

**Bureaus of Adult Education and Career Development**

**After Dark Pilot Program Grant**

**December 5, 2022**

**Summary:** The New Hampshire Department of Education (NHED) is issuing a request for applications (RFA) to pilot an after-school hours alternative diploma program called After Dark, which leads to high school completion through the Adult Education (AE) Program and includes enrollment in a Career and Technical Education (CTE) Program. This pilot program will be conducted during the 2023-2024 school year with planning to occur during the spring and summer of 2023.

**Important Dates:**

Applications are available **December 5, 2022**

Optional Information Session on **December 14, 2022 at 9:00 am**

Register at:<https://nhadulted-org.zoom.us/meeting/register/tZItduurqT4jH9Q13h_rPOSz60adl4T6jrbo>

 Submit questions to: AdultEd@doe.nh.gov before December 14th

Applications are due to the Bureau of Adult Education at NHED on **January 13, 2023 by 4:00 pm**

Pilot awards will be announced by **February 20, 2023**

**Purpose of the Program:** The purpose of this discretionary grant is to target federal and state funds to pilot a new model for preparing eligible high school students and adults for high school completion and entrance into high-demand, high-wage occupations. This program will integrate the competencies for an industry certification available in a CTE program with specific core academic competencies required to earn high school credit towards an adult diploma or to prepare for the high school equivalency certificate.

The After Dark program is intended to increase access to the CTE program for nontraditional students particularly those identified as target populations under the Workforce Innovation & Opportunity Act of 2014, Title II Adult Education & Family Literacy Act[[1]](#footnote-1) and Perkins[[2]](#footnote-2). Additionally, this program may offer courses to high school students who are unable to attend CTE course during the regular school day.

After Dark programs are developed in response to students’ needs to earn a diploma in a nontraditional format. For example, one student may not have accumulated enough credits to graduate in a reasonable timeframe, and credit recovery options are not available. Another student may need flexibility during the school day to care for a family member or work outside the home, so participating in the regular high school program is not feasible. After Dark shifts the time during the day when courses are offered to meet these and other personal needs of students. Following a class schedule that is like those used in AE programs, all classes that are taught through AE and the local or regional CTE program are scheduled after regular school hours, which may be in the late afternoon and/or evening. The CTE program is taught in conjunction with the AE program at the same location and during the same hours. The days of the week, times of classes, and length of program are at the discretion of the applicant.

After Dark programs provide an opportunity for students to earn credits and complete career and technical education (CTE) courses either in afternoon or evening classes. Courses may be offered to both high school students approved for this option and adults enrolled in AE. Students may be enrolled in integrated education and training (IET) opportunities with a contextualized curriculum and work-based experiences that accompany occupational training.

**Eligibility**: All Bureau-funded adult education programs (AEL or ADP) and regional career and technical education programs with an approved FY23 budget in the Grants Management System are eligible to submit an application. After Dark pilots will follow requirements of federally-funded programs established by the USED Office of Career, Technical, and Adult Education. Applicants must demonstrate a partnership between an AE program and a CTE program, with one of the programs serving as the lead for the After Dark program.

Applications must include the following:

* At least one adult education instructor who will take responsibility for aligning curriculum with the College & Career Readiness Standards for Adult Education by identifying core academic competencies to be delivered in the CTE course in accordance with the model
* At least one certified career and technical education teacher who will deliver a CTE program in accordance with the model
* A counselor to assist students and facilitate communication to the sending school
* Support from the CTE and Adult Education program directors
* Willingness to participate in coaching and technical assistance from YouScience consultants, beginning in Spring 2023 and continuing throughout the 2023-2024 school year
* Agreement to share pilot experiences and results, including classroom observations and participation in conversations with other pilot sites

**Total Funding Available:** $100,000

**Estimated Award Amounts:** There is no minimum or maximum award.

**Provision of Services:** Funds must be obligated by June 30, 2024 and submitted for reimbursement in the Grants Management System by August 15, 2024.

**For Further Information:** Contact Sarah Wheeler, Sarah.L.Wheeler@doe.nh.gov or Jeffry Beard, Jeffry.W.Beard@doe.nh.gov

**This grant program has one absolute priority. Applicants must meet the absolute priority.**

**Absolute Priority:** Implementing a pilot program taught after regular school hours for students needing an alternative path to graduation, providing an adult education instructional program that prepares high school students for high school completion while concurrently providing a career and technical education program that offers the opportunity to earn an industry credential and/or continue in a postsecondary program at a community college.

**Eligible Program Participants:**

* **Priority One:** Learners enrolled in a Bureau Funded adult education program (AEL or ADP) with priority given to Title II students, those over the age of 18 and are not enrolled in high school.
* **Priority Two:** Learners enrolled in a Bureau Funded Adult Diploma Program who are dual enrolled in adult education and their regular high school.
* **Priority Three:** Students enrolled, or wishing to be enrolled, in a CTE program or a regular high school program who cannot access CTE courses during regular school hours.

**Program Information:** The After Dark Program pilot will be in compliance with Federal laws that support AE and CTE. The federal Workforce Innovation and Opportunity Act (WIOA) specifies that adult education programs are based on the best practices derived from the most rigorous research available. Perkins V federal funding (Strengthening Career and Technical Education for the 21st Century Act) affords states and local communities the opportunity to implement a vision for CTE, which supports the range of educational needs of students and balances those student needs with the current and emerging needs of the economy.

***Partnerships*** – After Dark is a program model that is built on programmatic and fiscal partnerships: (1) a partnership between Adult Education and Career and Technical Education to deliver occupational skills training within an adult education program; (2) a partnership between high schools; technical centers; public, private, and charter schools; and districts that send students and deliver programs and their CTE advisory committees; (3) a partnership between high schools and community colleges to assist CTE students in preparing for postsecondary training; and (4) a partnership between the After Dark program staff and parents and students to support an alternative instructional time frame and facilitate a successful outcome for the students.

After Dark is one of several alternative paths to graduation in New Hampshire. This model includes a CTE component, which means classes must be held in classroom spaces that provide the equipment required for the CTE program.

A Memorandum of Understanding (MOU) should be developed between parties contributing resources, both fiscal and programmatic.

***Staffing*** – The applicant must hire one or more adult education instructors to deliver the AE high school diploma curriculum using an instructional design that is based on adult learning theory. Modifications in practice may be made to ensure high school students can work independently on classroom and/or work-based projects. High school students may need assistance with self-directed learning activities. Instructors will be knowledgeable of pre- and post-assessments used in regional AE programs.

The applicant must hire one or more licensed CTE instructor to design, teach, and measure results in the CTE curriculum. When multiple instructors or teachers are used in this pilot, every effort must be made to coordinate the planning, delivery, and assessment of the instructional program.

A counselor, either from the high school or the adult education program, shall be assigned to the program. The counselor should be available to meet with students as needed and facilitate communication between the sending school, adult education and the After Dark program. The counselor may assist with communication between After Dark and community college occupational training programs to strengthen the likelihood of students attending postsecondary training following graduation.

AE instructors and CTE teachers shall participate in professional development during Summer 2023. Every effort should be made to select these staff members as soon as the applicant is notified of the pilot award.

***Facilities*** – The applicant may choose to house After Dark in a high school or technical center that has the equipment needed for the CTE program. Space shall be provided at this location for AE instruction.

***Admissions Criteria*** – The applicant will develop After Dark Admissions Criteria. As CTE programs operate under guidance for maximum class size, the admissions criteria will be consistent with that used in CTE programs and reflect students’ academic and personal experiences for which the After Dark option is designed. After Dark is designed for students who need both an academic and CTE program.

***Schedule*** – The applicant will develop the alternative schedule for AE and CTE classes. The applicant has flexibility to develop a schedule that (1) meets students’ needs, (2) is workable for CTE teachers who simultaneously teach in the high school CTE program, (3) provides opportunities for work-based experiences with community employers, and (4) is respectful of transportation issues.

**Scoring Process**: Grants will be scored by at least two peer reviewers according to the criteria below. Scores will be averaged into one overall score. After scores are determined, the applications will be rank ordered based on point totals of the average of the reviewer scores. Funding will be dispersed based on the rank order for applications of sufficient quality, which may be determined by applications scoring above 70 total points, until funds are depleted. Therefore, not all applications will be funded unless the total requests are less than or equal to the total amount of funding for this discretionary grant. The NHED reserves the right to adjust budget requests as needed based on reviewer scores and rank order.

**Scoring Criteria for CTE After Dark RFA**

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| **Criteria** | **Points** |
| Application meets the requirements of the **absolute priority, implementation of an After Dark Pilot Program** | **24 points**Application supports absolute priority completely including an implementation plan for a fully integrated AE/CTE program to expand access to CTE courses leading to an industry credential and career pathway. | **18 points**Application supports absolute priority to a strong degree including an implementation plan for an integrated AE/CTE program to expand access to CTE courses leading to an industry credential and career pathway | **12 points**Application supports absolute priority to a moderate degree including an implementation for a somewhat integrated AE/CTE program to expand access to CTE courses leading to an industry credential or a career pathway | **6 points**Application supports absolute priority to a minimal degree and may not include an integrated AE/CTE program, CTE courses leading to an industry credential or a career pathway | **0 points**Application does not support absolute priority |
| Applicant has **included an adult education instructor and CTE teacher, both of whom who demonstrate a commitment to implementing the After Dark model**  | **24 Points**The instructor and teacher declarations are clear and compelling with supporting detail; includes a full commitment to the pilot, coaching and a willingness to share the pilot experience with others | **18 points**The instructor and teacher declarations are clear with some supporting detail; includes a commitment to the pilot, coaching and some willingness to share the share the pilot experience with others | **12 point**The instructor and teacher declarations are included; lacks supporting detail or partial commitment to the After Dark model | **6 points**The instructor and teacher declarations do not support the grant activity; and may not include a commitment to full implementation | **0 points**The applicant does not demonstrate a commitment to implementing the After Dark model |
| Applicant has **identified a potential CTE course of instruction,** **demonstrates a potential student pool and a timeline for implementation at the beginning of the 2023-2024 school year.**  | **24 points**Applicant identifies a CTE course of instruction that meets regional workforce needs provides solid data on potential priority students, a reasonable timeline and course schedule that leads to credential attainment (secondary and/or postsecondary). | **18 points**Applicant identifies a possible CTE course of instruction that meets regional workforce needs, provides solid data on potential priority students, a general timeline and course schedule that is likely to lead to credential attainment (secondary and/or postsecondary) | **12 points**Applicant identifies a general CTE course of instruction that may meet regional workforce needs, provides some data on potential students; a general timeline and course schedule that may lead to credential attainment (secondary or postsecondary) | **6 points**Applicant does not identify a CTE course of instruction, provides little to no data on potential students; a general timeline or course schedule that may lead to credential attainment (secondary or postsecondary) | **0 points**Applicant does not identify a CTE course of instruction, provide data on potential student pool; no timeline or course schedule is included |
| **Performance measures** and outcomes align with the program activity | **12 points**Performance measures are clearly written and align with the program activity **and** outcomes; includes detailed evaluation schedule | **9 points**Performance measures align with the program activity **and** outcomes; evaluation schedule is vague | **6 points**Performance measures show some alignment with the program activity **or** outcomes; evaluation schedule is not included | **3 points**Performance measures are included; however, the measures do not align with the program activity or outcomes | **0 points**Performance measures and outcomes are not included or are very general |
| **Budget** | **16 points**The budget is reasonable, necessary, and complete | **12 points**The budget is complete | **8 points**The budget is included, is unreasonable for the activity or includes non-directly related costs | **4 points**The budget is incomplete or inconsistent with activity | **0 points**The budget is not included, is not reasonable or necessary, and/or does not support the activity |
| **Total points possible** | **100** |

**NH Department of Education**

**Bureau of Adult Education & Bureau of Career Development**

**CTE After Dark Pilot Program**

**December 5, 2022**

**Email completed application to:** **AdultEd@doe.nh.gov** **Due: January 13, 2022 by 4:00 pm**

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| Adult Education Center Name: | AE Director Name: |
| CTE Center:  | CTE Director Name:  |
| Person Completing Application: | Email: |
| **Eligibility** |
| [ ]  | I confirm that this center is a Bureau-funded Adult Education Program. Please indicate type below: |
|[ ]  Adult Education & Literacy Program (AEL) |[ ]  Adult Diploma Program |
| [ ]  | I confirm that this technical center or high school is a Bureau-funded Career & Technical Education (CTE) Program. |
| [ ]  | I confirm that both programs listed above have approved FY23 budgets in the Grants Management System. |
| [ ]  | The Adult Education Project Lead is: |
|[ ]  The CTE Project Lead is: |
|[ ]  A draft Memorandum of Understanding is attached. |
| **Absolute Priority** |
| **1. Program Director Declaration:** Please insert a brief declaration from both the AE and CTE Program Directors that includes the following:* Describe your level of commitment to the implementation of the After Dark pilot including examples of systemic support that you will provide.
* Describe the value of integrating Adult Education with Career and Technical Education.
* Describe the local needs that will be addressed by the implementation of the After Dark model.
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| AE Program Director | CTE Program Director |
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| **2**. **Instructor Declaration:** Please insert brief declaration from each of the Project Leads that includes:* Describe your experience using Adult Education instructional strategies and/or assessments in the adult education classroom.
* Describe your experience using Career and Technical Education instructional strategies and/or assessments in the CTE classroom.
* Describe your experience working collaboratively with other instructors/teachers, especially in a team teaching or integrated model.
* Describe why you are interested in being the project lead for the implementation of the After Dark pilot including your availability to develop, plan and implement the model.
* Describe your commitment to working with the national consultants (YouScience), including attending required meetings, accepting coaching assistance, willingness to allow observation, and documenting your experience for future After Dark projects.
* Describe your experience sharing best practices with other practitioners.
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| AE Project Lead | CTE Project Lead |
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| **3. Program Information:** Please address the program elements below. |
| 3a. Identify the CTE course of instruction including the associated industry-recognized credential, career pathway and postsecondary transition options as well as any employer partner(s) and the regional workforce needs.  |
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| 3b. Enter the potential pool of students who will be targeted for participation in the pilot program by priority, maximum/minimum enrollment numbers and describe how these numbers were determined and how students will be recruited and retained including any role that the counselor may play. |
| Priority 1: Adult Ed Title II Students | Priority 2: ADP Dual Enrolled Students | Priority 3: Other high school students |
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| 3c. Describe the timeline for implementation including key milestones and activities. |
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| 3d. Describe the course schedule including the anticipated days, hours, semester start/end, total instructional time, any additional learning time including online/distance learning options, work-based learning or other learning activities outside of the classroom. |
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| 3e. Describe how the integration of adult education and CTE will be accomplished including roles and responsibilities of instructional and counseling staff, curriculum design and student assistance. |
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| **Performance Measures** |
| 4. Describe the performance target(s) that the proposed pilot is designed to meet by June 30, 2024. Include adult education targets (MSG and outcomes) and CTE performance measures. Describe how the target(s) align(s) to the proposed activities, including how and when the outcomes will be evaluated. |
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| **Budget** |
| 5. Please include a detailed budget and budget narrative explaining any calculations using the following GMS Categories and line items as applicable. |
| Category | Line Item | Amount | Narrative Description |
| Administrative | Salary |  |  |
|  | Benefits |  |  |
| Support | Salary |  |  |
|  | Benefits |  |  |
| Instructional | Salary |  |  |
|  | Benefits |  |  |
|  | Professional Technical Services |  |  |
|  | Property Services |  |  |
|  | Other Purchased Services |  |  |
|  | Supplies |  |  |
|  | Property |  |  |
|  | Other Objects |  |  |
|  | Other Uses of Funds |  |  |
| Indirect Costs | Indirect Costs |  | Please insert approved rate: |
| Total Amount Requested | **$** |  |

**Attachment 1 – Target Populations**

**Workforce Innovation & Opportunity Act of 2014**

WIOA Section 3(24) INDIVIDUAL WITH A BARRIER TO EMPLOYMENT. The term “individual with a barrier to employment” means a member of 1 or more of the following populations:

(A) Displaced homemakers

(B) Low-income individuals

(C) Indians, Alaska Natives, and Native Hawaiians, as such terms are defined in section 166.

(D) Individuals with disabilities, including youth who are individuals with disabilities

(E) Older individuals

(f) Ex-Offenders

(G) Homeless individuals (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C 104043e-2(6))), or homeless children and youths (as defined in section 725(2) of the McKinney-Vento Homeless Assistance Act (42 I.S.C. 11434a(2))).

(H) Youth who are in or have aged out of the foster care system

(I) Individuals who are English language learners, individuals who have low-levels of literacy, and individuals facing substantial cultural barriers[[3]](#footnote-3)

(J) Eligible migrant or seasonal farmworkers, as defined in section 167(G)

(K) Individuals within 2 years of exhausting lifetime eligibility under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.)

(L) Single parents (including single pregnant women)

(M) Long term unemployed individuals

(N) Such other groups as the Governor involved determines to have barriers to employment.

**The Strengthening Career and Technical Education for the 21st Century Act (Perkins V)**

Section 3(48) SPECIAL POPULATIONS – the term “special populations” means –

(A) individuals with disabilities

(B) individuals from economically disadvantaged families, including low-income youth and adults;

(C) individuals preparing for non-traditional fields;

(D) Single parents, including single pregnant women;

(E) Out-of-workforce individuals;

(F) English learners

(G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C 11434a);

(H) youth who are in, or have aged out of, the foster care system; and

(I) Youth with a parent who –

 (i) is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States code)

 (ii) is on active duty (as such term is defined in section 101 (d)(1) of such title)

1. WIOA Section 3(24) See Attachment 1 [↑](#footnote-ref-1)
2. Perkins Section 3(48) See Attachment 1 [↑](#footnote-ref-2)
3. All New Hampshire learners enrolled in Adult Education & Literacy (AEL) activity programs meet this definition. [↑](#footnote-ref-3)