amount.)	<input type="checkbox"/> ESL 1-6/ABE 1-4 \$ _____	<input checked="" type="checkbox"/> ABE/ASE 5-6 \$15,000	
Target program (Identify which programs will be served with this funding.)	<input type="checkbox"/> ESL <input type="checkbox"/> ABE <input type="checkbox"/> CDP <input type="checkbox"/> XGED®		
Planned number of students (Identify the total number of <i>reportable students</i> you plan to serve with this funding.)	15		
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.)	\$1,000		
Priority area project goal (Briefly describe what you wish to accomplish.)	By focusing on improving math proficiency, our GED® Math Bootcamp seeks to address a critical barrier faced by many individuals within our target population. By obtaining their GED® credential, participants will enhance their employability, increase their earning potential, and gain access to further educational opportunities. Ultimately, the project goal is to empower participants to build a foundation for lifelong learning and success, enabling them to pursue their aspirations and contribute positively to their communities and society as a whole.		
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	The proposed plan for a GED® Math Bootcamp addresses critical gaps in access and service for our target population in the delivery of adult education services through innovative instructional approaches to meet the demonstrated needs, demands, and interests of a specific cohort of adult education students. Currently, students within our target population lack the foundational math skills, targeted resources,		

<p>population in the applicant's delivery of adult education services.)</p>	<p>and support services necessary to pass the math portion of the GED® exam. Barriers such as financial constraints, transportation issues, and time constraints hinder students' ability to participate in traditional adult education programs aimed at GED® preparation. By extending the learning semester, students' will have more opportunities to meet their learning needs.</p>
<p>Prior experience (Briefly explain your agency's prior experience providing evidence-based, innovative strategies and activities. Submission of the Demonstrated Effectiveness Form with this RFP is required.)</p>	<p>Windsor Adult Education has a proven track record of providing evidence-based, innovative strategies, and activities in adult education, particularly in the context of GED® preparation. Our program held a pilot GED® Math Bootcamp in October of 2023 that serviced four students. By providing a curriculum that is aligned with national standards and incorporates best practices in adult education, including differentiated instruction, problem-based learning, and real-world application of mathematical concepts, our program achieved a 50% success rate of students passing the official GED® math test. In addition, this success translated into students obtaining their GED® credential and enrolling into post secondary training.</p>
<p>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.)</p>	<p>Windsor Adult Education will collaborate with Bloomfield Adult Education for this Priority Area to identify qualifying students from a pool of candidates. The Bloomfield director along with faculty and staff will assist in the selection process through teacher recommendations and interviews</p>

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	Obtain GED®	Successfully complete Math Bootcamp curriculum	Pass official Math GED® Exam and earn GED®
2	Meet requirements for official GED® Testing	Complete curriculum workbook activities specific to student math GED Ready® results.	Pass official Math GED® Ready to qualify to take official Math GED® Exam
3	Improve Math skills	Complete curriculum workbook activities specific to student CASAS math placement results	Pass official Math GED® Exam or pass official Math GED Ready® Exam
4	Improve time management skills	Successfully complete bootcamp orientation, placement testing, and attend all class times, homework, and schedule GED® exams within two weeks of attending bootcamp.	Students will have successfully fulfilled all requirements for participation in the Bootcamp.

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. This funding is intended to allow providers and agencies to experiment with new and creative instructional approaches to meet the demonstrated needs, demands and interests of a cohort of adult education students.

<p>Service delivery/instruction will be offered</p> <p>Site location (If service delivery/instruction will be offered in person or hybrid, identify the site location the project will be implemented. All programs and instructional sites must be accessible to persons with disabilities.)</p>	<p><input type="checkbox"/>Virtual <input checked="" type="checkbox"/>In-person <input type="checkbox"/>Hybrid/Blended <input type="checkbox"/>Other:</p> <p>Windsor Adult Education 601 Matianuck Avenue Windsor, CT 06095 Room 16</p>
<p>Priority area schedule (days and hours per week)</p>	<p>M-F</p>
<p>Estimated total weeks of instruction</p>	<p>3</p>
<p>Estimated total hours of instruction (A minimum time-period is one semester/50 hours.)</p>	<p>60</p>
<p>Timeline of project/begin and end date</p> <p>Project staff (Describe the job title and responsibility of each staff member funded under this project. As a reminder, costs associated with the priority area on the ED-114 and eGMS should be proportionate to the amount of time working under this project.)</p>	<p>October-June</p> <p>Program Associate is responsible for the registration of participants, maintenance of student information into the LACES Student Data Management System, proctoring of GED® Math official test, copying of materials</p> <p>GED® Classroom Facilitator is responsible for providing individualized support and assistance to learners who may be struggling with specific topics or skills. Implement strategies for managing classroom activities, promoting respectful interactions among learners, and fostering a sense of community and collaboration. Responsible for incorporating technology tools and resources into instruction to enhance learning experiences and engage learners. Utilize educational software, online resources, and multimedia platforms to provide interactive and dynamic learning opportunities.</p> <p>SEL Counselor is an expert scholar-practitioner in Social Emotional Learning and culturally relevant and sustaining pedagogies and will provide support services to students for test anxiety and test taking skills as well as assisting participants to demonstrate cultural sensitivity and awareness in all classroom interactions.</p> <p>Career Navigator assists students in setting goals toward their career of choice, including assistance setting up appointments with AJC career specialists, state college transition program, and training programs; making a CHires account, appointment with CONNTAC inc. for FAFSA assistance and available scholarships and application waivers</p> <p>Program Facilitator is responsible for daily LACES attendance updates and responsibilities.</p>
<p>Project management (Describe how the management of the project will ensure the attainment of successful outcomes.)</p>	<p>The project management team will implement a comprehensive approach to ensure successful attainment of this priority area including: 1)Clear communication among team members, stakeholders, and participants throughout all stages of the project. Regular updates, progress reports, and feedback sessions will facilitate alignment and address any emerging issues promptly. 2)Stakeholder engagement including learners, educators, community organizations and funding partners, to solicit input, gather insights, and address concerns. Collaboration is essential for the success and sustainability of this project. 3)Robust planning and execution will be obtained with the development of a detailed project plan outlining specific tasks, timelines, responsibilities, and resource requirements. 4)Resource</p>

	<p>allocation and management to support the implementation of project activities effectively including monitoring resource utilization and adjustment of allocations as needed to optimize efficiency and address emerging needs or constraints. 5)Continuous Monitoring and Evaluation of project progress, outcomes, and impact to inform decision-making and enable course corrections as necessary. 6)Remain flexible and adapt to changing circumstances, emerging challenges, and opportunities for improvement. Following this approach will contribute to the advancement of digital literacy and education accessibility within the community.</p>
<p>Professional learning or staff training (Describe the opportunities which will be funded under this project.)</p>	<p>Staff will attend in-house Social Emotional Learning professional development classes to assist students with test preparation and test anxiety. This will help ensure test day success.</p>

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.

<p>Project design (Provide a thorough description of the overall design of the project you are proposing. Explicitly state how you are aligning this instructional innovation to the purpose of the Adult Education and Family Literacy Act as outlined in Section 202 and described in the requirements specific to this priority area.)</p>	<p>The GED® Math Bootcamp will be a one week focused instructional time from 5pm-9pm staffed with one adult education instructor, one GED® Classroom Facilitator, one SEL Counselor, one Career Navigator, and one program associate specifically designed to improve math proficiency with the purpose of preparing participants for success on the math GED® Ready or GED® official exam to be administered within two weeks of the bootcamp but preferably the Saturday after. The curriculum consists of a workbook complete with math problem sets for individual math content targeted areas. Bootcamp implementation essentials (materials) given to participants include a calculator, pencil, test anxiety brochure, and binder. Student successes will be celebrated with an end-of-year graduation ceremony.</p> <p>Through a combination of interactive lessons, practice exercises, and personalized support, participants will gain the confidence and skills needed to tackle math-related challenges on the GED® exam as well as assisting participants to obtain the critical thinking skills necessary for employment and economic sufficiency. Experienced instructors and facilitators will provide one-on-one assistance and targeted interventions to help learners overcome obstacles and build confidence in their math abilities. To ensure accessibility and accommodate learners' diverse needs and schedules, the bootcamp will offer flexible delivery options such as in-person sessions, self-paced online modules, and provide an expanded semester for a lengthened student learning experience. This flexibility will help remove barriers to participation and improve student outcomes in specific and visible ways.</p> <p>In addition to math instruction, the bootcamp will offer holistic support services to address non-academic barriers to participation such as text anxiety strategy support and access to technology. These support services will help ensure that all individuals have the resources and support they need to</p>
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	<p>fully engage in the bootcamp and succeed in their educational goals. In conclusion, the Bootcamp will fulfill the purpose of the Adult Education and Family Literacy Act by assisting participants in improving their literacy and critical thinking skills necessary for employment and economic self-sufficiency.</p>
<p>Curriculum/resources (Identify the main curriculum and resources that will be used. If the curriculum does not currently exist, describe the process you will take to create a standards-based curriculum.)</p>	<p>KAPLAN GED® Test prep 2020 edition, GED® Mathematics (Steck-Vaughn Ged Series) 1st Edition, Aztec Plus Software, New Readers Press Math Scoreboost, Revised form of the Bluegrass Community and Technical College GED Math Success Academy curriculum, High Impact Study Guide, EMPower® Series</p> <p>Ongoing improvement in the quality of tasks assigned for student learning and assignments' alignment with the College and Career Readiness Standards (CCRS) will be accomplished by analyzing the student problem set assigned during each bootcamp to assess content standard alignment. Problem sets that do not match content standards will be redesigned to strengthen the problem set.</p>
<p>Support services (Identify support services, student success strategies and transition strategies that will be integrated into the project.)</p>	<p>Dr. Mallory, Director of Office of Family and Community Partnership and Social Emotional Learning at Windsor Public Schools, an expert scholar-practitioner in Social Emotional Learning and culturally relevant and sustaining pedagogies, will provide support services to students for test anxiety and test taking skills</p>
<p>Project evaluation (Describe the evaluation process that will be used to determine priority area project success.)</p>	<p>A participant Google Form survey will be administered each night of the bootcamp to evaluate programming, instructional pacing, organization of the material, evaluation of teaching styles, student confidence level, and an overall rating.</p>

APPLYING AS A CONSORTIUM: Complete if you are applying as the lead agency/fiscal entity in a consortium. See page 17 of the RFP for a comprehensive list of responsibilities of the fiscal entity.

<p>Are you applying for this priority area as a consortium? X YES <input type="checkbox"/> NO If YES, complete the required information below.</p>	
	Collaborating District/Agency Budget Total Requested
<p>Collaborating District/Agency Name</p>	<p>\$0</p>
<p>Requirement</p> <p>Briefly describe and provide an interagency collaboration agreement and an accompanying budget for each collaborating agency to meet the required components of the project that adequately supports all expenses necessary for this priority area. Budgets narratives for collaborating agencies'</p>	<p>Action/Activities</p> <p>Windsor Adult Education will work with the Bloomfield Adult Education program to identify qualifying students from a pool of candidates. The Bloomfield director along with faculty and staff will assist in the selection process through teacher recommendations and interviews.</p>

<p>costs must be itemized and identified as such in eGMS and on the ED-114 Excel spreadsheet.</p>	<p>Identify how you plan to enter collaborating students into LACES. The enrollment and outcomes must follow the student.</p>	<p>The Program Facilitator will enter and maintain data into LACES by creating classes labeled "Innovation Bootcamp" to comply with expected performance outcomes each period of participation in the form of measured gains of a GED® credential, passing score of 145 on the GED Ready® or an NRS EFL gain and conduct follow-up on the participant after exit from each period to collect data on the appropriate post-exit indicators. LACES tasks will include inputting attendance, outcomes, and exporting scores from TOPsPro into LACES.</p>
<p>Identify how you will regularly plan, coordinate, market, and recruit for the priority area as a consortium.</p>	<p>Ask GED® state Director for Official GED® candidates that only need to pass the Official Math GED® exam to credential. Ask Bloomfield Director for students that need to earn a 145 on the Math GED Ready® exam. Class will be listed in the fall and spring brochure mailed out to all active Windsor addresses. Copies of the brochure will be delivered to the Bloomfield adult education program and library. The class will also be listed on the robust Windsor Adult Education Website. An ad will be placed in the Windsor Journal three times a year advertising our program and a QR code to visit and register for our classes.</p>	

CONNECTICUT STATE DEPARTMENT OF EDUCATION
 Academic Office
 Program Enhancement Project (PEP) Grants for Adult Education
INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION PRIORITY AREA PLANNING DOCUMENT
 FY 2024–2025

Please try to limit each priority planning document to seven pages. If you are not applying as a consortium, you may delete that section before submission.

Applicant Organization: Windsor Adult Education	
Project Coordinator(s): Mayela Aguirre-Ernest	Phone: 860.687.2000 x1273
Email: maguirre@windsorct.org	

Note: Eligible agencies may apply for Section 231 IELCE funds independently or as a consortium. Eligible agencies may also apply for Section 231 funds in combination with Section 243 IELCE+T funds if an Integrated Education and Training program is offered.

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

<p>Requested federal funds (Identify which NRS reporting levels you will serve with this funding. The total amount requested should not exceed the maximum award amount.)</p>	<p><input type="checkbox"/> ESL 1-6/ABE 1-4 \$3,600</p>
<p>Target program (Identify which programs will be served with this funding. This priority area funding serves immigrants and other limited English proficient individuals.)</p>	<p>X ESL 1-6 <input type="checkbox"/> ABE 1-4</p>
<p>Planned number of students (Identify the total number of reportable students you plan to serve with this funding.)</p>	<p>12</p>
<p>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.)</p>	<p>\$300</p> <p>The goal is to provide English language learners instruction to achieve competency in the English Language and acquire the basic and advanced skills required to be effective parents, workers, and citizens of the United States</p>
<p>Priority area project goal (Briefly describe what you wish to accomplish.)</p>	

<p>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.)</p>	<p>This proposal serves the English Language Population who are not familiar with American Civic Engagement. This will provide the learner to be exposed to and engaged with the community and community services.</p>
<p>Prior experience (Briefly explain your agency's prior experience providing integrated English literacy and civics education. Submission of the Demonstrated Effectiveness Form with this RFP is required.)</p>	<p>Windsor Adult Education has successfully provided English Language Acquisition and Citizenship classes for our community for over 45 years.</p>
<p>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.)</p>	<p>Windsor Adult Education will collaborate with Bloomfield Adult Education for this Priority Area.</p>

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	Student Survey	Conversations with our Community guest speakers (e.g. police officer, teacher, social services, librarian). Lessons will include English skills pertaining to the topic.	80% of participants will feel more connected with the community
2	Students will visit community services	Visit community services to become familiar with services available to the community. Lessons will include English skills pertaining to the topic.	40% of participants will visit a community service
3	Students will meet basic needs	Familiarize students with social service options and assist with the application process. Lessons will include English skills pertaining to the topic.	25% will access a community service
4	Students will enroll in Citizenship Classes	Visit active Citizenship class, invite Citizenship instructor to speak, visit and tour State Capital	20% will enroll in Citizenship classes

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.

<p>Service delivery/instruction will be offered</p>	<p><input type="checkbox"/> Virtual <input checked="" type="checkbox"/> In-person <input type="checkbox"/> Hybrid/Blended <input type="checkbox"/> Other:</p>
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<p>Site location (If service delivery/instruction will be offered in person or hybrid, identify the site location the project will be implemented. All programs and instructional sites must be accessible to persons with disabilities.)</p>	<p>Windsor Adult Education 601 Matianuck Avenue Windsor, CT 06095 Room 16</p>
<p>Priority area schedule (days and hours per week)</p>	<p>Thursday 7:00 PM - 8:30 PM</p>
<p>Estimated total weeks of instruction</p>	<p>10</p>
<p>Estimated total hours of instruction</p>	<p>15</p>
<p>Timeline of project/begin and end date</p>	<p>September - May</p>
<p>Project staff (Describe the job title and responsibility of each staff member funded under this project. As a reminder, costs associated with the priority area on the ED-114 and eGMS should be proportionate to the amount of time working under this project.)</p>	<p>Program Facilitator-ensures proper class setup in LACES, records student outcomes Program Associate-ensure all student information is complete and accurate in LACES; provide LACES information or reports as needed, organize class materials as needed IELCE Teacher-will provide English language learners instruction to achieve competency in the English Language and acquire the basic and advanced skills required to be effective parents, workers, and citizens of the United States SEL Counselor-is an expert scholar-practitioner in Social Emotional Learning and culturally relevant and sustaining pedagogies and will provide support services to students for test anxiety and test taking skills as well as assisting participants to demonstrate cultural sensitivity and awareness in all classroom interactions. Certified Van Driver-provide student transport to field trips</p>
<p>Project management (Describe how the management of the project will ensure the attainment of successful outcomes.)</p>	<p>We will establish: the structure, staffing and roles, curriculum adoption, set student criteria, marketing and recruitment strategies, implementation essentials (materials), student survey to evaluate and debrief success of IELCE, and celebrate successes.</p>
<p>Professional learning or staff training (Describe the opportunities which will be funded under this project.)</p>	<p>Program orientation and onsite technology training, academic instruction, and workforce readiness for the IELCE teacher.</p>

PROJECT DESIGN FOR IELCE: Complete the chart below addressing the required components contained in the PEP RFP.

Under WIOA Section 203, “integrated English literacy and civics education” means education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training.

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		
English Language Acquisition (Describe the overall process that will be used to develop a joint program of study that provides contextualized academic classroom instruction that integrates English language acquisition, civics education and workforce preparation including digital literacy. Identify the main curriculum and resources that will be used.)	Civics Education (Describe how the instruction will incorporate lessons and activities on the rights and responsibilities of citizenship; naturalization procedures; civic participation; and U.S. history and government.)	Workforce Preparation (Describe the workforce preparation activities that will be embedded into the overall design of the IELCE program. Include how the activities of the project will integrate the effective use of technology and enhance the quality of instruction.)
Experiencial learning (Describe how your plan will provide opportunities for experiential learning in which participants are actively engaged in community pursuits.)	Participants will have the opportunity to listen to guest speakers from the community (e.g. police officers, teachers, librarian, social workers, immigration lawyer) and visit local community service agencies (e.g. library, social services, schools, police station). Students will be exposed to several community service jobs and opportunities and might pursue a career in civic service.	
Federal outcomes (Describe the instruction and activities that will be provided to support the federal NRS Societal/Community IELCE outcomes "Achieved Citizenship Skills," "Voter Registration" and "Involvement in Community Activities".)	Participants will become engaged in local and national opportunities (e.g. get a library card, register to vote, vote, meet with child's teacher)	
Career navigation (Identify how career navigation services will be provided to assist learners.)	If requested, the Career Navigator will be part of the program and meet the needs of individual students looking to enter employment, advance career, training, and or post-secondary education.	
Support services (Identify support services, student success strategies and transition strategies that will be integrated into the project.)	Dr. Mallory, Director of Office of Family and Community Partnership and Social Emotional Learning at Windsor Public Schools, an expert scholar-practitioner in Social Emotional Learning and culturally relevant and sustaining pedagogies, will provide support services to students for personal and professional social skills. Career navigator will follow-up on progression of individual student's needs and goals. Community service guest speakers to build relationships.	
Project evaluation (Describe the evaluation process that will be used to determine priority area project success.)	A participant Google Form survey will be administered to evaluate guest community speakers, instructional pacing, organization of the material, evaluation of teaching styles, student confidence level, and an overall rating.	
Are you applying for Integrated English Literacy and Civics Education + Training (IELCE + T) funding?	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	
If YES, describe how you will support IELCE learners in the transition to IELCE + T programs.		

APPLYING AS A CONSORTIUM: Complete if you are applying as the lead agency/fiscal entity in a consortium. See page 17 of the RFP for a comprehensive list of responsibilities of the fiscal entity.

Are you applying for this priority area as a consortium? X YES <input type="checkbox"/> NO <input type="checkbox"/>		If YES, complete the required information below.
Collaborating District/Agency Name		Collaborating District/Agency Budget Total Requested
(1)	Bloomfield Adult Education	\$0
(2)		
(3)		
Requirement		Action/Activities
<p>Briefly describe and provide an Interagency Collaboration and an accompanying budget for each collaborating agency to meet the required components of the project that adequately supports all expenses necessary for this priority area. Budgets narratives for collaborating agencies' costs must be itemized and identified as such in eGMS and on the ED-114 Excel spreadsheet.</p>		<p>Bloomfield students will be allowed to enroll in the Windsor IELCE classes at no cost. Please see the Interagency Collaboration Agreement and budget.</p>
<p>Identify how you plan to enter collaborating students into LACES. The enrollment and outcomes must follow the student.</p>		<p>Windsor Facilitator will enter and maintain data into LACES: attendance, outcomes, export scores from TOPsPro into LACES. This class will be labeled "IELCE" under the Education tab in LACES.</p>
<p>Identify how you will regularly plan, coordinate, market, and recruit for the priority area as a consortium.</p>		<p>Ask Bloomfield adult education director for candidates that can benefit from this class. Class will be listed in the fall and spring brochure mailed out to all active Windsor addresses. Copies of the brochure will be delivered to the Bloomfield adult education program and library. The class will also be listed on the robust Windsor Adult Education Website. An ad will be placed in the Windsor Journal three times a year advertising our program and a QR code to visit and register for our classes.</p>

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Academic Office

Program Enhancement Project (PEP) Grants for Adult Education

TRANSITION, CAREER NAVIGATION AND SUPPORT PRIORITY AREA PLANNING DOCUMENT

FY 2024-2025

Please try to limit each priority planning document to seven pages. If you are not applying as a consortium, you may delete that section before submission.

Applicant Organization: Windsor Adult Education	
Project Coordinator(s): Mayela Aguirre-Ernest	Phone: 860.687.2000 x1273 Email: maguirre@windsorct.org

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 the maximum award amount.)	<input type="checkbox"/> ESL 1-6/ABE 1-4 \$ _____	<input checked="" type="checkbox"/> ABE/ASE 5-6 \$10,000
Target program (Identify which programs will be served with this funding.)	<input type="checkbox"/> ESL <input type="checkbox"/> ABE <input type="checkbox"/> CDP <input type="checkbox"/> GED <input checked="" type="checkbox"/> NEDP	
Planned number of students	10	
Federal cost per student	\$1000	
Priority area project goal (Briefly describe what you wish to accomplish.)	The goal is to expose interested students to career exploration and career pathways and/or assists them in the transition to postsecondary education and/or a training program.	
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.)	The targeted students are those who are interested in exposure to, experience in, and exploration of career pathways including those with disabilities for employability or transition to postsecondary education or a training program. This priority will address the need for a skilled workforce for the state of Connecticut especially in the job sectors aligned with our local WDB. Providing onsite accessible services from the following: program career navigator, AJC navigator, MCC Adult In Transition program counselor, BRS and CONNTAC inc. educational counselor will streamline navigation of the career pathways and address any disabilities and transportation barriers.	
Prior experience (Briefly explain your agency's prior experience working with transitioning students to employment, postsecondary education and/or training. Submission of the Demonstrated Effectiveness Form with this RFP is required.)	Our director and facilitator successfully completed the Finding True North Career Navigator training and have been providing career navigation to our students for the past year and a half. We have successfully placed two of our students as paraprofessionals and one as the lead food service provider within our district. We sent one student to ServeSafe training and successfully found employment for her in our local grocery deli department.	

Cross-agency collaboration Windsor Adult Education will collaborate with Bloomfield Adult Education, MCC Adult in Transition, CONNTAC inc., AJC, CWP, and BRS for this Priority Area.

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	Career Exploration	Exposure to Career Pathways especially those identified industry sectors from our local WDB including the use of EnGEN career exploration platform and O'NET.	Students will make an informed decision about their career pathway.
2	Workforce Readiness	Students make a CTHires account, continuously visit our program's career, and employment board, attend employer recruitment events, and review CT DOL career paths brochure.	Students will have explored or attended career events and found employment.
3	Postsecondary Education & Training	Invite MCC transition specialists to hold an orientation for the students. Invite CONNTAC inc. specialist to discuss FAFSA and scholarship opportunities. Students create a Connecticut State student account.	Students will have a clear understanding how to transition into postsecondary and where to find resources related to transition.
4	Develop Digital Literacy & Employability Skills	Hold a Soft Skills session. Invite students to attend our digital literacy class. Expose students to LinkedIn, Indeed and other job search platforms.	Students will learn self-management skills and improve their digital literacy. Students will also know how to use different platforms for job search.

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. This funding is intended to provide intensive transition instruction and services for a cohort of students who have an immediate goal of entering employment, training, or postsecondary education.

Service delivery/instruction will be offered	<input type="checkbox"/> Virtual <input checked="" type="checkbox"/> In-person <input type="checkbox"/> Hybrid/Blended <input type="checkbox"/> Other:
Site location (If service delivery/instruction will be offered in person or hybrid, identify the site location the project will be implemented. All programs and instructional sites must be accessible to persons with disabilities.)	Windsor Adult Education 601 Matianuck Avenue Windsor, CT 06095 Room 8
Priority area schedule (days and hours per week)	Wednesday
Estimated total weeks of instruction	12
Estimated total hours of instruction	2
Timeline of project/begin and end date	September-June

Project staff (Describe the job title and responsibility of each staff member funded under this project. As a reminder, costs associated with the priority area on the ED-114 and eGMS should be proportionate to the amount of time working under this project.)

Digital Navigator-ensure digital literacy curriculum is robust and aligns with CCRS; is knowledgeable with NorthStar curriculum and platform, performs all digital literacy assessments and tracks student advancements, identifies gaps in learning; records students attendance in LACES
Program Facilitator-ensures proper class setup in LACES, records student outcomes
Program Associate-ensure all student information is complete and accurate in LACES; provide LACES information or reports as needed, organize class materials as needed
Career Navigator-assists students in setting goals and making a plan toward their career of choice, including assistance setting up appointments with AJC career specialists, state college transition program, and training programs; making a CTHires and CareerCT accounts, appointment with CONNTAC inc. for FAFSA assistance and available scholarships and application waivers
AJC navigator-provide career navigation assistance and/or training opportunities, assists with CTHires and CareerCT account, and resume writing
MCC Adults in Transition (AIT) navigator-assists adult students with postsecondary transition
CONNTAC inc. Educational Counselor- is an expert scholar-practitioner in Social Emotional Learning and aid and scholarships **SEL Counselor**- will provide support services to students for test culturally relevant and sustaining pedagogies and will provide support services to students for test anxiety and test taking skills as well as assisting participants to demonstrate cultural sensitivity and awareness in all classroom interactions. **Certified Van Driver**-provide student transport to MCC for Adults In Transition (AIT) Counseling, job shadowing, or career fairs.

5

Project management (Describe how the management of the project will ensure the attainment of successful outcomes.)

The project management team will implement a comprehensive approach to ensure successful attainment of this priority area including: 1)Clear communication among team members, stakeholders, and participants throughout all stages of the project. Regular updates, progress reports, and feedback sessions will facilitate alignment and address any emerging issues promptly. 2)Stakeholder engagement including learners, educators, community organizations and funding partners, to solicit input, gather insights, and address concerns. Collaboration is essential for the success and sustainability of this project. 3)Robust planning and execution will be obtained with the development of a detailed project plan outlining specific tasks, timelines, responsibilities, and resource requirements. 4)Resource allocation and management to support the implementation of project activities effectively including monitoring resource utilization and adjustment of allocations as needed to optimize efficiency and address emerging needs or constraints. 5)Continuous Monitoring and Evaluation of project progress, outcomes, and impact to inform decision-making and enable course corrections as necessary. 6)Remain flexible and adapt to changing circumstances, emerging challenges, and opportunities for improvement. Following this approach will contribute to the advancement of digital literacy and education accessibility within the community.

Professional learning or staff training (Describe the opportunities which will be funded under this project.)

All project staff will be mandated to attend all professional development within their responsibility area. Including professional development offered through Digital ATDN, EdTech, IDEAL, SDE, NorthStar, and any others that are appropriate.

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.

<p>Project design</p> <p>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.)</p>	<p>The overall project design for “Transitions” will include collaboration among the program career navigator, AJC navigator, MCC AIT navigator, CONNTAC inc. educational counselor to assist the student in exploring career, training and postsecondary options and building an individual career plan.</p> <p>The main curriculum that will be used for career exploration will be the EnGEN platform which is aligned with the CCRS and offers modules focusing on essential skills for career readiness, such as resume writing, job search strategies, interview skills, and workplace communication. EnGEN also offers resources specifically tailored to English language learners, providing language support while also addressing career-related topics. This aligns with English Language Proficiency Standards by integrating language development with career readiness skills. Other sources of career exploration will be O’NET, DOL Career Paths brochure, meeting with AJC career navigator and program career navigator will provide further support and mentoring during career exploration. MCC AIT and CONNTAC inc will assist adult learners in developing transition plans for post-secondary education, training programs, or employment opportunities.</p>
<p>Career exploration (Identify how you will provide intensive instruction in career awareness, career exploration, and career planning. In-demand industries as identified in local WDB plans should be highlighted.)</p>	<p>Career exploration will be aligned with the students skills, interests, and educational backgrounds. Students will use O’NET, EnGEN, DOL Career Paths brochures for career exploration. Workshops and seminars will include resume writing, job search strategies, interviewing techniques, and networking skills. These sessions can also include seminars from industry professionals, offering insights and real-world perspectives on various occupations. The program Career navigator will provide a One-on-one career counseling and tailor the career exploration process to individual needs, providing guidance based on the assessments and interests of each learner in addition to helping the student develop personalized action plans that align with the learners’ career goals and educational pathways. Job shadowing and internship opportunities will be offered so students can gain firsthand experience in different fields to help in making informed career choices and building professional networks. The program Career Navigator will assist the student with their educational plan to provide a clear pathway for different careers, including certificate programs, associate and bachelor’s degrees, or vocational training. The CONNTAC inc educational counselor will help navigate FAFSA and financial aid.</p>
<p>Workforce readiness (Identify how you will provide intensive instruction and services to assist learners in the transition to work, retention of work, or</p>	<p>Windsor adult education will continue to build its partnership with local businesses and industries to open up opportunities for direct recruitment into employment.</p> <p>Intensive instruction for workforce readiness will include soft skills training like communication (verbal, and written), teamwork, time management, problem-solving, adaptability, and professionalism taught by the program career navigator along with the AJC navigator. Industry specific technical skills like digital</p>

<p>advancement of work. Curriculum must include exposure to CTHires, job announcements and employer recruitment events.)</p>	<p>literacy will be taught by our digital navigator and/or a training program offered through WDB. The EnGEN platform will be used to simulate real-world scenarios to help develop critical thinking and problem-solving skills. Work-Based Learning Opportunities will be provided through WDB opportunities for internships, and apprenticeships. Local community businesses will serve for job shadowing and volunteering opportunities to allow students to gain hands-on experience in real work environments. The program career navigator along with the AJC navigator will assist the student in creating their CTHires account.</p>
<p>Postsecondary education and training (Identify how you will provide intensive instruction and services that create a bridge between adult education and postsecondary education and/or training opportunities. Curriculum must include enrollment eligibility and associated costs, academic assessments in line with the receiving institution to ensure student readiness for enrollment, and the facilitation of the admissions and financial aid process.)</p>	<p>Instruction for postsecondary will involve strengthening foundational skills in mathematics, reading, and writing to ensure that adult learners are prepared for the academic rigors of postsecondary coursework. Remedial or developmental courses may be offered to address any skill gaps. The program Career navigator will provide guidance and resources for students to explore different postsecondary education options, including colleges, universities, vocational programs, and apprenticeships. Collaboration with MCC AIT will help the students understand the admission requirements, application processes, and financial aid options available to them. Workshops that address study skills, time management, note-taking strategies, test-taking strategies, and academic planning will be offered to help the students develop the skills and habits needed to succeed in college-level coursework. Collaboration with our AJC navigator will help our students align their academic goals with their career aspirations by exploring different career pathways, understanding the educational requirements for various professions, and developing a plan to achieve their career goals through postsecondary education and training. Collaboration with CONNTAC inc will provide information and assistance with navigating the financial aid process, including completing the Free Application for Federal Student Aid (FAFSA), researching scholarships and grants, and understanding student loan options. Our program will offer tutoring, and assists with helping students make appointments with college advising, counseling, and disability services to help adult learners overcome any barriers they may encounter and stay on track towards their educational goals. Transportation may also be provided. Our AJC navigator along with our program career navigator will provide the students real-world opportunities for internships, co-op programs, or service learning. Workshops and seminars focused on career planning, goal setting, communication skills, leadership development, and job search strategies will be offered to help adult learners develop the personal and professional skills needed to succeed in college and beyond.</p>
<p>Development of employability skills (Identify activities you will provide that are designed to help an individual acquire critical thinking skills and self-management skills, including competencies in utilizing resources; using information; working with others; understanding transition and employment</p>	<p>Critical Thinking: Problem-Solving Scenarios: Present learners with real-world scenarios or case studies relevant to their field of interest. Debate or Discussion Groups: Organize debates or group discussions on current events, ethical dilemmas, or industry-related topics. Research Projects: Assign research projects that require learners to gather and analyze information from multiple sources, synthesize findings, and draw evidence-based conclusions. Brainstorming Sessions: Facilitate brainstorming sessions where learners generate creative ideas or solutions to specific challenges.</p>

systems; and obtaining skills necessary for successful transition into, and completion of, postsecondary education, training, or employment.)

Self-Management: Goal Setting Workshops: Conduct workshops on goal setting and action planning that help learners identify short-term and long-term goals related to their education, career, and personal development. Time Management Exercises: Provide time management tools and techniques to help learners prioritize tasks, set deadlines, and manage their time effectively. Stress Management Techniques: Teach stress management strategies such as deep breathing exercises, mindfulness meditation, or physical activities like yoga or tai chi. Self-Reflection Activities: Encourage learners to engage in self-reflection exercises, such as journaling or self-assessment surveys. Feedback and Reflection Sessions: Provide opportunities for learners to give and receive constructive feedback on their performance. **Utilizing Resources and Information:** Information Literacy Workshops: Teach learners how to evaluate the credibility and reliability of information sources, including websites, articles, and research studies. Networking Events: Organize networking events or guest speaker sessions where learners can connect with professionals in their field of interest. Career Resource Center Access: Ensure access to career resource centers or online platforms that offer job listings, resume templates, interview tips, and career exploration tools. **Teamwork:** Team Projects: Assign group projects that require collaboration and teamwork. Role-Playing Exercises: Conduct role-playing exercises where learners practice interpersonal skills such as active listening, negotiation, and conflict resolution. Volunteer or Community Service Projects: Encourage participation in volunteer or community service projects where learners can collaborate with others to address community needs. **Understanding Transition and Employment Systems:** Career Development Workshops: Offer workshops on career planning, job search strategies, and navigating the employment market that include resume writing, cover letter preparation, job interviews, and professional networking. Mock Interviews: Conduct mock interviews where learners practice responding to common interview questions and receive feedback on their performance. Job Shadowing or Internships: Facilitate opportunities for learners to shadow professionals in their desired field or participate in internships. **Skills for Success:** Skills Development Workshops: Offer workshops on specific skills relevant to the learners' chosen career paths, such as technical skills, industry-specific certifications, or professional development courses. Professional Development Seminars: Invite guest speakers or industry experts to conduct seminars on emerging trends, best practices, and skill requirements in various fields. Continuing Education Opportunities: Inform learners about opportunities for further education, training programs, workshops, or certifications that can enhance their skills and qualifications. Provide guidance on selecting relevant programs and funding options.

Development of digital literacy skills (Describe how the activities of the project will integrate the effective use of technology, enhance the quality of instruction, and support the skills necessary for successful transition to employment, postsecondary education or training.)

Digital literacy classes are available and will cover basic computer skills, internet navigation, email etiquette, and using productivity software (e.g., Microsoft Office Suite, Google Workspace). This class will also teach about online safety and security, digital citizenship, social media literacy, and using technology for lifelong learning. The NorthStar platform will be used to allow students to progress at their own pace and review materials as needed. The NorthStar program uses badges to measure digital

	<p>literacy mastery. Career exploration will require students to practice their digital literacy skills to search for information online including making a CHires account, making a LinkedIn account, searching for course offerings, job searches, exploring resume writing sites and creating a resume. The use of technology for instruction exposes the student to a blended learning model and enhances the quality of instruction by engaging the students with an active learning experience. Students will have the opportunity to develop the digital literacy skills necessary for successful transition to employment, postsecondary education, or training.</p>
<p>Career navigation (Identify how career navigation services will be provided to assist learners in obtaining employment or transitioning to postsecondary education or training.)</p>	<p>The program Career Navigator will assist students with postsecondary, career pathways, and employment through our collaboration with our local WIB/WDB, AJC, CONTACT inc., MCC AIT, and local businesses. Career counseling and guidance will be provided by the program career navigator to discuss student interests, skills and career goals and developing action plans to achieve those goals. Student assessments will be used to identify student's strengths, preferences, and areas of interest and help match students with suitable career paths, and inform on skill gaps that will need to be taught. The AJC navigator will provide support with job search strategies, resume writing, cover letter preparation, and interview preparation as well as offer workshops, resources, and online tools to help students navigate job search platforms, research job opportunities, and effectively communicate their qualifications to potential employers. The program career navigator will invite guest speakers, industry professionals, or employers to share insights, advice, and job opportunities with learners as well as maintain a robust and up-to-date job and training board with postings from the DOL Business Engagement. Local business partnerships will provide job shadowing opportunities for hands-on experience in their desired field and networking opportunities. The program career navigator will assist students in exploring postsecondary education and training options, including colleges, universities, vocational schools, and certificate programs. MCC AIT will discuss admission requirements, program offerings, financial aid options, and transfer opportunities for learners interested in furthering their education. The program career navigator will offer ongoing support and follow-up services to monitor students' progress, address challenges, and provide additional assistance as needed.</p>
<p>Support services (Identify support services, student success strategies and transition strategies that will be integrated into the project.)</p>	<p>Students will be offered academic support in the form of tutoring and workshops focused on study strategies, time management, note-taking techniques, and test preparation. The program career navigator along with the program facilitator will guide students in course selection, academic planning, degree requirements, and progress monitoring throughout their educational journey. Career counseling, transitions, employment, and financial assistance will be a collaborative process including the program career navigator, AJC navigator, CONNTAC inc educational counselor and MCC AIT counselor. SEL services will be provided by our district SEL director. Our digital navigator will provide</p>

	digital literacy skills and transportation services will be available for the purpose of off-site workshops, career fairs, job shadowing, career or educational appointments.
<p>Project evaluation (Describe the evaluation process that will be used to determine priority area project success.)</p>	<p>Objectives will be monitored from the beginning to establish a benchmark with continuous monitoring for improvement. NRS table 4 and 5 in LACES along with student attendance will be used as indicators of objective's success. Student surveys will be used to refine approaches to maximize effectiveness.</p>

APPLYING AS A CONSORTIUM: Complete if you are applying as the lead agency/fiscal entity in a consortium. See page 17 of the RFP for a comprehensive list of responsibilities of the fiscal entity.

Are you applying for this priority area as a consortium? X YES <input type="checkbox"/> NO If YES, complete the required information below.	
Collaborating District/Agency Name	Collaborating District/Agency Budget Total Requested
(1) Bloomfield Adult Education	\$0
(2) MCC Adults in Transition (AIT)	\$0
(3) CONNTAC inc.	\$0
Requirement	Action/Activities
<p>Briefly describe and provide an interagency collaboration agreement and an accompanying budget for each collaborating agency to meet the required components of the project that adequately supports all expenses necessary for this priority area.</p>	<p>Bloomfield students will be allowed to enroll into this NEDP at no cost. Please see the Interagency Collaboration Agreement and budget.</p>
<p>Identify how you plan to enter collaborating students into LACES. The enrollment and outcomes must follow the student.</p>	<p>All classes under this priority area will be labeled "Transitions" in LACES</p>
<p>Identify how you will regularly plan, coordinate, market, and recruit for the priority area as a consortium.</p>	<p>Ask Bloomfield adult education director for candidates that can benefit from this class. Class will be listed in the fall and spring brochure mailed out to all active Windsor addresses. Copies of the brochure will be delivered to the Bloomfield adult education program and library. The class will also be listed on the robust Windsor Adult Education Website. An ad will be placed in the Windsor Journal three times a year advertising our program and a QR code to visit and register for our classes. Class progression will be part of the weekly meeting between the director and program facilitator.</p>

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Academic Office

Program Enhancement Project (PEP) Grants for Adult Education

TECHNOLOGY INTEGRATION AND EXPANSION OF SERVICES PRIORITY AREA PLANNING DOCUMENT

FY 2024–2025

Please try to limit each priority planning document to seven pages. If you are not applying for Expansion of Services/Distance Education or as a consortium, you may delete those sections before submission.

Applicant Organization: Windsor Adult Education	
Project Coordinator(s): Mayela Aguirre-Ernest	Phone: 860.687.2000 x1273
	Email: maguirre@windsorct.org

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

Requested federal funds	X ESL 1-6/ABE 1-4 \$5,500	X ABE/ASE 5-6 \$11,000
Target program (Identify which programs will be served with this funding.)	X ESL XABE <input type="checkbox"/> CDP <input type="checkbox"/> GED X NEDP	
Program(s) that will be offered (Up to 50% of this priority area funding may be used to provide distance education instruction for students.)	X Technology Integration only X Technology Integration AND Expansion of Services/Distance Education	
Planned number of students	15	
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.)	\$1,100	
Priority area project goal (Briefly describe what you wish to accomplish.)	The goal of this project is to expand our digital literacy class and distance education program by offering an evening digital literacy class and increasing the number of NEDP® clients served.	
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.)	In order to enhance our educational offerings and better serve our targeted population, we need to integrate technology and expand our services. Evening digital literacy classes would bridge the digital divide, and empower our learners with essential skills for the digital world and the competitive workforce. Expanding the NEDP distance learning program would provide flexibility for diverse schedules and locations, ensuring accessibility to education for all. This strategic expansion aligns with WIOA and prepares individuals for success in an increasingly digital society.	
Prior experience (Briefly explain your agency's prior experience in supporting digital literacy and/or	Our program has been offering a morning Digital Literacy class since 2018 and incorporated the NorthStar Digital Literacy curriculum in 2021. Our Digital Navigator has been facilitating the morning	

providing distance education. Submission of the Demonstrated Effectiveness Form with this RFP is required.)	Digital Literacy class for the past two years and has attended all three NorthStar Trainings offered by Digital ATDN. Our program is well equipped with devices owning 40 laptops and 30 iPads to provide access for digital learning.
Cross-agency collaboration	Windsor Adult Education will collaborate with Bloomfield Adult Education for this Priority Area.

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	Enhanced access	Offer evening Digital Literacy Classes	20% of students enrolled in evening ABE/GED/ESL & Citizenship classes and 10% of NEDP® clients will enroll in the evening Digital Literacy classes
2	Digital Literacy Proficiency	Develop a comprehensive digital literacy curriculum including pre-and-post assessments to track advancement.	Enrolled students will show 75% improvements in their digital literacy skills at the end of the classes
3	Expand NEDP	Recruit students, hire an additional NEDP® advisor/assessor	50% increase in NEDP® clients served, 50% increase in NEDP® graduates, and hire one certified NEDP
4	Community Engagement	Promote NEDP® with outreach activities, marketing, and partnerships with other local organizations. Collect “how did you hear about the NEDP®” in LACES.	20% of NEDP® clients will have heard about the NEDP® program through our community outreach activities.

TECHNOLOGY INTEGRATION

PROPOSED SERVICE DELIVERY FORMAT FOR DIGITAL LITERACY: Complete the chart below for digital literacy integration only addressing how the project plan is of sufficient intensity and quality so that students achieve substantial learning gains and relevant performance measures. If you also plan to use this funding to provide distance education, complete the “Proposed Service Delivery Format for Distance Education” section.

Service delivery/instruction will be offered	X Virtual <input checked="" type="checkbox"/> In-person <input checked="" type="checkbox"/> Hybrid/Blended <input type="checkbox"/> Other:
Site location (If service delivery/instruction will be offered in person or hybrid, identify the site location the project will be implemented. All programs and instructional sites must be accessible to persons with disabilities.)	Windsor Adult Education 601 Matianuck Avenue Windsor, CT 06095 Room 8
Priority area schedule (days and hours per week)	Monday 6:00 PM-8:00 PM for digital literacy class / NEDP FY25
Estimated total weeks of instruction	20 / 4
Estimated total hours of instruction	2 / 2

Timeline of project/begin and end date	September-May	July-June
<p>Project staff (Describe the job title and responsibility of each staff member funded under this project. As a reminder, costs associated with the priority area on the ED-114 and eGMS should be proportionate to the amount of time working under this project. This funding requires the identification of a digital navigator who will oversee the priority area integration process.)</p>	<p>Digital Navigator-ensure digital literacy curriculum is robust and aligns with CCRS; is knowledgeable with NorthStar curriculum and platform, performs all digital literacy assessments and tracks student advancements, identifies gaps in learning; records students attendance in LACES Program Facilitator-ensures proper class setup in LACES, records student outcomes Program Associate-ensure all student information is complete and accurate in LACES; provide LACES information or reports as needed, organize class materials as needed Career Navigator-assists students in setting goals toward their career of choice, including assistance setting up appointments with AJC career specialists, state college transition program, and training programs; making a CTHires account, appointment with CONNTAC inc. for FAFSA assistance and available scholarships and application waivers</p>	<p>The project management team will implement a comprehensive approach to ensure successful attainment of this priority area including: 1)Clear communication among team members, stakeholders, and participants throughout all stages of the project. Regular updates, progress reports, and feedback sessions will facilitate alignment and address any emerging issues promptly. 2)Stakeholder engagement including learners, educators, community organizations and funding partners, to solicit input, gather insights, and address concerns. Collaboration is essential for the success and sustainability of this project. 3)Robust planning and execution will be obtained with the development of a detailed project plan outlining specific tasks, timelines, responsibilities, and resource requirements. 4)Resource allocation and management to support the implementation of project activities effectively including monitoring resource utilization and adjustment of allocations as needed to optimize efficiency and address emerging needs or constraints. 5)Continuous Monitoring and Evaluation of project progress, outcomes, and impact to inform decision-making and enable course corrections as necessary. 6)Remain flexible and adapt to changing circumstances, emerging challenges, and opportunities for improvement. Following this approach will contribute to the advancement of digital literacy and education accessibility within the community.</p>
<p>Project management (Describe how the management of the project will ensure the attainment of successful outcomes.)</p>	<p>All project staff will be mandated to attend all professional development within their responsibility area. Including professional development offered through Digital ATDN, EdTech, IDEAL, SDE, NorthStar, and any others that are appropriate.</p>	<p>Professional learning or staff training (Describe the opportunities which will be funded under this project. All teachers should be provided opportunities to attend professional learning specific to digital integration and distance education through Digital ATDN, EdTech, IDEAL. Professional learning for the digital navigator should be sufficiently budgeted in the RFP but not to exceed 5% of funds.)</p>

PROJECT DESIGN FOR DIGITAL LITERACY: Complete the chart below for digital literacy integration only 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. If you also plan to use this funding to provide distance education, complete the “Project Design for Distance Education” section.

<p>Project design (Provide a succinct description of the overall design of the digital literacy plan you are proposing that includes both teachers’ and learners’ digital skills development.)</p>	<p>The overall project design for digital literacy integration will include a robust curriculum, professional development for teachers, technology infrastructure, and assessment and evaluation for continuous improvement of the plan.</p>
<p>Digital readiness (Describe how you will determine digital skills readiness for teachers and learners. Consider how you will determine individual digital needs and goals.)</p>	<p>Digital readiness for learners will be based on the NorthStar digital literacy guidelines of serving adults 18 or older with a CASAS reading level of 211 or higher. Placement level will be determined by the student’s CASAS RLA score. Digital readiness for teachers will be based on successful attendance and completion of professional development provided by NorthStar, Digital ATDN and other appropriate digital literacy resources. The plan will include assessment, progress tracking, and evaluation for continuous improvement.</p>
<p>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 AND a digital skills framework such as the Northstar Digital Literacy Curriculum, ISTE standards or Seattle Digital Equity Initiative Skills Framework.)</p>	<p>Curriculum development will be taken from proven sources like NorthStar and Digital ATDN. The curriculum will include alignment with the CCRS and the ELP standards.</p>
<p>Development of digital literacy skills for teachers</p>	<p>Professional development will be provided to teachers to enhance their digital literacy instructional skills. NorthStar and Digital ATDN are some of the resources that will be used for digital PD.</p>
<p>Development of digital literacy skills for learners (Describe how you will provide digital literacy instruction to students in a contextualized academic learning environment that includes tasks that are relevant and current to the students’ lives and interests that prepare the learners to transfer these skills to jobs, postsecondary education and training, and other life contexts.)</p>	<p>The teacher and learners will be equipped with the necessary resources, tools, and support for best practices including real-life tasks and scenarios relevant to students’ lives and interests. All students will be given an assessment to determine their digital literacy levels and career goals. The lesson plans will incorporate tasks related to students’ everyday lives, potential careers, and academic pursuits (e.g. creating resumes, conducting online job searches, using productivity tools like spreadsheets for budgeting, or researching topics related to their fields of interest). Students will be provided ample opportunities for hands-on practice with digital tools and technologies (e.g. guided tutorials, interactive exercises, and collaborative projects that simulate real-world scenarios-EnGen). Students will be encouraged to use critical thinking and problem-solving skills by presenting students with challenges that require them to apply their digital literacy skills in creative ways (e.g. analyzing information online, evaluating the credibility of sources, and troubleshooting technical issues). Students will integrate digital literacy instruction with academic subjects such as language arts, math, and science (e.g. students could write research papers using online resources, create presentations to demonstrate understanding of concepts, or use data analysis tools for math projects). The curriculum will emphasize the transferability of digital literacy skills to future careers and postsecondary education. Help students</p>

	<p>understand how proficiency in digital tools can enhance their employability and academic success. Feedback and Reflection: Provide feedback on students' digital literacy skills and encourage reflection on their learning progress (e.g. self-assessment exercises, peer evaluations, and discussions about real-world applications of their skills). Students will be offered continuous learning and support to continue developing their digital literacy skills beyond the classroom (e.g. workshops, online tutorials, and access to digital learning platforms).</p>
<p>Authentic learning (Describe how you will utilize real-time labor market information to understand employer demand of technology skills and provide opportunities for critical-thinking and problem-solving incorporating project-based and performance-based assessments. Learners should be provided opportunities to validate competencies via credentialing or badging.)</p>	<p>I will use real-time labor market data to identify trends and patterns in employer demand for technology skills. This could involve analyzing job postings, industry reports, and feedback from employers including the BLS. The curriculum will be aligned with the identified technology skills in demand by employers. The teacher will integrate these skills into the lesson plans and projects to ensure relevance and practicality. The teacher will include design projects in the curriculum that require students to apply technology skills in real-world scenarios. These projects will involve problem-solving, critical thinking, collaboration, and communication skills (e.g. students could develop websites, mobile apps, or data analysis projects based on industry-related challenges). The teacher will implement performance-based assessments to evaluate students' mastery of technology skills. These assessments should focus on students' ability to demonstrate their skills through practical tasks and projects rather than traditional tests (e.g. students could be tasked to complete certain badges in NorthStar). The teacher will offer opportunities for students to earn credentials or badges in NorthStar that validate their competencies in specific technology skills. These credentials can serve as tangible evidence of students' skills to potential employers. The program will collaborate with local businesses to access real-world experiences and mentorship opportunities (e.g. internships, job shadowing, guest lectures). The teacher will provide constructive feedback to students progress including performance-based assessments. The teacher will encourage reflection on their learning process and areas for improvement. The feedback will allow the students to understand the relevance of their skills in the labor market and motivates them to continuously enhance their competencies.</p>
<p>Project evaluation (Describe the evaluation process that will be used to determine priority area project success.)</p>	<p>The following steps will be taken to determine the success of this priority area: Define specific, measurable, achievable, relevant, and time-bound (SMART) objectives that align with the overall goals of the program and address the needs of the target population. Relevant data will be gathered before, during, and after the implementation of this priority area. The data collected may include demographic information, baseline measurements, input/output data, and outcome indicators. The teacher and project director will continuously monitor the progress to ensure that it stays on track to meet its objectives (e.g. regular check-ins, milestone reviews, and data analysis to identify any issues or challenges that need to be addressed). Performance indicators will be evaluated and compared to the predetermined objectives (e.g. comparing actual outcomes to expected outcomes, analyzing trends over time, and assessing the effectiveness of project activities). Surveys will be conducted for</p>

stakeholder feedback, including program participants, staff members, partner organizations, and community members. The surveys will provide valuable insights into the strengths and weaknesses of the projects and help identify areas for improvement. The data and feedback collected during the evaluation process will be used to make informative adjustments or adaptations to this priority area (e.g. reallocating resources, modifying strategies, or implementing new interventions to better meet the needs of the target population). There will be continuous, clear and honest communication of the results of the evaluation process to all key stakeholders (e.g. preparing written reports, presentations, or dashboards that summarize the findings and highlight the successes and challenges of the priority area). The teacher and program director can effectively evaluate the success of the priority area and make data-driven decisions to improve outcomes for the target population.

EXPANSION OF SERVICES

PROPOSED SERVICE DELIVERY FORMAT FOR DISTANCE EDUCATION: Complete the chart below for distance education only addressing how the project plan is of sufficient intensity and quality so that students achieve substantial learning gains and relevant performance measures. Distance education provides equitable access and additional opportunities for students to participate in instruction. Up to 50% of this priority area funding may be used to provide distance education classes for students.

<p>Will you be providing distance education classes/programming under this funding? If YES, answer all questions in both this section and Project Design for Distance Education Section.</p>	<p>X YES <input type="checkbox"/> NO</p>
<p>Service delivery/instruction will be offered (All distance education classes supported under this grant must adhere to the CT/NRS definition of distance education referenced in the NRS reporting document Adult Education Participants in Distance Education.)</p>	<p>X Virtual X Hybrid/Blended</p>
<p>Priority area schedule (days and hours per week)</p>	<p>NEDP FY25 Date and times will vary to accommodate the client</p>
<p>Estimated total weeks of instruction</p>	<p>26</p>
<p>Estimated total hours of instruction</p>	<p>2</p>
<p>Timeline of project/begin and end date</p>	<p>July 2024-June 2025</p>
<p>Project staff (Describe the job title and responsibility of each staff member funded under this project. As a reminder, costs associated with the priority area on</p>	<p>Digital Navigator-ensure digital literacy curriculum is robust and aligns with CCRS; is knowledgeable with NorthStar curriculum and platform, performs all digital literacy assessments and tracks student advancements, identifies gaps in learning; records students attendance in LACES Program Facilitator-ensures proper class setup in LACES, records student outcomes</p>

<p>the ED-114 and eGMS should be proportionate to the amount of time working under this project.)</p>	<p>Program Associate-ensure all student information is complete and accurate in LACES; provide LACES information or reports as needed, organize class materials as needed Career Navigator-assists students in setting goals toward their career of choice, including assistance setting up appointments with AJC career specialists, state college transition program, and training programs; making a CHires account, appointment with CONNTAC inc. for FAFSA assistance and available scholarships and application waivers NEDP advisor/assessor-administer the NEDP® assessments, evaluate responses to the client's responses to each of the NEDP® competencies, provide feedback to the candidates in a standardized manner</p>
<p>Project management (Describe how the management of the project will ensure the attainment of successful outcomes.)</p>	<p>The project management team will implement a comprehensive approach to ensure successful attainment of this priority area including: 1)Clear communication among team members, stakeholders, and participants throughout all stages of the project. Regular updates, progress reports, and feedback sessions will facilitate alignment and address any emerging issues promptly. 2)Stakeholder engagement including learners, educators, community organizations and funding partners, to solicit input, gather insights, and address concerns. Collaboration is essential for the success and sustainability of this project. 3)Robust planning and execution will be obtained with the development of a detailed project plan outlining specific tasks, timelines, responsibilities, and resource requirements. 4)Resource allocation and management to support the implementation of project activities effectively including monitoring resource utilization and adjustment of allocations as needed to optimize efficiency and address emerging needs or constraints. 5)Continuous Monitoring and Evaluation of project progress, outcomes, and impact to inform decision-making and enable course corrections as necessary. 6)Remain flexible and adapt to changing circumstances, emerging challenges, and opportunities for improvement. Following this approach will contribute to the advancement of digital literacy and education accessibility within the community.</p>
<p>Professional learning or staff training (Describe the opportunities which will be funded under this project.)</p>	<p>All project staff will be mandated to attend all professional development within their responsibility area. Including professional development offered through Digital ATDN, EdTech, IDEAL, SDE, NorthStar, CASAS NEDP Policies and Procedures, and any others that are appropriate.</p>

PROJECT DESIGN FOR DISTANCE EDUCATION: Complete the chart below for distance education only 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.

<p>Project design (Provide a succinct description of the overall design of the distance education class(es) you are proposing.)</p>	<p>The overall project design for distance learning (NEDP) integration will include the CASAS NEDP curriculum, professional development for teachers, technology infrastructure, and assessment and evaluation for continuous improvement of the plan.</p>
<p>Digital readiness (Describe how you will determine digital skills readiness for learners to participate in</p>	<p>Digital readiness for NEDP clients will be based on the CASAS NEDP Technology assessment checklist self assessment. NEDP placement level will be determined by the student's CASAS Math and RLA score, and successful completion of the writing prompt. If the student does not have access to a device one will be</p>

<p>distance education. Consider how you will determine technology skill level, availability of appropriate device internet-connected devices and stable internet connection. Describe the orientation and onboarding that will be provided to students.)</p> <p>Curriculum/resourcesSkills Framework.)</p>	<p>loaned. If the student does not have access to WiFi, space at the program will be provided adn/or other community locations (e.g. library) will be discussed as available resources. The client onboarding will follow those of the CASAS NEDP. The plan will include assessment, progress tracking, and evaluation for continuous improvement.</p> <p>The curriculum for NEDP will follow all the guidelines of the CASAS NEDP which are aligned to the CCRS and include a digital skills framework.</p>
<p>Tech support (Describe the tech support teachers or learners who are struggling with technology.)</p> <p>Quality, effective distance instruction (Describe how you will train the teacher in conducting effective online distance education classes).</p>	<p>Our digital navigator and district technology department will be available to the teachers and the NEDP Clients . The clients will have access to a morning or evening digital literacy class if needed.</p> <p>Our NEDP teachers have over 20 years of combined experience advising and assessing clients in the NEDP and are very proficient with distance instruction. NEDP competency areas are designed for self-directed adults who are generally familiar with the computer and will assess tasks for in-demand career and lifelong learning experiences in Financial Literacy, Health Literacy, Civic Literacy, Geography, History, Science, and Twenty-First Century Workplace</p>
<p>Assessment (Describe how formative and summative assessment will be built into the design of the class to provide evidence of learning.)</p>	<p>NEDP Clients are assessed in three (3) foundation content areas and seven (7) functional life skill content areas based on the Common Core College and Career Readiness standards. The College and Career Competency component of the NEDP complements the applied academic and technology skills that NEDP graduates demonstrate and highlights these skills in the context of college and career goals of the NEDP participants.</p>
<p>Project evaluation (Describe the evaluation process that will be used to determine priority area project success.)</p>	<p>A participant Google Form survey will be administered to evaluate guest community speakers, instructional pacing, organization of the material, evaluation of teaching styles, student confidence level, and an overall rating.</p>

APPLYING AS A CONSORTIUM: Complete if you are applying as the lead agency/fiscal entity in a consortium. See page 17 of the RFP for a comprehensive list of responsibilities of the fiscal entity.

<p>Are you applying for this priority area as a consortium? X YES <input type="checkbox"/> NO If YES, complete the required information below.</p>	
<p>Collaborating District/Agency Name</p>	<p>Collaborating District/Agency Budget Total Requested</p>
<p>(1) Bloomfield Adult Education</p>	<p>\$0</p>
<p>(2)</p>	
<p>(3)</p>	
<p>Requirement</p>	<p>Action/Activities</p>
<p>Briefly describe and provide an interagency collaboration agreement</p>	<p>Bloomfield students will be allowed to enroll into this NEDP at no cost. Please see the Interagency Collaboration Agreement and budget.</p>

<p>Identify how you plan to enter collaborating students into LACES. The enrollment and outcomes must follow the student.</p>	<p>All classes under this priority area will be labeled "Distance" in LACES</p>
<p>Identify how you will regularly plan, coordinate, market, and recruit for the priority area as a consortium.</p>	<p>These classes will be part of the weekly meeting between the director and program facilitator and the bi-weekly NEDP site meetings will include the digital navigator.</p>

**WINDSOR BOARD OF EDUCATION
AGENDA ITEM**

For Consideration by the Board of Education at the Meeting of: May 21, 2024

Prepared By: Dr. Noha Abdel-Hady

Presented By: Dr. Noha Abdel-Hady

Attachments: N/A

Subject: Multilingual Learner (MLL) Program

BACKGROUND:

The Multilingual Learners (MLL) program at Windsor Public Schools is designed to support students who are English language learners (ELLs) in achieving academic success while acquiring English proficiency. The program employs a variety of instructional strategies tailored to meet the linguistic and cultural needs of each student. It focuses on developing English language skills across listening, speaking, reading, and writing, while also providing support in content areas such as math, science, and social studies. Additionally, the MLL program promotes cross-cultural understanding and appreciation, fostering an inclusive and welcoming environment for students from diverse linguistic backgrounds. Through collaboration between teachers, students, and families, the MLL program strives to empower students to reach their full potential both academically and socially.

RECOMMENDATION:

For information only.

Reviewed by:



Recommended by the Superintendent:

TH/sb

Agenda Item #

B.a.

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: May 21, 2024

PREPARED BY: Danielle Batchelder
Director of Business Services
& Human Resources

PRESENTED BY: Danielle Batchelder

ATTACHMENTS: Increasing Educator Diversity Plan

SUBJECT: Increasing Educator Diversity Plan

BACKGROUND:

In accordance with PA 23-167, Sec. 10, each Connecticut school district is required to develop and submit to the Connecticut State Department of Education (CSDE) a plan that addresses increasing educator diversity to ensure that all students have racially, ethnically, and linguistically diverse teachers and leaders who can provide them with a high-quality education. The plan must be approved by each local Board of Education and submitted electronically to the CSDE.

Windsor Public Schools' plan was developed through the collaborative work of the Human Resources Department, the Curriculum & Instruction Department and the SEL & Engagement Dept. The WPS plan addresses Recruitment, Retention, Hiring, and Selection.

Highlights of the plan include the following elements:

- Continuing and Enhancing the district's "Grow Your Own" educator program.
- Continue to partnering with local colleges and universities to create teacher residency programs.
- Continue to enhance all job descriptions to ensure they display awareness of racial, ethnic, and linguistic diversity.
- Continue to promote our partnership with RELAY and CHESLA and support our current employees in becoming certified.

RECOMMENDATION: That the BOE accept the WPS Increasing Educator Diversity Plan.

Reviewed by: NB

Recommended by the Superintendent: TH/RD

Agenda Item # 8.6

Increasing Educator Diversity Plan
WestEd - WestEd.org

DISTRICT Windsor Public Schools
Team Lead: Danielle Batchelder, Director of Business Services & Human Resources
Team Members: Danielle Batchelder, Director of Business Services & Human Resources; Kathy Zager, HR Manager; Bonnie Fineman, Secondary Curriculum Director; Dr. Michael Mallery, SEL Director; Dr. MJ Martinez, Humanities Supervisor; Marge Renno, TEAM Facilitator

Vision: The vision and priority of WPS, is that we hire, promote, and retain the best person for the job, all the time, every time. We believe that at a minimum, hiring the best must never be restricted by identity traits. We also believe that having a wide range of personal identity traits makes for a richer education for children and better ideas for running the schools.

Theory of Action: If WPS's administration, staff, and community support and value the importance of recruiting, hiring, and retaining the best educators for the job, every time, and all the time, then ALL WPS students will be better able to pursue their own genius abilities.

IED Plan	Goal	Who Manages the Goal? Name and Position	Strategies/Key Activities (How are we going to do it?)			Indicators of Progress (How will we know if we are on track for success?)	Resources Required (What people, time, money, and technology will be needed?)	Risks & Mitigation (What could go wrong?)	Communication/Engagement Efforts
			What?	Who Owns This?	By When?				
Recruitment	Continue to partner with surrounding colleges on teacher programs and support student teaching placements	Marge Renno, TEAM Facilitator	Consider every student teacher as a prospective new hire. Encourage student teaching placements into purposeful recruitment and hiring efforts. Work with educator preparation programs to identify, place and support student teachers in classrooms for the purposes of permanent employment.	Marge Renno, TEAM Facilitator; School Principals; HR Dept.	Fall 2024	The number of student teachers that WPS hires for permanent employment; WPS student teachers being better prepared as a first year teacher.	This is a current practice of WPS.		
Recruitment	Enhance our recruitment strategies for all open WPS positions.	Danielle Batchelder, Director of Business & HR Services; Kathy Zager, HR Manager; Gianna Gill, Communication Specialist	Expand our marketing and communication to reach a broader audience; utilize Communication Specialist to update our current streaming on TV's in high populated areas around town, social media, and promote WPS's current diverse population to attract diverse educators; Ensure that a variety of administrators participate in a wide range of job fairs in order to seek a more diversified candidate pool.	Danielle Batchelder, Director of Business & HR Services; Kathy Zager, HR Manager; Gianna Gill, Communication Specialist	Ongoing	Increase number of diverse candidates submitting applications and/or expressing interest in WPS.	This is a current practice of WPS.		
Recruitment	Implement a "Grow Your Own" program.	Dr. Hady; Assistant Superintendent of Instruction/Curr.; Dana Fudge, Director of School Counseling; Breon Parker; High School Principal	Increase course offerings to enhance the education field to high school students. Spark student interest in the field of education through clubs, mentoring, in-district tutoring opportunities, etc.	Dr. Hady; Asst. Superintendent of Instruction/Curr.; Dana Fudge, Director of School Counseling; Breon Parker; High School Principal	6/30/2025	Number of WPS students participating and interested in the program offerings; the number of students interested in pursuing an educational undergrad degree after graduating from WPS; the number of WPS graduates that come back to WPS once graduated with a teaching certificate and apply to open positions within the district.	WHS counselors tracking students going into the teaching field compared to applicants for open positions.		
Recruitment	Continue to strengthen our Educator Preparation Program (RELAY) to recruit more current staff.	Danielle Batchelder, Director of Business & HR Services; Kathy Zager, HR Manager; School Principals	Host district events to promote and encourage our current non-certified staff to apply for the RELAY program in order to become certified.	Danielle Batchelder, Director of Business & HR Services; Kathy Zager, HR Manager; School Principals	6/30/2024	Increase the number of diverse non-certified staff that enroll and finish the RELAY prog.; an increased number of current non-certified staff becoming certified; staff participating in the district pipeline opportunities.	This is a current practice of WPS. School Principal commitment to the employee in the RELAY prog.; Release time for the employee (RELAY candidate); Release time for the Mentor Teacher in the building;		

Hiring's & Selection	Refine, streamline and enforce a consistent hiring practice at all schools to ensure a fair and equitable experience for all applicants.	Danielle Batchelder, Director of Business & HR Services; Kathy Zager, HR Manager; District Administrators and School Principals	Formalize and expand the hiring practices to interview committees ensuring that various students, staff, families are represented. Provide more opportunities for students, staff, and families to serve on the interview committees. Mandatory interview questions on every interview committee. Develop the capacity of administrators and staff participating in hiring committees to think critically about race, equity and biases in the hiring processes. District-wide hiring protocols for resume reviews, interview questions, composition of committees, decision-making.	Danielle Batchelder, Director of Business & HR Services; Kathy Zager, HR Manager; District Administrators and School Principals	6/30/2024	Survey staff of color to obtain feedback and input from the hiring process; Hold 1-1 meetings with staff, hold focus groups, utilize exit slips.	Project for the HR Dept; Reconfigure pipelines in Frontline Software
Hiring's & Selection	Annually increase the percentage of certified and non-certified diverse staff	ALL District Administrators and School Principals; Danielle Batchelder, Director of Business & HR Services; Kathy Zager, HR Manager;	Create a pipeline of internships with surrounding universities to recruit people of color; Collaborate/build relationships with HBCUs and other organizations. Enhance recruitment options locally (i.e. Saint Josephs, Quinnipiac, CCSU, etc.)	ALL District Administrators and School Principals; Danielle Batchelder, Director of Business & HR Services; Kathy Zager, HR Manager;	1/1/2025	The number of diverse staff hired; clear procedures and guidelines exist and are followed; PD is developed and implemented around biases in hiring.	This is a current practice of WPS.
Retention	Continue to enhance our onboarding practices for new hires to make sure they feel welcomed, valued, and excited about being an educator for WPS.	Danielle Batchelder, Director of Business & HR Services; Kathy Zager, HR Manager; Karen McQuaid, HR Specialist	Record NTO programs and post online; provide new hires with district information related to "Who to Call", professional development WPS offers, mentorship opportunities, building level information, technology related information.	Danielle Batchelder, Director of Business & HR Services; Kathy Zager, HR Manager; Karen McQuaid, HR Specialist	7/1/2024		This is a current practice of WPS. Utilize Win TV to record and edit video's;
Retention 71	Continue to establish and implement the WPS's vision for equitable and excellent instructional practices.	Dr. Hady; Assistant Superintendent of Instruction/Curr.; Bonnie Fineman, Secondary Curr. Director; Michelle Williams, Elementary Curr. Director	Expand the peer-to-peer impact of high-performing teachers; provide leadership opportunities to teachers that express interest; continue to build upon a culture of shared responsibility for the outcomes of all students; provide additional supports for new and/or less effective teachers by creating systems for improvement; PD for administrators on conducting evaluations and consistent calibration results.	Dr. Hady; Assistant Superintendent of Instruction/Curr.; Bonnie Fineman, Secondary Curr. Director; Michelle Williams, Elementary Curr. Director	6/30/2025	Staff Climate Surveys; Consistent calibration results among administrators; staff retention	PD for administrators and Staff
Retention	Strengthen our Mentoring & Induction	Marge Renno, TEAM Facilitator; Bonnie Fineman, Secondary Curr. Director; Michelle Williams, Elementary Curr. Director	Build a strong mentoring and induction system to support educators as they transition from an intern/student teacher to a certified teacher employee, provide growth and leadership opportunities for effective teachers serving as mentors;	Marge Renno, TEAM Facilitator; Bonnie Fineman, Secondary Curr. Director; Michelle Williams, Elementary Curr. Director	6/30/2025	Review trends in the evaluation ratings by each mentor; how are similarities in skill sets, responsibilities, and incentives can help build capacity of teacher leaders and provide supports to pre-service and beginning teachers.	Project for the TEAM Facilitator and TEAM Mentors within the district.
Retention	Continue to expand Infinity Groups at each school/level	Building Principals	Have a support system for diverse staff members that are in the district to give them professional development and keep them in the district; Implement climate check-ins giving staff an opportunity to share what's going well and what supports they need. Share data with building principals and support their culture and climate efforts.	Building Principals	6/30/2024	Collect feedback from educators on PD opportunities; Feedback from staff climate surveys;	