



Arkansas Department of Career Education Adult Education Division

2015-2016 Program Year

Competitive Mini Grant Application

FOR

DISTANCE EDUCATION

*Proposals must be submitted no later than **4:00 p.m., Friday, March 4, 2016.**

DISTANCE EDUCATION GRANT APPLICATION TITLE PAGE

(July 1, 2015 through June 30, 2016)

Program:	Telephone:
County(ies) Served:	E-Mail:
Contact Person:	Fax:
Job Title:	Requested Grant Amount:

Instructions: Complete the contact information above and return this form with the application. The awarded agency that fails to provide project deliverables, meet performance measures and goals, and/or complete tasks as specified within the grant will result in a partial payment and/or nonpayment, as appropriate.

LEA's Signature: _____ **Date:** _____

Program Director's Signature: _____ **Date:** _____

Access and Equity:

The recipient will comply with all federal statutes relating to nondiscrimination. (These include but are not limited to Title VI of the Civil Rights Act of 1964 [P.L. 88-352], which prohibits discrimination on the basis of race, color, or national origin; Title IX of the Education Amendments of 1972, as amended [20 U.S.C. 1681-1683 and 1685-1686], which prohibits discrimination on the basis of sex; Section 504 of the Rehabilitation Act of 1973, as amended [29 U.S.C. 794], which prohibits discrimination on the basis of handicaps; the Age Discrimination Act of 1975, as amended [42 U.S.C. 6101-6107], which prohibits discrimination on the basis of age.

Distance Education Grant

Introduction:

In order to improve the economic viability in the state of Arkansas and compete in a global society, we must invest in our most important resource, people. According to the 2010 Census, the state has a population of 2,915,918 people. Of those individuals, 466,547, or almost sixteen percent (16%) of Arkansas residents eighteen or older, do not have a high school diploma (2013 American Community Survey, U.S. Census Bureau). Education and economic growth are intertwined, and both are important mechanisms of sustainability. Increasing the educational gains of Arkansas Adult Education students will enable them to reach their educational goals and increase their career opportunities.

Arkansas has seen a decline in the number of students who attend Adult Basic Education programs and complete or advance to the next level. That means the number of people who leave before completing a level is increasing. In some parts of the nation, Distance Education has been used to increase the instance of post-testing which also increased the number of completions and advancements a student makes. It has also assisted teachers by providing a forum to reinforce the classroom lessons that they facilitate. Providing Distance Education helps students who have obstacles hindering them from physically coming to class to participate.

Distance Education classes will be provided through qualified local Adult Education and Literacy Council programs. These grant funds are available to current Adult Education Programs or Literacy Councils. Proceeds from this fund can be used to certify individuals in Distance Learning so that the program can use Distance Education as a method of teaching.

Purpose:

The Distance Education Grant aims to:

- Assist existing Adult Education Programs and Literacy Councils in undertaking training essential to understand and create a viable Distance Education set of classes for their students.
- Assist Distance Education participants who require additional instructional support.
- Assist teachers to see the value of Distance Education in the attainment of educational goals for their students.

Key Components of a Successful Distance Education Project:

- **Project meets the needs of the students in achieving educational growth**—By improving the educational functioning level of the students, adult participants increase their ability to successfully complete their high school equivalency assessment or other academic and career achievement goals they have set.
- **Appropriate services** —The project provides services that implement and provide the type of Distance Learning and duration of the classes that will be conducted for the duration of the grant period. Moreover, the program will describe how students will be recruited, orientated and retained. Any waiting period between student enrollment and being eligible for Distance Education classes will be described. Distance Education can be used in conjunction with traditional instruction.
- **Distance Education instruction** —The project provides instruction specifically designed to meet the needs of the Distance Education students. The measure of effectiveness is NRS Federal Table 4C progress for the students.
- **Teachers invested in the project** —The program will support the teachers selected to participate in Distance Education projects by providing extra time for training, class set-up and follow-up with students as needed.
- **Adequate instructional hours** —The project provides enough hours of instruction to meet the project's objectives. A Distance Education attendance policy is also provided.
- **Services are reviewed, evaluated and documented** —The program, participants and the teachers will provide feedback to project management as to the effectiveness of the program every two months. The project conducts program evaluations and uses results to make changes to improve performance and outcomes.
- **Services may be proven effective by positive results** —The project results will be reported in measurable gains showing whether students have increased their educational functioning level. The project should result in positive outcomes for the students, better post-testing rates for the program and better post-testing for the state.
- **Students must fully understand course requirements and be prepared to succeed** —Students need to be highly motivated and have the resources to access technology. Students should be given course requirements, the weekly time commitment and specific computer skills required by the course, and a presentation of the practical difficulties of working at a distance and what is needed to manage those challenges successfully.

Required Documentation:

Files for each current or prospective Distance Education student, should include:

- a registration/intake form;
- a copy of the Distance Education Student Assessment;
- a copy of the pre- and post-test with dates and any other assessment information; and
- the amount of instruction (system report if applicable, dates met and number of hours) completed by each learner.
- an individualized student learning plan.

Understand and provide pre- and post-testing for adult learners:

- The purpose of the pre-test is to inform the instructor about the needed topics for instruction and instructional level, to measure progress, and to guarantee grant eligibility and reporting compliance.
- Be aware of the accepted tests for ABE/ASE/ESL as outlined in the current Arkansas Adult Education Assessment Policy and Distance Education Guidelines.

Report to Adult Education State Staff at a monitoring visit:

An on-site monitoring visit will be paid to each funded project at the discretion of the Adult Education Office. The following information will be collected and documented:

- Actual operation of the Distance Education policy and the attendance policy.
- The grant's Distance Education program description, professional development and training files.
- Adult learner files, Distance Learning assessment results and the signed Distance Education student agreement.
- The policy for amount of time allocated for teachers / tutors to grade Distance Education assignments and follow-up with students if their schedules are part-time.
- The project's financial files, including payroll related to the Distance Education grant.

Eligible Applicants:

Adult education programs currently receiving state and federal grant funds through the Department of Career Education, Adult Education Division are eligible to apply based on the Adult Education Family Literacy Act (AEFLA) request for proposal. Programs should use the 2014-2015 performance benchmarks for guidance, expecting a one to two percent increase in each area.

Support:

Selected programs will offer Distance Education classes with the granted funds. Programs may request assistance from state staff to conduct a Distance Education/Learning curriculum workshop, if needed, as part of their grant application.

Number of Awards:

The number of awards for FY 2015-2016 will be determined by the number of applications eligible for funding through the open competitive bid process. All applications will be scored based on the criteria established in each specific grant's application.

Questions:

Please e-mail all questions to AdultEd@arkansas.gov

Project Title: Distance Education Guidelines & Narrative

I. Need for Project and Specific Evidence of Need:

State a brief summary of the project in no more than 100 words. Explain how distance education will improve student learning. Include data about existing deficits in student achievement, make clear connections to established academic standards, and define the support for student learning to be provided by the proposal. Include enrollment patterns and challenges that the program has faced in student retention and educational gains.

II. Academic Goals and Learning Objectives for This Project:

What are the project's overall goals? Project Goals are connected to specific state and national curriculum standards and/or College and Career Readiness Standards in addressing academic need through distance education.

What will be the instructional design and methodology of the ABE/ASE /ESL curricula for distance education students in preparing adult learners? What research supports this instructional practice (cite sources)? How will student learning be measured? What outcomes will be achieved?

III. Project Planning and Design:

Describe how the current status of enrollment patterns at your program and the proposed activities will support student retention and learning as a result of distance education. How many distance education students will be served by the project? How will the project recruit distance education students?

What procedures do you have or will have in place to ensure, to the extent possible, that new distance education students have the wherewithal to perform successfully? Explain the course requirements for participation, including time commitment, and intervention strategies that will be used. What support systems will be provided to students to reduce barriers and retain students participating in the distance education class(es)? *Provide a copy of the distance education attendance policy and student agreement you plan to implement with your application.*

IV. Project Timeline:

Develop a timeline for the planning, design, and implementation of Distance Education. This should be realistic and comprehensive. Include dates, key contacts and tasks necessary for implementation. Timeline may also include activities by teachers and students, including purchasing, training, implementation, evaluation, and sharing if applicable.

V. Sustainable Impact:

Describe how distance education will be sustained following its initial development and implementation. Future funding for the implementation of the project may be possible but applicants should use existing state and federal funding, leverage new funding through innovation, and braid funding streams to create programs that complement service delivery.

VI. Project Evaluation:

How will the project assess, evaluate and report learning gains of the participants? How often? This plan for evaluating the effectiveness of the curricular innovations to be funded by the grant should identify both formative and summative evaluation tools and activities. Formative evaluation activities are ongoing and are used to determine the need for adjustments to the student project as the work progresses. Summative evaluation activities are used at the end of the project to determine the overall effectiveness of the project innovations. (This is NOT how you will grade your individual students' process or work products.) How will you measure the effectiveness of distance learning and compare student learning to the project—past or present—as a result of the grant?

VII. Project Budget:

Include components to be funded by the grant. Also, include all other necessary materials and equipment required, their availability, and alternatives for achieving your goals if grant proposal is not funded. Be sure to include sales tax and shipping costs. Research best prices, and check your math carefully!

Grant Submission Information

TECHNICAL/FORMATTING AND APPLICATION SUBMISSION REQUIREMENTS

1. Number of application documents to be submitted:

- One application with original signatures
- Three identical copies of the original application

Note: It is the submitting agency's responsibility to ensure that all three copies are identical to the original. One original and then three copies of that original.

2. Place all application items in the following order:

- a) Application Title Page
- b) Narrative
- c) Initial Budget Page with narrative
- d) Any proposed invoices for instructional materials and text, equipment, etc.
- e) Grant Rubric

3. NARRATIVE SECTION MAXIMUM PAGE LIMIT: TEN (10).

This does not include any required forms and/or other specified information.

Narrative Section response format:

- a) Font size - 12
- b) Margin size - 1" - both sides and top/bottom margins
- c) Double spaced (this does not include charts or any other supporting documents)
- d) Single-sided pages
- e) Complete the narrative using the same sequence presented in the

Narrative Section.

4. Secure the original and all three copies individually with a removable binder clip in the upper left hand corner of each document - do not staple or spiral bind.
5. Do not include covers, tabs or other items that will prevent ease of photocopying.
6. Do not submit unrequested materials such as: DVDs, newspaper clippings, brochures, etc.

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Applications may be faxed, e-mailed, or postmarked by the deadline.

MAILING ADDRESS: Department of Career Education Adult Education Division Three Capitol Mall Little Rock, AR 72201	E-MAIL: AdultEd@arkansas.gov	FAX: 1-501-682-1706
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