

FLORIDA DEPARTMENT OF EDUCATION Request for Proposal/Application

I. Grant Overview

Division/Office	Workforce Development
Title	Adult Education and Family Literacy of 1998 - Comprehensive Family Literacy
Funding Source	Federal
Authorization	Adult Education and Family Literacy Act of 1998 (AEFLA), Section 231
Funding Purpose	For this RFP: <ul style="list-style-type: none">• Assist adults in completing high school or the equivalent and obtaining the knowledge and skills necessary for employment and self-sufficiency.• Assist adults to become full partners in the educational development of their children.
Target Population	Families with adults needing adult education services
Eligible Recipients	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.
Project Category	Discretionary Competitive (Statewide)
Project Amount	\$75,000 for single county projects; Up to \$200,000 for projects serving more than one county
Project Period	July 1, 2001 to June 30, 2002
Technical Support	Florida Department of Education - Division of Workforce Development Refer to division web-site at (http://www.firn.edu/doe/workforce/) to contact your regional consultant.
Acceptance Requirements	<ul style="list-style-type: none">• Project Application Summary (DOE 100A)• Budget Forms (DOE 101)• Performance-Based Schedule and Performance Report (only for LEAs)• Performance-Based Schedule of Payment (only for CBOs)
Vital Information	<ul style="list-style-type: none">• Regional Workforce Board Coordination Assurance Form• List of current Board of Directors (only for CBOs)• Copy of current operating budget (only for CBOs)• Copy of current audit report (only for CBOs)• General Assurances Form (if not on file at DOE)
Due Date	<u>June 18, 2001</u>

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 services, (2) family literacy services, or (3) English literacy services. The focus of this program is to assist parents or caregivers with acquiring the skills to become more actively involved in the educational growth of their children.

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. Definition of Family Literacy

According to Section 203(7) of the Workforce Investment Act, the term family literacy services means services that are of sufficient intensity, in terms of hours and duration, to make sustainable changes in a family and that integrate **all** of the following activities:

- Interactive literacy activities between parents and their children;
- Training for parents on how to be the primary teacher for their children and full partners in the education of their children;
- Parent literacy training that leads to economic self-sufficiency; and
- Age-appropriate education to prepare children for success in school and life experiences.

B. Target Population

According to Section 101(15) of the Act, the term “family” means two or more persons related by blood, marriage, or decree of court, who are living in a single residence, and are included in one or more of the following categories:

- A husband, wife, and dependent children;
- A parent or guardian and dependent children; or
- A husband and wife.

Section 211 (d) of the Act defines “qualifying adult” that is:

- 16 years of age or older
- beyond the age of compulsory school attendance under the law of the state;
- does not have a secondary school diploma or its recognized equivalent;
- is not enrolled in a secondary school; **and**
- who—
 - i. lacks sufficient mastery of basic educational skills to enable the individual to function effectively in society;
 - ii. does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or
 - iii. is unable to speak, read, or write the English language.

A qualifying “adult” is not required, if a “family” is being served; however, in providing family literacy services, the recipient shall document their attempt to coordinate with programs and services not funded under AEFLA before using AEFLA funds for activities other than adult education.

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.

PROGRAM INTENT

AEFLA identifies 12 factors that recipients must address to be in compliance with the program intent. Those factors have been grouped into five parts 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 recipients 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 eligible 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) - 15 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.

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.

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**. The Work-plan should address one fiscal year.

Part 5 (Measurable Objectives Workplan) – 25 Point Value

A maximum of 5 points may be awarded for each core measure addressed. Each eligible recipient that submits an application for funding for the family literacy category must identify the Core Measure(s) of Performance to be addressed in this project and describe in quantifiable measurable terms how program goals will be achieved. All recipients must address core measure #1 and/or core measures #2 or #3, if services are currently offered in those areas. Additionally, recipients must address both of the secondary core measures.

Core Measures:

The core measures or performance measures are as follow:

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 post-secondary education, unsubsidized employment or career advancement; and
3. Receipt of a secondary school diploma or its recognized equivalent.

Secondary Core Measures:

1. Learner increases involvement in the education of dependent children under his or her care, including, but not limited to:
 - Helping children more frequently with their school work;
 - Increased contact with children’s teachers to discuss children’s education; and
 - More involvement in children’s school, such as attending school activities and parents meetings, and volunteering to work on school projects.

2. Learner increases involvement in the literacy-related activities of dependent children under his or her care, including, but not limited to:
 - Reading to children;
 - Visiting a library; and
 - Purchasing books or magazines for children.
 - More involvement in children’s school, such as attending school activities and parents meetings, and volunteering to work on school projects.

B. Program Outcomes:

To comply with the Division of Workforce Development’s concept of the Comprehensive Family Literacy Services Program, the four components bolded below must be incorporated into the project design. In order to assist recipients in submitting a project proposal, the following program outcomes listed under each component may be used in supporting the development of secondary core measures within the Workplan.

1. Interactive literacy activities between parents and their children will:

- Increase quantity and quality of time spent reading, writing, and talking with children and listening to children;
- Display positive attitudes toward children and
- Communicate positively and effectively with children;
- Apply knowledge of children’s development and behavior management techniques;
- Use routine interaction with children in school and home to encourage learning and language development;
- Use observations of children’s abilities to plan appropriate activities with children;
- Maintain positive, supportive interaction with children;
- Apply knowledge of stages of children’s development by refining communication and behavior management techniques appropriately over time; and
- Support/assist children with homework and school-related activities as needed.

2. Training for parents on how to be the primary teacher for their children and full partners in the education of their children will:

- Increase knowledge of children’s development;
- Improve understanding of their own children’s abilities, strengths, and needs;
- Increase awareness of alternative approaches to child discipline and behavior management;
- Increase awareness of their roles as teachers of their children; the importance of modeling of literacy practices; knowledge of appropriate ways to support children’s learning; etc.;
- Increase awareness of school expectations; learn how to communicate effectively with school personnel; and advocate for children;

- Learn and practice life-management techniques: time management, stress management, problem solving, use of community resources;
- Expand social support networks;
- Develop attitudes, strategies, and behaviors leading to improved self-image and mental health;
- Support children’s education by promoting school attendance, maintaining involvement with school personnel, and participate in school functions;
- Encourage children’s learning and development by modeling literacy behaviors;
- Continue education, training, and career development; and
- Maintain a healthy and supportive home environment and express high expectations for children’s achievements.

3. Parent literacy training that leads to economic self-sufficiency will:

- Apply basic and language skills to meet daily life needs (personal, work, family);
- Acquire lifelong learning strategies: self-directed and monitored learning, access resources, etc;
- Learn and practice critical-thinking skills and problem-solving strategies;
- Improve interpersonal/communication skills;
- Set academic and career goals; develop plans to attain them;
- Acquire knowledge of career options and their requirements;
- Develop and/or improve employability skills;
- Earn a high school diploma through the GED testing program or course completion;
- Successfully complete examination or entrance requirements related to academic or career goals;
- Attend and successfully complete college, vocational, or job training courses;
- Get a job or a better job;
- Continue lifelong and workforce learning through reading and self-directed study;
- Improve reading, writing, and math skills; and
- Improve English language skills: speaking, understanding, reading, and writing.

4. An age-appropriate education to prepare children for success in school and life experiences will:

- Increase cognitive abilities, especially in language and literacy;
- Learn/improve use of English language;
- Increase self-esteem and initiative;
- Increase social competence (with adults and children, both school and non-school environments);
- Develop/improve fine and gross motor abilities;
- Improve/increase self-regulatory behavior (approaches to task or problems), i.e. attention, motivation, curiosity, exploration, and persistence;
- Increase knowledge about themselves, their families, communities, cultures, and the world;
- Perform in school at average or higher levels in reading, math, language, etc;
- For non-English speaking children, perform in school at appropriate levels based on language skills at entry level; perform at grade level within a stated period of time;
- Display interest in and commitment to learning and school;

- Succeed in school without (or with minimal need for) remediation or special education services; and
- Increase the use of phonemic awareness, systematic phonics, fluency, and reading comprehension.

C. Reporting

In addition to any other data required by the National Reporting System, all recipients must maintain appropriate documentation to report the following information for the Comprehensive Family Literacy Program.

Core Outcomes of Adults in Family Literacy Programs

Core Follow-up Outcome Measures	Number of Family Literacy Participants with Goal	Number Achieving Outcome	Percentage Achieving Outcome
Advanced an educational functioning level			
Entered employment			
Retained employment			
Obtained a secondary school education or GED			
Placed in postsecondary education or training			
Increased involvement in children’s education			
Increased involvement in children’s literacy activities			

DEVELOPING YOUR PROPOSAL: COMPONENT TWO – Program Design Continued

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

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 serving 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.

D. Distribution of Funds

Funded Recipients will receive their allocation via cash advance or payments based upon performance.

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.

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.**
- **The due date is absolute. 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**

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	A) Program Name: <h3 style="text-align: center;">Adult Education: Comprehensive Family Literacy FY 2001 - 2002</h3> 2000-2001 Project # _____	DOE USE ONLY Date Received <div style="border: 1px solid black; height: 60px; width: 100%;"></div>						
B) Name and Address of Eligible Recipient: _____ _____ _____		Project Number: _____ Total Amount Funded: \$ _____						
C) Salaries/Benefits \$ _____ D) Purchased Services \$ _____ E) Expenses \$ _____ F) Capital Outlay \$ _____ G) Total \$ _____	H) Agency Contact Information <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Name:</td> <td style="width: 50%;">Address:</td> </tr> <tr> <td>Telephone:</td> <td>Suncom:</td> </tr> <tr> <td>Fax:</td> <td>E-mail:</td> </tr> </table>		Name:	Address:	Telephone:	Suncom:	Fax:	E-mail:
Name:	Address:							
Telephone:	Suncom:							
Fax:	E-mail:							
CERTIFICATION/BUDGET BY SCHOOL DISTRICT/OTHER AGENCY 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. I) _____ Signature of Superintendent / Agency Head								



Instructions for Completion of 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 information as requested.
- I.** To be signed by the appropriate person.

Note: Applications signed by officials other than Superintendent, or President/Chairman of the Board, must have letter of authorization to sign on the behalf of said official, attached to DOE 100 A or B when application is submitted.



Instructions Budget Description Form

A. Enter District/Agency Name.

B. DOE USE ONLY.

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



**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:

Measurable	Activities	Timelines
<p>Objective(s)/Outcome(s): 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: _____ _____
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(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 Secondary Core Measures (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.

PERFORMANCE-BASED SCHEDULE OF PAYMENTS (For Community Based Organizations)		
<p><i>Agency:</i> _____</p> <p><i>Contact Person:</i> _____ <i>Project Title:</i> _____</p> <p>Telephone Number: _____</p> <p>Fax Number: _____</p> <p>E-mail Address: _____</p>		
OUTCOMES AND PRODUCTS DELIVERED Deliverables listed below must agree with and support Core Indicators and Performance Measures	Due Date	Dollar Value
<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.

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

COMPREHENSIVE FAMILY LITERACY APPLICATION CHECKLIST

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

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