**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 funding for Expansion of Services/Distance Education or as a consortium, you may delete those sections before submission.

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

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

|  |  |  |
| --- | --- | --- |
| **Requested federal funds** (Identify which NRS reporting levels you will serve with this funding. The total amount requested should not exceed maximum award amount.) | ☐ ESL 1-6/ABE 1-4 $\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | ☐ ABE/ASE 5-6 $\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Target program** (Identify which programs will be served with this funding.) | ☐ESL ☐ABE ☐CDP ☐GED ☐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.) | ☐Technology Integration only ☐Technology Integration AND Expansion of Services/Distance Education | |
| **Planned number of students** (Identify the total number of *reportable students* you plan to serve with this funding.) |  | |
| **Federal cost per student** (Divide the amount of priority area federal funds requested by the planned number of students. Costs should be necessary, reasonable, and allocable for the services provided.) |  | |
| **Priority area project goal** (Briefly describe what you wish to accomplish.) |  | |
| **Statement of need** (Briefly state how this proposed plan will meet the need of the target population/program. Include the current gaps in access and/or service for the specific target population in the applicant’s delivery of adult education services.) |  | |
| **Prior experience** (Briefly explain your agency’s prior experience in supporting digital literacy and/or providing distance education. Submission of the Demonstrated Effectiveness Form with this RFP is required.) |  | |
| **Cross-agency collaboration** (Describe any cooperative arrangements with other agencies, institutions, or organizations specific to this priority area that will support learners’ success. Submit interagency collaboration agreements as appropriate.) |  | |

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

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

**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** | ☐Virtual ☐In-person ☐Hybrid/Blended ☐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.) |  |
| **Priority area schedule** (days and hours per week) |  |
| **Estimated total weeks of instruction** |  |
| **Estimated total hours of instruction** |  |
| **Timeline of project/begin and end date** |  |
| **Project staff** (Describe the job title and responsibility of each staff member funded under this project. As a reminder, costs associated to the priority area on the ED-114 and eGMS should be proportionate to the amount of time working under this project. This funding requires the identification of a digital navigator who will oversee the priority area integration process.) |  |
| **Project management** (Describe how the management of the project will ensure the attainment of successful outcomes.) |  |
| **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.) |  |

**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.

|  |  |
| --- | --- |
| **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.) |  |
| **Digital readiness** (Describe how you will determine digital skills readiness for teachers and learners. Consider how you will determine individual digital needs and goals.) |  |
| **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.) |  |
| **Development of digital literacy skills** **for teachers** (Describe how you will support the development of digital literacy skills for teachers to enhance the quality of instruction that incorporates the skills necessary for students to navigate systems and processes at work, at home and in their community.) |  |
| **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.) |  |
| **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.) |  |
| **Project evaluation** (Describe the evaluation process that will be used to determine priority area project success.) |  |

**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.

|  |  |
| --- | --- |
| 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. | ☐YES ☐NO |
| **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](https://nrsweb.org/sites/default/files/DistanceEdTipSheet-508.pdf).) | ☐Virtual ☐Hybrid/Blended |
| **Priority area schedule** (days and hours per week) |  |
| **Estimated total weeks of instruction** |  |
| **Estimated total hours of instruction** |  |
| **Timeline of project/begin and end date** |  |
| **Project staff** (Describe the job title and responsibility of each staff member funded under this project. As a reminder, costs associated to the priority area on the ED-114 and eGMS should be proportionate to the amount of time working under this project.) |  |
| **Project management** (Describe how the management of the project will ensure the attainment of successful outcomes.) |  |
| **Professional learning or staff training** (Describe the opportunities which will be funded under this project.) |  |

**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.

|  |  |
| --- | --- |
| **Project design** (Provide a succinct description of the overall design of the distance education class(es) you are proposing.) |  |
| **Digital readiness** (Describe how you will determine digital skills readiness for learners to participate in distance education. Consider how you will determine technology skill level, availability of appropriate device internet-connected device and stable internet connection. Describe the orientation and onboarding that will be provided to students.) |  |
| **Curriculum/resources** (Identify the main curriculum and resources/online learning platform 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.) |  |
| **Tech support** (Describe the tech support teachers or learners who are struggling with technology.) |  |
| **Quality, effective distance instruction** (Describe how you will train the teacher in conducting effective online distance education classes. Identify the learning strategies that will be used by the teacher to ensure that instruction is of high-quality, interactive and allows for students to be fully engaged in their learning process. Instruction should build learners’ academic knowledge and digital literacy skills.) |  |
| **Assessment** (Describe how formative and summative assessment will be built into the design of the class to provide evidence of learning.) |  |
| **Project evaluation** (Describe the evaluation process that will be used to determine priority area project success.) |  |

**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?** ☐YES ☐NO If YES, complete the required information below. | | |
| Collaborating District/Agency Name | | Collaborating District/Agency Budget Total Requested |
| (1) | |  |
| (2) | |  |
| (3) | |  |
| **Requirement** | **Action/Activities** | |
| 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’ costs must be itemized and identified as such in eGMS and on the ED-114 Excel spreadsheet. |  | |
| Identify how you plan to enter collaborating students into LACES. The enrollment and outcomes must follow the student. |  | |
| Identify how you will regularly plan, coordinate, market, and recruit for the priority area as a consortium. |  | |