

# *Community Technology*

## *Program*

### **OVERVIEW, GUIDELINES and APPLICATION**

**Application Deadline**

**June 17, 2002**

**(Applications must be received by 5:00 p.m.)**

**Florida Department of Education  
Division of Workforce Development  
325 W. Gaines Street  
Tallahassee, FL  
[www.firn.edu/doe/workforce](http://www.firn.edu/doe/workforce)**

**Community Technology Program  
(Request for Proposals)  
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FLORIDA DEPARTMENT OF EDUCATION

Request for Proposal/Application

I. GRANT OVERVIEW

<b>Division/Office</b>	Workforce Development
<b>Title</b>	Community Technology Program
<b>Specific Funding Authority(ies)</b>	Adult Education and Family Literacy Act (AEFLA) State Grant Programs Title II of the Workforce Investment Act of 1998. Federal - CFDA# 84.002 - Adult Education and Family Literacy Act.
<b>Funding Purpose</b>	<ul style="list-style-type: none"> <li>• Assist adults in completing high school or the equivalent and obtaining the knowledge and skills necessary for employment and self-sufficiency.</li> <li>• Assist adults to become full partners in the educational development of their children.</li> <li>• Assist adult residents in obtaining access to computer technology and increase their skills in using computers.</li> </ul>
<b>Funding Priorities</b>	See the information in the Funding Priorities section of this RFP.
<b>Target Population</b>	Families with adults needing adult education services
<b>Eligible Applicants</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>Type of Award</b>	Discretionary Competitive (Statewide)
<b>Total Funding Amount</b>	A total of \$2,640,467 is appropriated to this program. Applicants may apply for up to \$125,000 for a comprehensive project. Please see Maximum Funding Level in the RFP.
<b>Funding Period</b>	July 1, 2002 to June 30, 2003
<b>Technical Support</b>	<a href="#">Appropriate Regional Team</a> (contact information available at 850/414-6987)
<b>Required Forms</b>	<p><b>ACCEPTANCE REQUIREMENTS:</b> (required forms to be considered for competition)</p> <ul style="list-style-type: none"> <li>• <a href="#">DOE 100A with appropriate original signature</a></li> <li>• <a href="#">DOE 101</a></li> <li>• <a href="#">Performance-Based Projection Chart</a></li> </ul> <p><b>Authorization Letter:</b> If the signature on the DOE 100A is other than the agency head a letter authorizing that individual to sign <i>must</i> be attached.</p> <p><b>OTHER REQUIREMENTS:</b></p> <p>The following forms are required for applications to be awarded.</p> <p><b>For non-public agencies</b> please include the following:</p> <ul style="list-style-type: none"> <li>• List of current Board of Directors and Articles of Incorporation</li> <li>• Copy of current operating budget</li> <li>• Copy of current audit report</li> <li>• <a href="#">General Terms, Assurances and Conditions for Participation in Federal and State Programs</a> PDF</li> </ul>
<b>Application Due Date</b>	Applications must be received by the Florida Department of Education no later than June 17, 2002 by 5:00 p.m., EST

## II. FEDERAL GUIDELINES

### A. Authorization

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 Department of Education has developed and implemented a document entitled, General Terms, Assurances and Conditions for Participation in Federal and State Programs, to comply with:*

- *34 CFR Part 76.301 of the Education Department General Administration Regulations (EDGAR) which requires local educational agencies to submit a common assurance for participation in federal programs funded by the U.S. Department of Education;*
- *applicable regulations of other Federal agencies; and*
- *state regulations and laws pertaining to the expenditure of state funds.*

*In order to receive funding, applicants must have on file with the Department of Education, Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State or Federal Programs. The complete text may be found at <http://www.firn.edu/doe/bin00007/gbook.htm>. (A hard copy is available upon request.)*

*The certification of adherence filed with the Department of Education Comptroller's Office shall remain in effect indefinitely unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance, or condition; and does not need to be resubmitted with this application.*

#### School Districts, Community Colleges, Universities and State Agencies

*The certification of adherence filed with the Department of Education Comptroller's Office shall remain in effect indefinitely unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance, or condition; and does not need to be resubmitted with this application.*

#### Private Colleges, Community-based Organizations, and Other Agencies

*Applicants must submit with the application the certification page signed by the agency head certifying applicant adherence to the general terms, assurances, and conditions. Please note that private colleges, community-based organizations, and other non-public agencies must also submit copies of the organization's current budget, a list of its board of directors, and if available, a copy of its most recent annual audit report prepared by an independent certified public accountant licensed in this state. These items must be submitted prior to the issuance of a project award.*

### B. National Priorities

It is the purpose of the AEFLA to create a partnership among the federal government, states, and localities to provide, on a voluntary basis, adult education and literacy services in order to:

1. Assist adults in becoming literate and obtaining the knowledge and skills necessary for employment and self-sufficiency;
2. Assist adults who are parents in obtaining the educational skills necessary to become full partners in the educational development of their children; and
3. Assist adults in completing high school or equivalent.

### C. 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:

1. Interactive literacy activities between parents and their children;
2. Training for parents on how to be the primary teacher for their children and full partners in the education of their children;

3. Parent literacy training that leads to economic self-sufficiency; and
4. Age-appropriate education to prepare children for success in school and life experiences.

#### **D. 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:

1. A husband, wife, and dependent children;
2. A parent or guardian and dependent children; or
3. A husband and wife.

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

1. 16 years of age or older;
2. beyond the age of compulsory school attendance under the law of the state;
3. does not have a secondary school diploma or its recognized equivalent;
4. is not enrolled in a secondary school; **and**
5. who—
  - a. lacks sufficient mastery of basic educational skills to enable the individual to function effectively in society;
  - b. does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or
  - c. 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.

### **III. STATE GUIDELINES**

#### **A. State Priorities**

In response to requirements of the AEFLA, the Division of Workforce Development developed a state plan describing how programs and services will be carried out. The plan identified the following as priority areas:

1. Provide educational services to adults who are functioning at the fifth grade level and below;
2. Provide educational services to adults who are functioning at the eighth grade level and below;
3. Provide English language courses for adults whose native language is other than English;
4. Strengthen linkages with private sector employers and other agencies;
5. Improve family literacy through adult/child learning; and
6. Disseminate exemplary programs in adult education and family literacy.

#### **B. Maximum Project Funding Level**

The maximum amount an applicant may apply for is linked to its years of existence. Applicants in existence for five years or less shall not apply for more than \$75,000. These applicants shall form a collaborative partnership with an agency/organization with more than five years of experience to serve as fiscal agent for the proposed project. The fiscal agent is the eligible applicant; and thereby, the agency that is ultimately responsible for program implementation.

Applicants that have been in existence for more than five years may apply for up to \$125,000. However, these applicants must recognize that an objective of the RFP is to promote collaborative partnerships.

#### **C. Applicant Eligibility**

The proposed programs must be implemented in existing computer technology labs. However, applicant eligibility is not limited to the agency that is currently operating the lab. Eligibility is open to public or private non-profit entities, local educational agencies, community-based organizations, volunteer literacy organizations, institutions of higher education, libraries, volunteer literacy programs, public housing authorities, and consortiums of these organizations. Charter schools may apply, but must submit their application through their sponsoring agency.

## D. Program Design

### 1. Introduction

The Governor was quoted, "... In our desire to see people achieve, we cannot turn a blind eye to those for whom achievement comes hard -- we must never leave anyone behind." To make this desire a reality requires the collaboration between many different agencies and individuals. No single entity is multi-faceted enough to address the problem alone. However, two initiatives that are being used are the Governor Mentoring and Digital Divide (the difference in awareness, knowledge and accessibility to modern technology between the prosperous and the poor) Initiatives. Through these initiatives, computer labs were established.

This RFP was created to enhance the existing computer labs by seeking proposals that will provide programs and services for adults. Providers are encouraged to use technology as a means of assisting parents in becoming more involved in their children's educational growth.

While the purpose of this program is to provide opportunity and access to use and/or learn to use computer technology, the essence of the program is to use computer technology as a means of improving the abilities of adults in establishing family self-sufficiency. Therefore, potential applicants must demonstrate how they will use computers in addressing program components.

These funds are not provided to create new computer labs; rather, they are to provide funding for programs and services that will be implemented in neighborhood computer labs that are currently equipped, ready for use, and funded by the statewide supported initiative.

### 2. Program Concept

In order to comply with the intent of the national and state priorities, this RFP identifies three components as being the focus of this program. While each component could be a program within itself, this RFP seeks to coerce a collaborative approach to addressing family and neighborhood self-sufficiency. The components, as prioritized below, establish the foundation for this program. The RFP requires that the primary component must be addressed as the basis in any application submitted for funding. *It is important to note that the maximum grant award will be linked to the number of components included in the proposed program design (please see sub-section H, Allocation of Funds, under Section III, State Guidelines).* The expectations of each component are identified below.

#### a. Primary Component: (Adult Basic Education)

- 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;
- Placement in, retention in, or completion of postsecondary education, unsubsidized employment or career advancement;
- Receipt of a secondary school diploma or its recognized equivalent; and
- Assist participants in acquiring educational gains through distance learning.

#### b. Secondary Component: (Comprehensive Family Literacy)

- 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.
- 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;
  - 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; and

- Assisting children with schoolwork through the use of technology.
- c. Complimentary Component: (Neighborhood Improvement)
  - Public Access
    - Provide participants with structured classes to practice what they are learning or to branch out into further technological exploration;
    - Offer community residents the opportunity to use computer and communications technologies to explore their own interests; and
    - Increase participants' computer literacy skills by offering classes on different types of software.
  - Open Lab
    - Provide scheduled time for resident use during the day, evening and weekends;
    - Provide introductory classes on the use of popular software;
    - Provide extended hours to accommodate working adults; and
    - Provide allotted time for individuals to work independently on projects of their own, i.e., research, career development and job preparation, check email, etc.).

## E. Program Outcomes

To comply with the intent of the AEFLA, applicants must address the primary and secondary core measures. *Greater consideration will be given to applications that also address the complimentary core measures.* 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 the program work plan.

1. Adult Basic Education
  - a. Increase the literacy skills or educational level of residents;
  - b. Remove access barriers to programs and services; and
  - c. Provide residents with employability skills training.
2. Comprehensive Family Literacy
  - a. 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;
    - 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.
  - b. 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.
- c. 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.
- d. 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.
3. Complimentary Core Measures
- a. Demonstrate computer literacy;
  - b. Perform computer activities using independent and integrated software packages;
  - c. Develop problem-solving skills;
  - d. Demonstrate knowledge of basic computer terminology;
  - e. Demonstrate improved keyboarding skills;
  - f. Create basic business documents: letters, memos, resumes, etc.;
  - g. Demonstrate knowledge of internet terminology; and
  - h. Demonstrate competency in the use of the Internet.

## **F. Collaboration**

Applicants must first establish a partnership with a computer lab that is already equipped and funded by the Governor-sponsored PowerUp or First Serve Programs. These labs were originally set up to assist school age students. The intent of this RFP is to increase the utilization of the labs by providing programs and services for adults. A listing of such programs may be found by clicking on [Community Technology Centers](#). Greater consideration will be given to applications that show a strong collaborative partnership.

1. Applications must define the specific role, desired activity, and expected outcome for each partner.
2. The program encourages a collaborative agreement that defines a shared use of the funds between partners.
3. Each partner is encouraged to provide some type of match (in-kind or cash).

## G. Reporting Requirements

### 1. Mandatory Reports

Providers are required to submit program progress and budget reports, and a performance invoice schedule on a quarterly basis. The progress report should describe the program accomplishments, the budget report should provide a description of program expenditures, and the performance schedule should provide supporting data to justify the request for performance payments.

### 2. Report Forms

The Division of Workforce Development has developed a computerized database to track program success on a statewide basis. Providers are required to submit their reports only on the forms approved by the Division. These forms may be obtained from the Division's website at <http://www.firn.edu/doe/workforce>.

### 3. Report Due Dates

Each of the reports identified above should be submitted to the Division's Bureau of Program Innovation and Implementation in a timely manner. The due dates are October 14, 2002; January 13, 2003; March 17, 2003; and July 18, 2003.

### 4. DOE FA 399

The Department of Education requires that **ALL** applicants must complete the DOE FA 399 (final budget report). This form provides a description and recap of the program's total expenditures and liabilities.

## H. Fiscal Requirements

### 1. 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.

### 2. Local Administrative Cost

Section 233(A) of the Act contains the requirements pertaining to local administrative costs, as shown below:

- a. Not less than 95% of the funds shall be expended for carrying out adult education and literacy activities.
- b. 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.

### 3. Local Match

There is no formal local match requirement; however, greater consideration will be given to those applications that provide in-kind or cash match.

## I. Multi-Year Funding

In accordance with Section 231 of the Act, a program application for eligible recipients will be awarded on a multi-year basis. The definition of a multi-year program for the purpose of this Request for Proposal will be at least 24 months. All approved applicants will have the opportunity to have the project funded for at least 24 months, if the guidelines set by the Florida DOE are met. No funds may be obligated prior to the approved budget period or after the project period ends.

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. Continuation funding (and the level of continuation funding) is contingent upon the allocation the Department receives from the U.S. Department of Education.

**J. Distribution of Funds**

Funded recipients will receive their allocation via cash advance, payments based upon performance or reimbursement.

1. 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 for disbursements. Requests for Federal Cash Advance must be made on the Electronic Federal Cash Advance Request System. These entities will receive their base allocation through the case advance system. Non-public entities may receive up to one-fourth of the base allocation through a cash advance. To receive a cash advance, non-public agencies shall be required to secure a surety bond covering the amount of the requested cash advance.
2. Reimbursement. For non-public agencies, any base funding not distributed via cash advance will be distributed via reimbursement of expenditures. Reimbursable expenditures must be reported on a monthly basis. All reimbursement requests must be made using the appropriate Department of Education (DOE) forms (refer to DOE Green Book), in accordance with the instruction on each form. The invoices and the entries on the detail forms should correspond with the agency’s account codes. Requests for reimbursement should be submitted to the DOE Comptroller’s Office.
3. Performance-Based Funding: As expressed in the Performance-Based Schedule of Payments, performance-based payments will be distributed upon receipt of properly prepared invoices and acceptance of units of deliverables by the Department of Education (DOE) Program Manager.
4. Distribution: Funds for this program will be distributed via all the methods described above. The fiscal allocations will be reconciled at the end of the project year after a review of the applicant's final report (which include a copy of DOE FA-300).
5. Funding for Non-public Agencies: A non-public agency that has been awarded this project must acquire a surety bond to cover the amount of the advance in order to be eligible for a cash advance. Since this is a requirement of the RFP, the expense for the bond may be covered by the project allocation. Should a non-public agency not get a surety bond, an advance will not be given and all distributions of funds will be on a reimbursement basis.

**K. Allocation of Funds**

1. Project Funding Levels

A total of \$2,640,467 will be allocated to this program. Each funded application may be allocated up to \$125,000. A maximum of 40% of the award shall be allocated on a performance basis and the remaining 60% will be distributed as a base allocation. The number of program components included in the proposed program design shall determine the maximum allocation per funded project. The allocations will be awarded in the following manner:

Program Component	Total Allocation	Base Allocation	Performance Allocation
Adult Basic Education	\$50,000	\$30,000	\$20,000
Comprehensive Family Literacy	\$40,000	\$24,000	\$16,000
Neighborhood Improvement	\$35,000	\$21,000	\$14,000
<b>Total</b>	<b>\$125,000</b>	<b>\$75,000</b>	<b>\$50,000</b>

2. Performance Allocation Process

The performance allocation for each program component addressed in the application will be calculated by formula and driven by an identification of expected deliverables that directly impacts participants’ outcomes. Each component included in the program design must provide three measurable objectives that identify the expected number of participants to be impacted by the project. The performance allocations will be awarded for each objective in the following manner:

Program Component	Performance Allocation	1 <sup>st</sup> Objective (25%)	2 <sup>nd</sup> Objective (35%)	3 <sup>rd</sup> Objective (40%)
Adult Basic Education	\$20,000	\$5,000	\$7,000	\$8,000
Comprehensive Family Literacy	\$16,000	\$4,000	\$5,600	\$6,400
Neighborhood Improvement	\$14,000	\$3,500	\$4,900	\$5,600

3. Performance Projection Chart

This chart serves as a component of the application's measurable objectives. This chart may be found on page 22 of this document. If you have the computer capability of operating Excel software, you may click on [Performance Projection Chart](#) XLS and you will only have to enter the projections in the shaded areas and the calculations will automatically take place. For those without Excel capabilities, additional information and instructions on completing the chart may be found following the chart (see page 23).

## IV. APPLICATION

**NOTE: A WRITTEN RESPONSE IS REQUIRED FOR ALL AREAS HIGHLIGHTED IN GRAY.  
(Use 12 point font size for all components)**

### DEVELOPING YOUR PROPOSAL: COMPONENT ONE – Program Overview

Provide a brief summary of the proposed project.

#### **(Program Overview - One Page Limit) - 5 Point Value**

1. Identify the neighborhood to be served by the project.
2. Identify the primary population to be targeted.
3. Identify the goal of the project.
4. Identify each component included in the project design.
5. Describe the benefits to the participants.

### DEVELOPING YOUR PROPOSAL: COMPONENT TWO – Program Need

Justify the need for the project, and the requested funds, by describing the extent of the problem(s) to be addressed.

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

1. Identify the target population.
2. Describe how the program will address the need for English literacy programs or family literacy services for individuals who have limited English proficiency. (If the neighborhood is heavily populated with such individuals.)
3. Describe the impact of the problem on the target population.
4. Identify each program component included in the proposed project plan.
5. Provide supporting data to validate the need.

### DEVELOPING YOUR PROPOSAL: COMPONENT THREE – Program Design

#### **Part 1 (Program Infrastructure - One Page Limit) - 30 Point Value**

1. **Participant Access:** Identify the location where the services will be provided. Describe how barriers to participant access have been eliminated. Identify the point of contact for potential participants who want to inquire about the project.
2. **Participant Identification and Recruitment:** Provide a description on how the project will be marketed to neighborhood residents in order to enroll them in the project. Define program enrollee and completion.
3. **Staffing:** Describe the staffing of your program by identifying the number of positions needed. Describe the qualifications needed for each position by experience or training. Particularly address full-time instructors, part-time instructors, counselors, volunteers, and administrative staff. Identify the number of employees needed per position.
4. **Management Information System:** Describe the management information system and activities for reporting participant outcomes and for monitoring program performance.

#### **Part 2 (Proposed Services – One Page Limit) – 15 Point Value**

Describe how the services will be delivered.

1. **Program Components:** Identify the program components (primary, secondary or complimentary) to be addressed by the project. Provide a description of the strategies to be used in implementing each component. Describe the uniqueness of the service delivery methods. For each component addressed by the project, define program enrollee, identify a mid-level program completion point for participants and define a program completer.
2. **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
3. **Effective Practices:** Describe the instructional activities and effective practices used in your programs 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.

4. **Use of Technology:** Describe the effective technology activities employed in your instructional program, particularly with the use of computers.
5. **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.
6. **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 3: Collaboration (One Page Limit) – 15 Point Value**

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. Provide a description of the collaborative partnership.

1. **Structure:** Identify the number and names of each of the partners involved in the partnership. Identify the level of agency collaboration in developing and implementing the project. Applicants must identify the specific role, desired activity and expected outcome of each of the partners. **Multi-agency applications must also submit a collaborative agreement that is signed by all partners.**
2. **Budget Impact:** Describe the impact of each partner on the total cost of implementing the project. Identify the type and amount of in-kind match contributed by partners. Identify the partners that will receive funding from this grant, the specific deliverables to be provided and the total amount to be allocated.

### **Part 4: Measurable Objectives (One Page Limit) – 15 Point Value**

Provide a minimum of three measurable objectives for each program component addressed by the proposed project. The objectives must be directly related to participation in the project. At a minimum, the objectives shall identify the projected number of participants to be enrolled in the project, the projected number of participants that will achieve the mid-level completion point and the projected number of participants to complete the program curriculum requirements for the year.

## **DEVELOPING YOUR PROPOSAL: COMPONENT THREE - Budget - 10 Point Value**

Eligible recipients submitting proposals to the Department must include the following forms in the application:  
DOE 100A, Project Application Summary (with appropriate original signature)  
DOE 101, Budget Description Form

**V. APPLICATION REVIEW CRITERIA**

In compliance with Adult Education and Family Literacy Act of 1998, the following criteria and form will be used to evaluate applications.

**COMPONENT I: PROGRAM OVERVIEW**

<b>Total Possible Points: 5</b>	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Not Addressed</b>
1. The applicant provided a description of the neighborhood to be served that included location, name and demographics.				
2. The applicant provided a definition for the target population to be served that is consistent with the RFP.				
3. The applicant briefly described each component included in the project.				
4. The applicant identified the primary goal of the project.				
5. The applicant described what the benefit would be to the program participants.				

**COMPONENT II: PROGRAM NEED**

<b>Total Possible Points: 10</b>	<b>Excellent 2</b>	<b>Good 1</b>	<b>Fair .5</b>	<b>Not Addressed 0</b>
1. The applicant provided a definition for the target population to be served that is consistent with the RFP.				
2. The proposal addressed whether there is a local need for Family Literacy services and if so, how it would be addressed.				
3. The proposal identified and described the problem to be addressed including risk factors and indicators that contribute to the problem.				
4. The applicant described the impact of the problem on the target population and detailed how it would be addressed.				
5. The applicant provided and identified the source of data to support the justification for the proposed program.				

**COMPONENT III: PROGRAM DESIGN**

**Part 1: Program Infrastructure**

<b>Total Possible Points: 30</b>	<b>Excellent 3</b>	<b>Good 2</b>	<b>Fair 1</b>	<b>Not Addressed 0</b>
1. <b>Participant Access:</b> The application provided an actual physical address where services will be provided and addressed the participants' capabilities of accessing the project.				
2. The application identified the neighborhood location for the point of contact for perspective program participants.				
3. <b>Identification and Recruitment:</b> Provided a description on the strategies to be used for marketing the project to the community at-large.				
4. Described the strategies to be used for identifying and recruiting program participants.				
5. <b>Staffing:</b> The applicant identified the number of positions proposed for the program and the qualifications needed for each person.				
6. The number of staff is appropriate and staff's time and effort is sufficient for the program.				
7. The applicant identified the number of staff persons that will be directly paid from this project and described the benefit of each staff position.				
8. <b>MIS:</b> The proposal identified the data (the source of the data and how it will be collected) that will be used for self-evaluation.				
9. The applicant identified and described how it will collect the data necessary for meeting the needs of program reporting requirements.				
10. The applicant described its technological ability to collect and report the data.				

**Part 2: Proposed Services**

<b>Total Possible Points: 15</b>	<b>Excellent 3</b>	<b>Good 2</b>	<b>Fair 1</b>	<b>Not Addressed 0</b>
1. <b>Intensity of Service:</b> Identify the program components of the program. Described the uniqueness of the program's ability to assist the participants in achieving realistic, but substantial, literacy gains.				
2. <b>Effective Practices:</b> Provided evidence that the program design included some components that were research proven.				
3. <b>Use of Technology:</b> Described how technology would be utilized to help achieve literacy gains.				
4. <b>Real-Life Context:</b> The program design included strategies to assist participants in understanding the relevance of the program instructions to their personal growth.				
5. <b>Flexibility &amp; Support:</b> Described how the program would address the participants' need for flexible schedules and assistance with meeting the need of supportive services.				

**Part 3: Collaboration**

<b>Total Possible Points: 15</b>	<b>Excellent 3</b>	<b>Good 2</b>	<b>Fair 1</b>	<b>Not Addressed 0</b>
1. The proposed project will be implemented in an existing technology lab.				
2. The proposed program will link with other existing services of the target neighborhood and provides a description of each partner's role and services to be rendered.				
3. The application describes the organizational structure of the partnership, identifies the expected number of meetings and how each partner will submit its data that are required for reports and invoices.				
4. The application reinforces collaboration through the shared use of the funds between the applicant and the partners.				
5. The applicant attached a signed collaborative partnership agreement.				

**Part 4: Measurable Objectives**

<b>Total Possible Points: 15</b>	<b>Excellent 3</b>	<b>Good 2</b>	<b>Fair 1</b>	<b>Not Addressed 0</b>
1. The applicant identified each program component to be addressed by the project.				
2. The applicant provided a minimum of three objectives for each component addressed.				
3. The proposal provided quantifiable measures for determining and accessing expected program outcomes.				

**COMPONENT III: BUDGET**

<b>Total Possible Points: 10</b>	<b>Excellent 2</b>	<b>Good 1</b>	<b>Fair .5</b>	<b>Not Addressed 0</b>
1. The budget is appropriate for the activities outlined in the proposal.				
2. Personnel cost is appropriate and consistent with the program design.				
3. The partners have a shared interest in the funds.				
4. Each budget line item is related to a specific task, service, activity or the overall operation of the program as identified in the proposal.				
5. The budget is reasonable.				

## VI. APPLICATION PROCEDURES

### A. 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.

### B. Conditions for Acceptance

To be accepted for further consideration, all applications submitted to the Department of Education must include a completed form DOE-100A with the original signature of the appropriate agency head. If the signature on the DOE 100A is other than the agency head a letter authorizing that individual to sign *must* be attached. The application must also be received no later than the close of business on the date of the submission deadline stated below. The Performance-Based Projection Chart must also be provided.

### C. Where to Submit

*Bureau of Grants Management  
Florida Department of Education  
325 W. Gaines Street, Room (325 B)  
Tallahassee, FL 32399-0400*

### D. Due Date

June 17, 2002 by 5:00 p.m., EST

Any application received after the identified time and date shall not be considered.

### E. Attachments

DOE 100A  
DOE 101  
Performance-Based Performance Chart  
Not-For-Profit Forms  
Application Checklist

## VII. PROJECT SELECTION PROCESS

### A. Project Acceptance

1. The date and time the application was received by the Department is verified.
2. Applications are reviewed for compliance with “*Conditions of Acceptance*” as described in Section VI, Sub-Section B above.

*Note: Applications that fail either of the acceptance requirements listed above will be automatically disqualified.*

### B. Application Evaluation

1. The Department will allocate funds utilizing a statewide competitive process for awarding projects to eligible recipients. This funding model does not mean that the funds will automatically be awarded to any particular agency. All recipients must meet the minimum score of 70 to be considered for funding.
2. Project applications will be read, evaluated and scored by a team of non-Division employees. The team(s) of readers will consist of three individuals with knowledge and experience in implementing programs.
3. The application scores of the three readers will be averaged and all applications will be ranked in order of highest to lowest score.
4. Funding will be recommended to those with the highest score.

*Note: Readers will evaluate each application with a standard score sheet. (See Section V: Application Review Criteria)*

### C. Technical Review

1. DOE staff will review recommended applications for compliance with the programmatic and fiscal policies of the project.
2. DOE staff may contact you for additional information and/or clarifications should an application fail to adequately address program intent.

*Note: The issuance of an award notification is based on the time it takes for applications to pass the technical review process. Applicants being recommended for funding are strongly urged to submit all requested additional information in a timely manner. The Commissioner/Secretary of Education makes final award decisions.*

**FLORIDA DEPARTMENT OF EDUCATION  
Project Application**

TAPS Number  
**3B025**

<b>Please return to:</b>  Florida Department of Education Bureau of Grants Management Room 325B, Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400  Telephone: (850) 488-3473 Suncom: 278-3473	<b>A) Program Name:</b>  <b>Adult Education and Family Literacy Community Technology Program NEW Competitive Project Year 2002-2003</b>	<b><u>DOE USE ONLY</u></b>  Date Received
--	---	---

<b>B) Name and Address of Eligible Applicant:</b>	<b>Project Number (DOE Assigned)</b>
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<b>C) Total Funds Requested:</b>  \$ _____  <hr/> <b>DOE USE ONLY</b>  <b>Total Approved Project:</b>  \$ _____	<b>D) Applicant Contact Information</b>  <table border="1"> <tr> <td>Contact Name:</td> <td>Mailing Address:</td> </tr> <tr> <td>Telephone Number:</td> <td>SunCom Number:</td> </tr> <tr> <td>Fax Number:</td> <td>E-mail Address:</td> </tr> </table>	Contact Name:	Mailing Address:	Telephone Number:	SunCom Number:	Fax Number:	E-mail Address:
Contact Name:	Mailing Address:						
Telephone Number:	SunCom Number:						
Fax Number:	E-mail Address:						

**CERTIFICATION**

I, \_\_\_\_\_, *(Please Type Name)* do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.

**E)** \_\_\_\_\_  
Signature of Agency Head

DOE 100A  
Rev 03/02

## Instructions for Completion of DOE 100A

- A. If not pre-printed, enter name of the program for which funds are requested.
  - B. Enter name and mailing address of eligible applicant. The applicant is the public or non-public entity receiving funds to carry out the purpose of the project.
  - C. Enter the total amount of funds requested for this project.
  - D. Enter requested information for the applicant's contact person. This is the person responsible for responding to all questions regarding information included in this application.
  - E. **The original signature of the appropriate agency head is required.** The agency head is the school district superintendent, university or community college president, state agency commissioner or secretary, or the president/chairman of the Board for other eligible applicants.
- **Note:** Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.



# Instructions for Completion of Budget Narrative Form DOE 101

This form should be completed based on the instructions outlined below, unless instructed otherwise in the Request for Proposal (RFP) or Request for Application (RFA).

**A. Enter Name of Eligible Recipient.**

## **B. (DOE USE ONLY)**

### **COLUMN 1**

#### **OBJECT: SCHOOL DISTRICTS:**

Use the three digit object codes as required in the Financial and Program Cost Accounting and Reporting for Florida Schools Manual.

#### **COMMUNITY COLLEGES:**

Use the first three digits of the object codes listed in the Accounting Manual for Florida's Public Community Colleges.

#### **UNIVERSITIES AND STATE AGENCIES:**

Use the first three digits of the object codes listed in the Florida Accounting Information Resource Manual.

#### **OTHER AGENCIES:**

Use the object codes as required in the agency's expenditure chart of accounts.

### **COLUMN 2 - ALL APPLICANTS:**

**ACCOUNT TITLE:** Use the account title that applies to the object code listed in accordance with the agency's accounting system.

**NARRATIVE:** Provide a detailed narrative for each object code listed. For example:

- **SALARIES** - describe the type(s) of positions requested. Use a separate line to describe each type of position.
- **OTHER PERSONAL SERVICES** – describe the type of service(s) and an estimated number of hours for each type of position. OPS is defined as compensation paid to persons, including substitute teachers not under contract, who are employed to provide temporary services to the program.
- **PROFESSIONAL/TECHNICAL SERVICES** - describe services rendered by personnel, other than agency personnel employees, who provide specialized skills and knowledge.
- **CONTRACTUAL SERVICES AND/OR INTER-AGENCY AGREEMENTS** - provide the agency name and description of the service(s) to be rendered.
- **TRAVEL** - provide a description of each type of travel to be supported with project funds, such as conference(s), in district or out of district, and out of state. Do not list individual names. List individual position(s) when travel funds are being requested to perform necessary activities.
- **CAPITAL OUTLAY** - provide the type of items/equipment to be purchased with project funds.
- **INDIRECT COST** - provide the percentage rate being used. Use the current approved rate. (Reference the DOE Green Book for additional guidance regarding indirect cost.)

### **COLUMN 3 – MUST BE COMPLETED FOR ALL SALARIES AND OTHER PERSONAL SERVICES.**

**FTE** - Indicate the Full Time Equivalent (FTE based on a 40 hour workweek) number of positions to be funded. Determine FTE by dividing the standard number of weekly hours (40) for the position into the actual work hours to be funded by the project.

### **COLUMN 4**

**AMOUNT** - Provide the budget amount requested for each object code.

**C. TOTAL** - Provide the total for Column (4) on the last page. Must be the same amount as requested on the DOE-100A or B.

## PERFORMANCE PROJECTION CHART

<b>Chart # 1: Budget</b>				
<b>DISTRIBUTION CATEGORIES (Column # 1)</b>	<b>% OF BUDGET (Column # 2)</b>	<b>BUDGET ALLOCATION (Column # 3)</b>	<b>BASE ALLOCATION (Column # 4)</b>	<b>PERFORMANCE ALLOCATION (Column # 5)</b>
Row 1: <b>Total Budget Request</b>	<b>100%</b>			
Row 2: <b>Administrative Cost</b>	<b>5%</b>			
Row 3: <b>Component One</b>				
Row 4: <b>Component Two</b>				
Row 5: <b>Component Three</b>				
<b>TOTAL</b>				
<b>Chart # 2: Component One Cost Allocation</b>				
OUTCOME	% OF PERFORMANCE BUDGET DISTRIBUTION	COST/OUTCOME ALLOCATION	PROJECTED PARTICIPANTS	COST PER PARTICIPANT
Row 1: <b>Literacy Completion Point</b>	<b>25%</b>			
Row 2: <b>GED/Diploma</b>	<b>35%</b>			
Row 3: <b>Vo-tech/Job Placement</b>	<b>40%</b>			
<b>Chart # 3: Component Two Cost Allocation</b>				
OUTCOME	% OF PERFORMANCE BUDGET DISTRIBUTION	COST/PARTICIPANT ALLOCATION	PROJECTED PARTICIPANTS	COST PER PARTICIPANT
Row 1: <b>Parent/child Activities</b>	<b>25%</b>			
Row 2: <b>PTO Meetings Attended</b>	<b>35%</b>			
Row 3: <b>School Volunteerism</b>	<b>40%</b>			
<b>Chart # 3: Component Three Cost Allocation</b>				
OUTCOME	% OF PERFORMANCE BUDGET DISTRIBUTION	COST/PARTICIPANT ALLOCATION	PROJECTED PARTICIPANTS	COST PER PARTICIPANT
Row 2: <b>Council Member Enrollment</b>	<b>25%</b>			
Row 3: <b>Family Mentors</b>	<b>35%</b>			
Row 4: <b>Community Partners</b>	<b>40%</b>			

All applicants must complete the Performance Projection Chart. This chart will provide an overview of the project's expected deliverables and the projected cost for each deliverable.

**Instructions for Completing  
the  
Performance Projection Charts**

**"Community Technology Program"**

Please use the instructions below when manually completing the Community Technology Program Performance Projection Charts. When entering your answers in each chart, be sure they are in the appropriate space (row and column).

<p style="text-align: center;"><b><u>Chart # 1: Budget</u></b></p> <p><b><u>Column 3 (Budget Request)</u></b>          Row 3: Enter the amount requested for this component.          Row 4: Enter the amount requested for this component (if appropriate).          Row 5: Enter the amount requested for this component (if appropriate).          Row 6: Total the amount requested.          Row 1: Enter the amount requested.          Row 2: Multiply the total amount requested (Row 6-Column 3) time 5%.</p> <p><b><u>Column 4 (Base Allocation)</u></b>          Row 1: Multiply Row 6-Column time 60%.          Row 3: Multiply Row 3-Column 3 time 60%.          Row 4: Multiply Row 4-Column 3 time 60%.          Row 5: Multiply Row 5-Column 3 time 60%.          Row 6: Total Column 3.</p> <p><b><u>Column 5 (Performance Allocation)</u></b>          Row 1: Multiply Row 6-Column time 40%.          Row 3: Multiply Row 3-Column 3 time 40%.          Row 4: Multiply Row 4-Column 3 time 40%.          Row 5: Multiply Row 5-Column 3 time 40%.          Row 6: Total Column 5.</p>	<p style="text-align: center;"><b><u>Chart # 2: Component One Cost Allocation "Adult Education"</u></b></p> <p><b><u>Column 3 (Cost per Outcome Allocation)</u></b>          Row 1: Multiply Chart 1-Row 3-Column 5 time 25%.          Row 2: Multiply Chart 1-Row 3-Column 5 time 35%.          Row 3: Multiply Chart 1-Row 3-Column 5 time 40%.</p> <p><b><u>Column 4 (Projected Participants)</u></b>          Row 1: Enter the projected number of participants to gain literacy completion points.          Row 2: Enter the projected number of participants to acquire a GED or diploma.          Row 3: Enter the projected number of participants to enroll in a vocational program.</p> <p><b><u>Column 5 (Cost per Participant)</u></b>          Row 1: Divide Row 1-Column 3 by Row 1 Column 4.          Row 2: Divide Row 2-Column 3 by Row 3 Column 4.          Row 3: Divide Row 3-Column 3 by Row 3 Column 4.</p>
<p style="text-align: center;"><b><u>Chart # 3: Component Two Cost Allocation "Comprehensive Family Literacy"</u></b></p> <p><b><u>Column 3 (Cost per Outcome Allocation)</u></b>          Row 1: Multiply Chart 1-Row 4-Column 5 time 25%.          Row 2: Multiply Chart 1-Row 4-Column 5 time 35%.          Row 3: Multiply Chart 1-Row 4-Column 5 time 40%.</p> <p><b><u>Column 4 (Projected Participants)</u></b>          Row 1: Enter the projected number of participants to participate in parent/child activities.          Row 2: Enter the projected number of parents to attend PTO meetings.          Row 3: Enter the projected number of participants to serve as school volunteers.</p> <p><b><u>Column 5 (Cost per Participant)</u></b>          Row 1: Divide Row 1-Column 3 by Row 1 Column 4.          Row 2: Divide Row 2-Column 3 by Row 2 Column 4.          Row 3: Divide Row 3-Column 3 by Row 3 Column 4.</p>	<p style="text-align: center;"><b><u>Chart # 4: Component Three Cost Allocation "Neighborhood Improvement"</u></b></p> <p><b><u>Column 3 (Cost per Outcome Allocation)</u></b>          Row 1: Multiply Chart 1-Row 5-Column 5 time 25%.          Row 2: Multiply Chart 1-Row 5-Column 5 time 35%.          Row 3: Multiply Chart 1-Row 5-Column 5 time 40%.</p> <p><b><u>Column 4 (Projected Participants)</u></b>          Row 1: Enter the projected number of residents to participate in revitalization council meetings.          Row 2: Enter the projected number of family mentors to be recruited.          Row 3: Enter the projected number of community agencies to provide services to the neighborhood.</p> <p><b><u>Column 5 (Cost per Participant)</u></b>          Row 1: Divide Row 1-Column 3 by Row 1 Column 4.          Row 2: Divide Row 2-Column 3 by Row 2 Column 4.          Row 3: Divide Row 3-Column 3 by Row 3 Column 4.</p>

**ADULT EDUCATION APPLICATION CHECKLIST**  
**Community Technology**

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</b>	
	<a href="#">DOE 100A (with original signature)</a>	
	<a href="#">DOE 101</a>	
	<a href="#">Performance Projection Chart</a>	
<b>Component I</b>	<b>Program Summary</b>	
	Program Overview	
<b>Component II</b>	<b>Program Design</b>	
	Part 1: Program Infrastructure	
	Part 2: Proposed Services	
	Part 3: Collaboration	
	Part 4: Measurable Objectives	
	Adult Education	
	Family Literacy	
Neighborhood Improvement		
<b>Attachments</b>	<b>Non-Public Agencies Only</b>	
	List of Current Board of Directors and Article of Incorporation	
	Copy of Current Operating Budget	
	Copy of Most Recent Audit Report	
	<a href="#">General Terms, Assurances and Conditions for Participation in Federal and State Programs</a> PDF	