

## FLORIDA DEPARTMENT OF EDUCATION Request for Proposal/Application

### I. Grant Overview

<b>Division/Office</b>	Workforce Development
<b>Title</b>	Adult Education and Family Literacy Act of 1998 – <b>Geographic Allocation</b>
<b>Funding Source</b>	Federal
<b>Authorization</b>	Adult Education and Family Literacy Act (AEFLA)
<b>Funding Purpose</b>	For this RFP: <ul style="list-style-type: none"><li>• Assist adults in becoming literate and obtaining the knowledge and skills necessary for employment and self-sufficiency</li><li>• Assist adults in completing high school or the equivalent</li></ul>
<b>Target Population</b>	Qualifying adults who: are 16 years of age or older, beyond compulsory school age, do not have a secondary school diploma, and are not enrolled in a secondary school.
<b>Eligible Recipients</b>	Public or private non-profit entities, local educational agencies, community-based organizations, volunteer literacy organizations, institutions of higher education, libraries, public housing authorities, consortiums of these organizations. Charter schools may apply, but must submit their application through their sponsoring agency.
<b>Project Period</b>	July 1, 2001 – June 30, 2002
<b>Project Category</b>	Discretionary Competitive
<b>Project Amount</b>	<a href="#">Allocations by geographical areas</a> (See page 8)
<b>Technical Support</b>	Florida Department of Education – Division of Workforce Development Refer to division web-site ( <a href="http://www.firn.edu/doe/workforce/">http://www.firn.edu/doe/workforce/</a> ) to contact your regional consultant.
<b>Acceptance Requirements</b>	<ul style="list-style-type: none"><li>• <a href="#">Project Application Summary (DOE 100A)</a></li><li>• <a href="#">Budget Form (DOE 101)</a></li><li>• <a href="#">Performance-Based Schedule and Performance Report</a> (only for LEAs)</li><li>• <a href="#">Performance-Based Schedule of Payments</a> (only for CBOs)</li></ul>
<b>Vital Information</b>	<ul style="list-style-type: none"><li>• List of current Board of Directors (only for CBOs)</li><li>• Copy of current operating budget (only for CBOs)</li><li>• Copy of current audit report (only for CBOs)</li><li>• <a href="#">Regional Workforce Board Form</a></li><li>• General Assurances Form (if not on file at DOE)</li></ul>
<b>Due Date</b>	<b><u>June 18, 2001</u></b>

## II. Federal Requirements

This Request for Proposals is issued pursuant to the Adult Education and Family Literacy Act (AEFLA) of 1998. Specifically, Section 231 of the Act provides that the Florida Department of Education (DOE) shall provide grants to eligible recipients to provide services in (1) adult education and literacy, (2) family literacy, or (3) English literacy. The focus of this program is to provide, on a voluntary basis, adult education and literacy services, including workplace literacy services.

The General Assurances Form certifies that each agency will adhere to all of the assurances, applicable statutes, regulations, and procedures for program and fiscal control and records maintenance. This form must be signed and submitted with the application, if not already on file with DOE.

### A. Target Population

Adult education is defined in Section 203(1) of the Act as services or instruction below the post-secondary level for individuals:

- who have attained 16 years of age;
- who are not enrolled or required to be enrolled in secondary school under State law;
- who lack sufficient mastery of basic educational skills to enable the individual to function effectively in society;
- who do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; and
- who are unable to speak, read, or write the English language.

---

---

**NOTE: THE SECTIONS IN THIS REQUEST FOR PROPOSAL (RFP) THAT REQUIRE A WRITTEN RESPONSE ARE HIGHLIGHTED IN GRAY.**

---

---

#### **DEVELOPING YOUR PROPOSAL: COMPONENT ONE – Program Need**

Recipients are expected to identify the problem to be addressed and justify the need for the requested funds. **(Font size for all components shall be 12 point.)**

##### **(Develop a Need Statement - One Page Limit) - 10 Point Value**

1. Identify the target population.
  2. Include a description of the need your program serves for English literacy programs or family literacy services for people who are limited English proficient.
  3. Identify the risk factors and indicators that contribute to the problem.
  4. Describe the impact of the problem on the target population.
  5. Provide supporting data to validate the need.
- 
- 

### B. Program Intent

AEFLA identifies 12 factors that recipients must address to be in compliance with the program intent. These factors have been grouped into five categories, and recipients are expected to provide a description of how each of the categories will be infused into the program design to provide detail and

substance to the foundation of the program concept. The categories to be taken into account in awarding grants to local providers are listed as part of the program design.

## **DEVELOPING YOUR PROPOSAL: COMPONENT TWO – Program Design**

### **Part 1 (Proposed Instructional Services - One Page Limit) - 10 Point Value**

This part requires the recipient to describe the manner in which the services will be delivered and the foundation on which those services are built.

1. **Intensity of Service:** Describe the program with emphasis on intensity and duration of services for participants to achieve substantial learning gains. Emphasize the type of instructional practices that will be used such as phonemic awareness, systematic phonics, fluency and reading comprehension that have proven to be effective in teaching individuals to read.
2. **Effective Practices:** Describe the instructional activities and effective practices used in your program that are built on a strong foundation of research and effective educational practices. These activities and practices should ensure the attainment of literacy skills for the target population.
3. **Use of Technology:** Describe the effective technology activities employed in your instructional program, particularly with the use of computers.
4. **Real-Life Context:** Describe the activities in your program that provide learning in a real-life context to ensure that an individual has the skills necessary to compete in the workplace and exercise the rights and responsibilities of citizenship.
5. **Flexible Schedules and Supportive Services:** Describe activities available for students that support flexible scheduling in your program. Provide a summary of supportive services (such as child care and transportation) that are available to students in your program and the source of funding. These activities should enable all individuals, including individuals with disabilities or other special needs, to attend and complete the program.

### **Part 2 (Project Management - One Page Limit) - 10 Point Value**

This part seeks information on the recipient's ability to provide and monitor the effectiveness of the proposed project.

1. **Staffing:** Describe the staffing of your program, showing the qualifications by experience and/or training. Particularly address full-time instructors, part-time instructors, counselors, volunteers, and administrative staff.
2. **Management Information System:** Describe the management information system and activities in place that have the capacity to report participant outcomes and to monitor program performance.

### **Part 3 (Past Experience - One Page Limit) - 10 Point Value**

This part seeks to identify those recipients that have provided Adult Education services in the past and to determine how effective those services were in meeting the needs of the participants.

Recipients are expected to provide detailed information on the following topics.

1. **Past Effectiveness:** Describe the past effectiveness of the recipient in improving the literacy skills of adults, especially with respect to those adults and children with the lowest levels of literacy. Also describe past effectiveness of the recipient in providing services, especially with respect to outreach, recruitment and retention of educationally disadvantaged adults.
2. **Serving Those Most in Need:** Describe the services provided to individuals in the community most in need of literacy services; especially emphasize individuals with low income or minimal literacy skills, or those most in need of family literacy services.

### **Part 4 (Collaboration - One Page Limit) - 25 Point Value**

This part seeks to identify the level of agency collaboration in developing and implementing proposals. Recipients must identify the specific role, desired activity and expected outcome of each of the partners. **The maximum number of points that may be earned by a single agency application is 15 points. Multi-agency applications may earn up to 25 points. Multi-agency applications must submit a collaborative agreement that is signed by all partners.**

1. The Department of Education encourages coordinated and collaborative activities within the community. The eligible recipient should explain strong links through consortia of literacy organizations, business and industry, libraries, and volunteer literacy organizations. The recipient is solely responsible for all fiscal management of the project.
2. Identify the activities (i.e., counseling, assessment, serving a particular population, supplying materials and supplies, etc.) that each agency has responsibility to provide and the amount of grant funds allocated to each partner, if any.

**NOTE:** Project proposals must be submitted to the Regional Workforce Board for their review prior to submission to DOE. The Regional Workforce Development Board Coordination Assurance Form must be included in the application submitted to the Florida Department of Education.

### **Part 5 (Measurable Objectives Workplan) - 15 Point Value**

A maximum of 5 points may be awarded for each core measure addressed. Each eligible recipient who submits an application for funding for the geographic category must address core measure #1. Recipients must also address core measures #2 or #3, or both, only if they provide services in these areas. The **core measures** are as follows:

1. Demonstrate improvements in literacy skill levels in any of the following: reading, writing, and speaking the English language, numeracy, problem-solving, English language acquisition, other literacy skills;
2. Placement in, retention in, or completion of post-secondary education, unsubsidized employment or career advancement; and
3. Receipt of secondary school diploma or its recognized equivalent.

**NOTE:** Please use the format provided for addressing each core measure and be sure to describe the goals in measurable terms.

### III. State Requirements

#### A. Performance-Based Program

The Department of Education requires that all projects awarded to eligible recipients **be based on performance with clearly defined measurable deliverables.**

#### DEVELOPING YOUR PROPOSAL: COMPONENT TWO – Program Design Continued

#### B. Performance-Based Schedule and Performance Report/Performance-Based Schedule of Payments

The Department of Education requires that school districts, community colleges and universities submit to their designated DOE Regional Consultant a Performance-Based Schedule and Performance Report at mid-year and at the end of the project. Community-based organizations must submit to their designated DOE Regional Consultant a Performance-Based Schedule of Payments Report as an invoice for payment as deliverables are completed. These schedules must clearly delineate the core measure that is being addressed, the measurable goal(s) that will be attained and the outcomes and/or product(s) to be delivered. For each core measure, the objectives/outcomes should be expressed in the total number of literacy completion points (LCPs) to be gained or number of individual students who will complete a LCP.

#### C. Program Overview

Applicants are required to provide a two page abstract narrative describing how the program and services will be delivered. The implementation plan should be developed for 2 years.

#### Part 6 (Program Implementation Plan – 2 Page Limit) 15 Point Value

Applicants may follow the following outline when describing their plan:

1. Introduction: Identify the problem(s) being addressed by this project. Define the target population and the qualifications for participation. Identify the overall goal of the program.
2. Overview: Provide a one-page summation of how all of the program components will come together.
3. Conclusion: Describe the benefits to be gained by a program participant. Identify the anticipated program accomplishments by identifying the expected outcomes for both years.

### IV. Fiscal Requirements

#### A. Funding shall not supplant other state or local adult education and literacy funding.

Section 241(A) of the Act outlines the administrative provision concerning supplanting. In general, it states that the funds made available for adult education and literacy activities under this subtitle shall supplement and not supplant other state or local public funds expended for adult education and literacy activities.

## **B. Local Administrative Cost**

Section 233(A) of the Act contains a change in the requirements pertaining to local administrative costs. That change requires:

1. Not less than 95% of funds shall be expended for carrying out adult education and literacy activities.
2. The remaining amount, not to exceed 5%, may be used for:
  - Planning
  - Personnel development
  - Interagency coordination
  - Administration

Positions such as project coordinator, accountant, clerical staff, or other positions not directly servicing students are considered administrative. Travel, equipment, and supplies for administrators are also considered administrative costs unless used for the purpose of providing personnel development directly related to program and/or students, and direct assistance to adult education and family literacy students. Further, indirect costs are considered administrative costs.

## **C. Funding shall be awarded on a multi-year basis.**

In accordance with Section 231 of the Act, a program application for eligible recipients will be awarded on a multi-year basis. The Florida Department of Education has defined multi-year for the purpose of this Request For Proposal (RFP) as being 24 months. No funds may be committed prior to the effective date of the project or after the closing date of the project.

All recipients must submit a continuation application to be considered for funding in the second year. The continuation application will focus on the recipient’s progress in meeting or exceeding the performance measures in the first year.

The Department will allocate funds utilizing an equitable geographic formula for awarding projects to competing eligible recipients serving the geographical area. This funding model does not mean that the funds will automatically be awarded to any particular agency. All recipients must meet the minimum score to be considered for funding.

## **D. Distribution of Funds**

Funded Recipients will receive their allocation via cash advance or payments based upon performance. **(See the geographic allocation as listed.)**

1. **Federal Cash Advance:** Federal cash advances will be made to school districts, universities, community colleges, and other governmental agencies by state warrant or Electronic Fund Transfer to recipients for disbursements. Requests for Federal Cash Advance must be made on the Electronic Federal Cash Advance Request System. If at times it is determined that disbursements are going to exceed the amount of cash on hand plus cash in transit, an on-line amendment can be made prior to the due date of the next Federal Cash Advance distribution.
2. **Performance Based Funding** - As expressed in the Performance-Based Schedule of Payments, performance-based payments to community based organizations will be distributed upon receipt of a properly prepared invoice and acceptance of units of deliverables by the Program Manager.

**DEVELOPING YOUR PROPOSAL: COMPONENT THREE - Budget - 5 Point Value**

Eligible recipients submitting proposals to the Department must include the following budget forms in the application:

- DOE 100A, Project Application Summary
- DOE 101, Budget Description Form

**I. Instructions for Completing Form DOE 100A**

- A. If not pre-printed, enter Name of DOE Program for which funds are being requested
- B. Enter Name and Address of Eligible Recipient
- C. Enter total Salaries and Benefits requested
- D. Enter total Purchased Services requested
- E. Enter total Expenses requested, including Indirect Cost
- F. Enter total Capital Outlay requested
- G. Enter total Amount Requested
- H. Enter Agency Contact information as requested
- I. Enter Authorized Signature

**Note: Applications signed by officials other than Superintendent or President/Chairman of the Board must include letter of authorization to sign attached to DOE 100A.**

**II. Instructions for completing Form DOE 101**

- A. Enter District/Agency Name.
- B. DOE USE ONLY.

**NOTE: Provide a narrative description for each budget item by category. Include all information requested in the Request for Proposal (RFP) for Salaries and Benefits, Purchased Services, Expenses, and Capital Outlay.**

**Submitting the Application**

**What to Submit:**

- **One application with original signatures**
- **Three copies of the application**
- **Be sure to review and adhere to the application checklist to ensure that all sections of the application have been addressed.**

**Due Date:**

- **Date: June 18, 2001**
- **Time: 5:00 p.m.**
- **Any application received after the identified time and date shall not be considered.**

**Send To:**

**Florida Department of Education  
Division of Financial Services, Grants Management Section  
325 W. Gaines Street, Room 325 B  
Tallahassee, FL 32399-0400**

<b>ADULT EDUCATION AND FAMILY LITERACY                      GEOGRAPHICAL ALLOCATIONS                      FISCAL YEAR 2001- 2002</b>			
<u>County</u>	<u>Total Allocation</u>	<u>County</u>	<u>Total Allocation</u>
Alachua	\$147,920	Liberty	\$32,318
Baker	\$41,362	Madison	\$53,544
Bay	\$143,146	Manatee	\$214,527
Bradford	\$54,065	Marion	\$214,543
Brevard	\$249,201	Martin	\$107,028
Broward	\$1,202,317	Monroe	\$102,665
Calhoun	\$41,151	Nassau	\$66,789
Charlotte	\$103,406	Okaloosa	\$110,907
Citrus	\$114,179	Okeechobee	\$68,077
Clay	\$80,841	Orange	\$536,520
Collier	\$198,547	Osceola	\$114,671
Columbia	\$75,467	Palm Beach	\$843,516
Dade	\$3,995,581	Pasco	\$294,923
De Soto	\$79,645	Pinellas	\$667,661
Dixie	\$38,555	Polk	\$479,490
Duval	\$552,933	Putnam	\$105,648
Escambia	\$240,803	St. Johns	\$88,037
Flagler	\$41,497	St. Lucie	\$176,219
Franklin	\$34,900	Santa Rosa	\$79,795
Gadsden	\$103,565	Sarasota	\$207,756
Gilchrist	\$33,564	Seminole	\$196,800
Glades	\$32,816	Sumter	\$60,832
Gulf	\$36,260	Suwannee	\$55,836
Hamilton	\$41,739	Taylor	\$42,763
Hardee	\$74,754	Union	\$31,948
Hendry	\$79,946	Volusia	\$319,964
Hernando	\$103,854	Wakulla	\$35,876
Highlands	\$96,275	Walton	\$56,064
Hillsborough	\$861,118	Washington	\$50,260
Holmes	\$47,574		
Indian River	\$96,606	<b>Total</b>	<b>\$15,345,315</b>
Jackson	\$118,136		
Jefferson	\$46,234		
Lafayette	\$31,316		
Lake	\$186,875		
Lee	\$295,992		
Leon	\$154,275		
Levy	\$53,923		

## FLORIDA DEPARTMENT OF EDUCATION

### *Project Application Summary*

Please return to:  Florida Department of Education Room 325B Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 (850) 488-3137 Suncom: 278-3137 FAX: 278-6319	<b>A) Program Name:</b>  <b>Adult Education: Geographic Allocation FY 2001 - 2002</b>  <b>2000-2001 Project # _____</b>	<b>DOE USE ONLY</b>  Date Received  <div style="border: 1px solid black; height: 40px; width: 100%;"></div>
<b>B) Name and Address of Eligible Recipient:</b>  _____  _____  _____		Project Number:  _____  Total Amount Funded: \$ _____
<b>C) Salaries/Benefits</b> \$ _____ <b>D) Purchased Services</b> \$ _____ <b>E) Expenses</b> \$ _____ <b>F) Capital Outlay</b> \$ _____ <b>G) Total</b> \$ _____	<b>H) Agency Contact Information</b>	
	Name:  _____  Telephone:  _____  Fax:  _____	Address:  _____  Suncom:  _____  E-mail:  _____
<b>CERTIFICATION/BUDGET BY SCHOOL DISTRICT/OTHER AGENCY</b>		
The governing body of the applicant has authorized the filing of this application and the undersigned representative has been duly authorized to file this application and act as the authorized representative of the applicant in connection with this application.		
I, _____, ( <i>Please Type Name</i> ) do hereby certify that all facts, figures, and representations made in this application are true and are correct and are consistent with the statement of assurances signed and submitted previously. Furthermore, all applicable statutes, regulations, and procedures for program and fiscal control and for records maintenance will be implemented to ensure proper accountability of funds distributed for this project. All records necessary to substantiate these items will be available for review by state and federal monitoring staff. I further certify that all disbursements: will be obligated after project approval date and prior to the termination date; have not been previously reported; and were not used for matching funds on this or any special project.		
<b>I) _____</b> Signature of Superintendent / Agency Head		





**REGIONAL WORKFORCE BOARD  
COORDINATION  
ASSURANCE FORM**

**Complete Section A or B as appropriate and include in application package.**

**-----Section A**

**The Superintendent or Agency Head certifies** that this application has been submitted to the Regional Workforce Board and that the activities outlined in the application are consistent with current Regional Workforce Board plans.

\_\_\_\_\_  
Signature of Superintendent/Agency Head

\_\_\_\_\_  
Date Submitted to Regional Workforce Board

***Regional Workforce Boards are invited to submit comments regarding the application to the Division of Workforce Development by June 18, 2001.***

**Note:** Section 121, Title I, Workforce Investment Act (WIA), sets expectations for recipients of Perkins postsecondary funds, or funds under Title II, WIA, Adult Education and Family Literacy, to enter into a Memorandum of Understanding with the Regional Workforce Board for participation in the One-Stop system.

**-----Section B**

**The Superintendent or Agency Head certifies** that this **application covers more than one Workforce Development Region**. The activities outlined in this application are related to Workforce Development and are consistent with the current Regional Workforce Board plans for all regions included in this application. ***Application submission to the Regional Workforce Board is not required.***

\_\_\_\_\_  
Signature of Superintendent/Agency Head

\_\_\_\_\_  
Date

**Note:** Section 121, Title I, Workforce Investment Act (WIA), sets expectations for recipients of Perkins postsecondary funds, or funds under Title II, WIA, Adult Education and Family Literacy, to enter into a Memorandum of Understanding with the Regional Workforce Board for participation in the One-Stop system.

**PART FIVE: EXAMPLE FORMAT**

***Measurable Objective(s) Work Plan (for one year)***

Use a **separate page** for each **Core (or Secondary Family Literacy Measures)** selected for the Measurable Objective(s) Work Plan.  
 A maximum of 5 points will be awarded for each core measure addressed.

**Core Measure of Performance**

**REQUIRED:**

All recipients must address core measure #1 and/or core measures #2 or #3, if services are currently offered in those areas.

- 1. Demonstrate improvements in literacy skill levels in any of the following: reading, writing, and speaking the English language, numeracy, problem-solving, English language acquisition, and other literacy skills.**
- 2. Placement in, retention in, or completion of postsecondary education, unsubsidized employment or career advancement.**
- 3. Receipt of a secondary school diploma or its recognized equivalent.**

**Secondary Core Measures for Family Literacy Measures Only**

**REQUIRED:**

**Both** of the following Secondary Core Measures for Family Literacy Measures must be addressed.

**Learner increases involvement in the education of dependent children under his or her care.**

**Learner increases involvement in the literacy-related activities of dependent children under his or her care.**

**Cost Per Unit:**

<b>Measurable</b>	<b>Activities</b>	<b>Timelines</b>
<p><b>Objective(s)/Outcome(s):</b>                      Provide quantitative, measurable objectives utilizing outcomes appropriate for each of the core measures found in this section.</p>		

**Evaluation: Please write in the sections below, your evaluation statement in a formative and summative format.**

- a. Formative** (information used to improve a project during its operation)
  
- b. Summative** (information intended to produce evidence of the success of the project)

**PERFORMANCE-BASED SCHEDULE AND PERFORMANCE REPORT**

**(To be submitted by school districts and community colleges)**

Agency: Project Contact Person: Title:  Projected number of individuals enrolled 2001-2002: _____	Telephone/Suncom Number(s): FAX Number: E-Mail:  Project Number: _____ _____
--	--

(Column #1) Core Measure	(Column #2) Performance Goals 2001-2002*	(Column #3) Deliverables	(Column #4) Total Grant Budget per Core Measure	(Column #5) Unit Cost per Core Measure (2001-02)	(Column #6) Total Achieved
Educational Gains  Placement, Retention and Completion  Adult High School and GED Tests  <b>Secondary Core                      Measures</b> (For Family Literacy Only)  Increased involvement in education of children  Increase involvement in literacy related activities of children		Mid-year and final program report;  Mid-year and final FA- 399			

**NOTE:** Full payment is conditional upon meeting the performance requirements.

Column #2: Performance goals may be stated as total LCP's gained, or number of individual students who gain an LCP.

Column #6: Complete this column when submitting mid-year and final Performance-Based Schedule and Performance Report.

<b>PERFORMANCE-BASED SCHEDULE OF PAYMENTS (For Community Based Organizations)</b>		
<p><i>Agency:</i> _____</p> <p><i>Contact Person:</i> _____      <i>Project Title:</i> _____</p> <p><b>Telephone Number:</b> _____</p> <p><b>Fax Number:</b> _____</p> <p><b>E-mail Address:</b> _____</p>		
<b>OUTCOMES AND PRODUCTS DELIVERED</b> Deliverables listed below must agree with and support Core Indicators and Performance Measures	<b>Due Date</b>	<b>Dollar Value</b>
<p>Core Indicators of Performance Measures (include secondary core measures for Family Literacy Only)</p> <p>Measurable Objective(s) and Unit Cost (for each core indicator addressed)</p> <p>Products Delivered:</p>		

**Notes:**

1. The objective must indicate the total cost per unit of performance for each student.
2. Full payment is conditional upon meeting the performance requirements of the deliverable. Payments for partial performance will be based on unit cost.
3. Directly below the last deliverable which has a payment amount, the schedule must include a deliverable for the final financial status report (Department of Education form number FA-399). The deliverable must show a zero (-0-) amount for the payment with the due date also being on the last day of the project period.

<b>EXAMPLE - PAYMENT OF DELIVERABLE</b>	<b>DATE</b>	<b>AMOUNT</b>
Last deliverable	6/30/02	?
Financial Report (FA399)	6/30/02	-0-

## ADULT GEOGRAPHIC APPLICATION CHECKLIST

Review the proposal for completeness. Provide this form as an appendix to show verification of compliance.

APPLICATION	SECTION	PAGE NUMBER
<b>Acceptance Requirements</b>	<b>Component III (Budget) and other Essential Forms</b>	
	DOE 100A	
	DOE 101	
	Performance-Based Schedule & Performance Report (LEAs)	
	Performance Based Schedule of Payment (CBOs)	
<b>Component I</b>	<b>Program Need</b>	
	Need Statement	
<b>Component II</b>	<b>Program Design</b>	
	Part 1: Proposed Instructional Services	
	Part 2: Project Management	
	Part 3: Past Experience	
	Part 4: Collaboration	
	Part 5: Measurable Objectives	
	Core Measure #1	
	Core Measure #2 (If necessary)	
	Core Measure #3 (If necessary)	
	Part 6: Program Implementation Plan	
<b>Vital Information</b>	<b>Supporting Documents</b>	
	Regional Workforce Board Acknowledgement	
	Core Measures Work Plan	
	General Assurances	
	<b>Community Based Organizations Only</b>	
	List of Current Board of Directors	
	Copy of Current Operating Budget	
	Copy of Current Audit Report	