



FLORIDA DEPARTMENT OF EDUCATION

**Request for Proposal  
for  
Competitive Grants**

<b>Bureau / Office</b>	Division of Community Colleges and Workforce Education
<b>Title</b>	Workforce Investment Act (WIA) -- <b>12<sup>th</sup> Grade Options Student Incentive Program</b>
<b>Specific Funding Authority(ies)</b>	WIA, Title V, Section 503, Incentive Grants, CFDA No. 17.267
<b>Funding Purpose</b>	<p>To support recruitment, enrollment, and retention of eligible participants who did not pass the Florida Comprehensive Assessment Test (FCAT) in the 2003 and 2004 school years. These eligible participants shall be identified as “qualifying adults,” (see <b>Target Population</b> section for definition) as defined by the WIA.</p> <p>Priority services will include <b>recruitment, enrollment</b> and <b>retention</b> of qualifying participants in a program in any of the three service areas below:</p> <ol style="list-style-type: none"><li>1. Obtain a Adult High School Diploma or its equivalent;</li><li>2. Obtain Occupational Completion Point (OCP) in an approved High Wage/High Skill Program; and</li><li>3. Increase English proficiency for English as a Second Language (ESOL) students.</li></ol> <p>Most importantly, participants enrolled in this program cannot be counted in any other federally funded program providing similar services; funds are for supplemental and not supplanting of existing programs and/or services; and services provided shall be above and beyond other federally funded programs existing or similar services available to this targeted population.</p>
<b>Target Population</b>	Qualifying individuals must be 16 years of age or older, beyond compulsory school age, not have a secondary school diploma, not enrolled in a secondary school, and who may also be limited in English proficiency. In addition, for the purpose of this grant, the targeted group of qualifying adults are those who did not pass the FCAT in the 2003 or the 2004 school years.
<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, faith-based organizations, or consortia of these

organizations. Charter schools may apply, but must submit their application through their sponsoring agency.

**Application Due Date**

Close of business **September 30, 2004**

**Delivery Address**

Florida Department of Education  
Bureau of Grants Management  
Attention: Sue Wilkinson  
325 West Gaines Street, Room 325, Unit B  
Tallahassee, Florida 32399-0400  
Telephone: 850/245-0498 or Suncom 205-0498

**Contact Person**

Leatrice A. Williams, Senior Educational Program Director  
Telephone: 850/245-9902, Suncom 205-9902 or Fax: 850/245-9052  
E-mail: [leatrice.williams@fldoe.org](mailto:leatrice.williams@fldoe.org)

**Total Funding Amount**

\$1.5 million

**Range of Awards**

Please see the **Allocations Chart** in the **Attachments** section

**Budget Period**

Upon approval - June 30, 2005

**Additional Years of Funding**

Not Applicable

**Funding Method**

**Distribution of Funds:**

The allocation formula for the 12<sup>th</sup> Grade Options Student Incentive Program is based on the number of students who did not pass the FCAT in the 2003 school year, the percentage proportionate to the 67 districts and Florida School for Deaf and Blind. No agency will receive less than \$10,000 (see **Allocations Chart** in the **Attachments** section).

In the event that no proposals are received for funding from any of the specified geographical areas, the Florida Department of Education (FDOE) reserves the right to distribute these funds among the awarded projects without re-advertisement.

Awarded projects are based on performance with clearly defined performance measures/goals as deliverables. The performance measures/goals and deliverables must be addressed in the applicant's proposal through completion of the **Performance-Based Project Deliverables Form** located in the **Attachments** section.

Performances that do not meet projected goals will result in overpayment. The overpayment must be returned to the (FDOE) by August 20, 2005, along with the final DOE 399. Monitoring and performance reports will assist grantees in achieving their performance goals and avoiding overpayment.

No funds may be obligated prior to the approved budget period or after the project period ends

**There are two methods of payment for performance projects:**

1. **Performance-Based Funding:** As expressed in the Performance-Based Project Deliverables Form, 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 designated DOE program manager. Performance funded projects may be asked to provide documentation as is outlined in the Reimbursement Funding section.
2. **Reimbursement Funding:** Projects that are funded by reimbursement may request payment on a monthly basis. All reimbursement requests must be made using the appropriate forms (refer to DOE Green Book - <http://www.firn.edu/doe/comptroller/gbook.htm>), in accordance with the instructions on each form. The invoices and the entries on the forms should correspond with the agency's account codes. Reimbursements will be by state warrant after disbursements are made by the recipients. Request for reimbursement with the appropriate back-up documentation ie. proof of payment must be submitted in accordance with applicable program requirements and instructions on future project award notification. The schedule for reimbursement is decided by the recipient, but may not be more frequent than monthly. Request for reimbursement should be submitted to the DOE Comptroller's Office, 325 West Gaines Street, Room 944, Tallahassee, FL 32399-0400.

Funded recipients will receive their allocation by one of the two methods listed above to be determined by the Florida Department of Education.

**All Community Based Organizations (CBO's) must adhere to the following:**

In order to receive a Cash Advance for 25% of project with the balance on performance-based and/or reimbursement – Submit a copy of your agency's last two audit reports along with a letter from at least three area community businesses with which your agency has financial dealings. Each letter must contain the following:

- (a) signature of the head of the business (i.e. President or Chairperson of the Board);
- (b) description of the type of business;
- (c) the length of time the CBO has used the business, and;
- (d) documentation verifying the CBO has demonstrated adequate financial accountability.

Beginning in May 2005, reimbursement requests will be reduced to cover the cash advance. Performance-based and/or reimbursement requests must be submitted in accordance with the Department's policy.

Based upon the receipt and approval of the DOE 200, Award Letter, DOE will advance to the project recipients 25% of their approved project award amount for initial project implementation. Upon proof of expenditure of first advance, subsequent payments will be made in response to the invoices submitted to DOE unless there is a zero balance.

**Important notice for all funded agencies:**

Documentation to support either type of method of payment may include proof of payment of all expenditures be submitted upon requested. If proof is requested, back-up documentation must be complete, and may consist of copies of lease agreements, utilities, contracts, student and teacher records such as valid sign-in sheets and signed time sheets, copies of paid checks and purchase orders, and travel expenses paid according to state guidelines. If conference or workshop travel and expenses are claimed, a copy of the agenda must be included. Additional examples of documentation include but are not limited to bank statements and cell phone bills. Allowable expenses clearly identified as belonging to the project must be indicated. An accurately completed DOE 399 must be included with the request.

**Local Match**

None required

## **General Terms, Assurances and Conditions for Participation in Federal and State Programs**

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/comptroller/gbook.htm>

### **School Districts, Community Colleges**

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**

In order to complete requirements for funding, applicants must submit 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.

### **Conditions for Acceptance**

**Applications must include the following:**

1. DOE 100A, Project Application – with original signature  
**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.
  - 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.
2. DOE 101, Budget Narrative Form
3. Application received by the due date

**Other requirements:**

4. Performance-Based Project Deliverables Form
5. Invoice Schedule Form
6. Regional Workforce Board Coordination Assurance Form
7. Written responses to the **Narrative Requirements** section
8. Application Checklist
9. **Community-Based Organizations ONLY** -
  - List of current Board of Directors and Articles of Incorporation
  - Copy of current operating budget
  - Copy of current audit report - if available
  - Copy of Chart of Accounts
  - General Terms, Assurances and Conditions for Participation in Federal and State Programs
  - Proof of eligibility to operate a business in Florida (signed document from the Florida Secretary of State)

Please see the **Attachments** section for forms. The **Application Checklist** explains the sequence in which the application is to be assembled.

**Technical / Format Requirements**

Submit one application with original signatures and four copies of the complete application. Narrative responses must be typed in 12-point font with double spacing between lines. There is an eight page maximum for the narrative response portion of the application package.

For a list of all items to be included in the application package, please see the **Application Checklist** in the **Attachments** section.

**Funding Priorities**

Not Applicable

**Program Priorities**

Local Education Agencies (LEAs) will actively seek and assist eligible participants by:

1. Establishing a database of eligible participants in their area
2. Developing and implementing a *Recruitment and Educational Program Plan* for eligible participants that can be tailored to suit individual student needs
3. Communicating (in writing and/or by telephone) with eligible participants to discuss their current situation and/or needs as necessary
4. Providing eligible participants a letter to take to their One-Stop-Center for job placement services (see **Sample Letter** in the **Attachments** section); or to the extent legally feasible, provide information on eligible participants to the Regional Workforce Boards
5. Providing follow-up to facilitate program retention
6. Providing support services and referrals as necessary
7. Providing a written final evaluation of the program's effectiveness

**For additional information, please see:** *Florida's Program Plan for Adult Education and Family Literacy* [http://www.firn.edu/doe/workforce/plan\\_adult.htm](http://www.firn.edu/doe/workforce/plan_adult.htm), and *Florida's State Plan for Carl D. Perkins Vocational and Technical Education* <http://www.firn.edu/doe/workforce/stateplan.htm>.

## **Narrative Requirements**

Narrative responses must be typed in 12-point font with double spacing between lines. There is an eight page maximum for the narrative response portion of the application package. Be sure to respond to all information requested and follow the outline below when writing narrative responses.

### **I. Write a *Recruitment and Educational Program Plan* that includes the following: (Maximum points possible 50)**

- a) Describe how the local agency database of the area's eligible participants will be established.
- b) Describe how individualized student needs will be met.
- c) Describe strategies and documentation for communicating (in writing and/or by telephone) with eligible participants to discuss their current situation and/or needs as necessary.
- d) Describe strategies and documentation for providing eligible participants a letter to take to the nearest local One-Stop-Center for job placement services (see **Sample Letter** in the **Attachments** section); or to the extent legally feasible, provide information on eligible participants to the Regional Workforce Boards.
- e) Describe strategies and documentation for providing follow-up services to facilitate program retention.
- f) Describe strategies for coordination with local support services and referrals as necessary.
- g) Describe staffing for the program, outlining the experience and training qualifications for all full-time and part-time instructors, counselors, volunteers, and administrative staff.
- h) Describe the management information system and processes that will be used to monitor the program and report participant performances/goals attained.

### **II. Collaboration (Maximum points possible 20)**

- a) Identify collaborative partnerships for developing and implementing the project such as social services organizations, consortia of literacy organizations, business and industry, libraries, volunteer literacy organizations and faith-based organizations.
- b) Identify the specific role, activities and expected contributions of each of the partners.

#### **NOTE:**

- The applicant is solely responsible for all fiscal management of the project.
- Include a collaborative agreement in the application package that is signed by all partners and that outlines the role, activities and expected contributions of each partner.
- Collaboration with faith-based organizations is encouraged.

### **III. State Requirement for Reading (Maximum points possible 5)**

Describe how the project will support the Department's reading initiative, "Just Read, Florida!" Information about the initiative is available at the following web site:

[www.justreadflorida.org](http://www.justreadflorida.org).

**IV. State Requirement for Dissemination  
(Maximum points possible 5)**

Describe how information about the methodology and potential replication of Best Practices will be shared with other adult education and family literacy service providers on a statewide basis.

**Note:** Maximum scoring for the **Narrative Requirements** equals 80 points. The remaining 20 points are for the **Budget Narrative Form**, the **Performance-Based Project Deliverables Form** and the **Invoice Schedule** located in the **Attachments** section.

**Total maximum points possible per project are 100.**

**All recipients must meet the minimum score of 70 to be considered for funding.**

**Scoring Criteria**

The Review Committee will use the following criteria to score applications:

**I. Write a *Recruitment and Educational Program Plan* that includes the following:  
(Maximum points possible 50)**

- a) Does the applicant clearly describe how the local agency database of the area's eligible participants will be established?
- b) Does the applicant adequately describe how individualized student needs will be met?
- c) Does the applicant clearly describe sufficient strategies and documentation for communicating (in writing and/or by telephone) with eligible participants to discuss their current situation and/or needs as necessary?
- d) Does the applicant adequately describe strategies and documentation for providing eligible participants a letter to take to the nearest local One-Stop-Center for job placement services (see **Sample Letter** in the **Attachments** section); or to the extent legally feasible, provide information on eligible participants to the Regional Workforce Boards?
- e) Does the applicant clearly describe adequate strategies and documentation for providing follow-up services to facilitate program retention?
- f) Does the applicant clearly describe strategies for coordination with local support services and referrals as necessary?
- g) Does the applicant clearly describe staffing for the program, outlining the experience and training qualifications for all full-time and part-time instructors, counselors, volunteers, and administrative staff?
- h) Does the applicant adequately describe the management information system and processes that will be used to monitor the program and report participant performances/goals attained?

**II. Collaboration  
(Maximum points possible 20)**

- a) Are appropriate collaborating partners identified for this project and is a signed agreement included? Are there collaborative relationships with faith-based organizations?
- b) Are the roles, activities and expected contributions of each of the partners clearly stated in the agreement?

**III. State Requirement for Reading  
(Maximum points possible 5)**

Does the project describe feasible support for the department's reading initiative?

**IV. State Requirement for Dissemination  
(Maximum points possible 5)**

Does the application describe an effective plan for how information about the methodology and potential replication of Best Practices will be shared with other adult education and family service providers statewide?

**Additional Scoring Criteria**

**DOE 101 Budget Narrative Form  
(Maximum points possible 10)**

Is the budget form complete and are items accurately justified and appropriate for achieving the program goals?

**Performance-Based Project Deliverables Form and the Invoice Schedule  
(Maximum points possible 10)**

Is the information on both forms complete and accurately justified for the program described?

**Total maximum points possible per project is 100.**

**All recipients must meet the minimum score of 70 to be considered for funding.**

**Fiscal Requirements**

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

The funds made available for this project shall supplement and not supplant other state or local public funds expended for these activities.

**Local Administrative Cost**

Requires that:

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

For example, positions such as director, 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 students.

**Indirect costs are considered administrative costs.**

**Required Attachments**

Not Applicable

**Method of Answering Frequently Asked Questions or Providing Changes or Addenda**

To assure fair and equitable treatment of all potential applicants **the last date for accepting questions** regarding this Request for Proposals is **September 23, 2004**. Please direct all questions to **Leatrice A. Williams** at this e-mail address: [leatrice.williams@fldoe.org](mailto:leatrice.williams@fldoe.org) or by telephone: 850/245-

9902 or SC 205-9902. All questions and answers will be posted on the web site and updated as needed. The web address is: <http://www.firn.edu/doe/dwdgrants/grants.htm>.

### **Notice of Intent to Apply**

Please send an intent-to-apply by **September 16, 2004**, via e-mail to **Leatrice A. Williams** at [leatrice.williams@fldoe.org](mailto:leatrice.williams@fldoe.org). This will assist with planning for the appropriate number of persons for the proposal review committee. Responding with an intent-to-apply does not obligate eligible applicants. Conversely, not responding does not eliminate eligible applicants from applying.

### **Method of Selection**

Proposals will be read and scored by a demographically diverse committee of education practitioners, including representatives from One-Stop Centers and other workforce education partners.

The review committee will use the judging criteria found in the **Scoring Criteria** section. All applications must meet the **minimum score of 70** to be considered for funding. **A total maximum point possible is 100.**

### **Implementation Requirements**

Funded projects must comply with all reporting and invoicing requirements, and amendment procedures (see *Project Application and Amendment Procedures for Federal and State Programs Administered by the Department of Education*, also known as the *DOE Green Book*) <http://www.firn.edu/doe/comptroller/gbook.htm>.

**Monitoring** provisions are applicable to all projects funded by the Department. The state will evaluate the effectiveness of project activities based on established and approved performance goals and timelines. During the project year, this activity maybe conducted on-site, database review or combination of methods by the designated FDOE staff.

### **Reporting Outcomes**

- Mid-year Performance Report is due **December 20, 2004**.
- Final Performance Report is due **June 15, 2005**.  
**Note:** Use the forms provided in the **Attachments** section for the Mid-year and Final Performance Report.
- DOE 399, Project Disbursement Report is due by **August 20, 2005**.

In addition, all recipients must compile, report and maintain program performances for LCPs, and diplomas earned to provide accountability as identified in the United States Department of Education (USDE) National Reporting System (NRS). The Florida Department of Education will notify project recipients regarding the reporting deadline imposed by the USDE. To review required data forms, please visit <http://www.firn.edu/doe/arm/cctcmis/nrs/nrsmain.htm>. For more information regarding the NRS guidelines, please visit <http://www.nrsweb.org>.

Federal requirements for OCPs include annual reports on specific performance measures. Local data must be reported on all career and technical students through the student database systems in place at the school districts and community colleges.

## **Attachments to the RFP**

- Allocations Chart
- Sample Letter Explaining 12<sup>th</sup> Grade Options Student Incentives Program
- DOE 100A, Project Application
- DOE 101, Budget Narrative Form
- Performance-Based Project Deliverables Form
- Invoice Schedule Form
- Invoicing Form
- Mid-year Performance Report
- Final Performance Report
- Regional Workforce Board Coordination Assurance Form
- Application Checklist

## Allocations Chart

### 12<sup>th</sup> Grade Options Student Incentive Program Fiscal Year: 2004-2005

COUNTIES	ALLOCATION AMOUNTS
ALACHUA	\$ 18,860
BAKER	\$ 12,543
BAY	\$ 17,137
BRADFORD	\$ 11,148
BREVARD	\$ 20,418
BROWARD	\$104,584
CALHOUN	\$ 10,328
CHARLOTTE	\$ 13,774
CITRUS	\$ 14,594
CLAY	\$ 17,301
COLLIER	\$ 18,613
COLUMBIA	\$ 13,445
DADE	\$251,341
DESOTO	\$ 11,641
DIXIE	\$ 11,559
DUVAL	\$ 47,243
ESCAMBIA	\$ 23,289
FLAGLER	\$ 10,492
FRANKLIN	\$ 10,738
GADSDEN	\$ 12,707
GILCHRIST	\$ 10,328
GLADES	\$ 10,246
GULF	\$ 10,574
HAMILTON	\$ 11,887
HARDEE	\$ 10,984
HENDRY	\$ 16,317
HERNANDO	\$ 13,199
HIGHLANDS	\$ 14,430
HILLSBOROUGH	\$ 63,978
HOLMES	\$ 10,410
INDIAN RIVER	\$ 14,184
JACKSON	\$ 11,887
JEFFERSON	\$ 10,902
LAFAYETTE	\$ 10,164
LAKE	\$ 17,137
LEE	\$ 25,258
LEON	\$ 15,824
LEVY	\$ 10,820
LIBERTY	\$ 10,574
MADISON	\$ 11,230
MANATEE	\$ 20,500

MARION	\$ 20,828
MARTIN	\$ 13,527
MONROE	\$ 11,148
NASSAU	\$ 12,871
OKALOOSA	\$ 14,922
OKEECHOBEE	\$ 11,805
ORANGE	\$ 34,200
OSCEOLA	\$ 28,868
PALM BEACH	\$ 50,114
PASCO	\$ 22,633
PINELLAS	\$ 36,825
POLK	\$ 41,337
PUTNAM	\$ 13,527
SAINT JOHNS	\$ 12,461
SAINT LUCIE	\$ 19,188
SANTA ROSA	\$ 12,133
SARASOTA	\$ 15,168
SEMINOLE	\$ 22,961
SUMTER	\$ 12,543
SUWANNEE	\$ 11,477
TAYLOR	\$ 11,559
UNION	\$ 10,820
VOLUSIA	\$ 30,016
WAKULLA	\$ 10,492
WALTON	\$ 11,887
WASHINGTON	\$ 11,641
FL SCHOOL FOR DEAF & BLIND	\$ 12,461
<b>TOTAL</b>	<b>\$1,500,000</b>

**The allocation formula for the 12<sup>th</sup> Grade Options Student Incentive Program is based on the number of students who did not pass the FCAT in the 2003 school year, the percentage proportionate to the 67 districts and one special school. No agency will receive less than \$10,000.**

## Sample Letter Explaining 12th Grade Options Incentive Program

Dear \_\_\_\_\_

The Florida Department of Education, in partnership with Workforce Florida, Inc and the Agency for Workforce Innovation has identified resources to help you attain a passing score on the FCAT, earn your GED, enter into a career/technical education program, or go to work. A variety of programs are available through the local adult education center and community college in your region. If you meet the eligibility for financial aid and funds are currently available, the Regional Workforce Boards may also provide education and training. Many full service One-Stop Centers offer training on site through the local adult education program.

A list of local One-Stop Career Centers, Adult education sites and community colleges is enclosed. If you want to continue your education, you can go directly to the student services/guidance office at a local school and begin the enrollment and assessment process. In addition, staff at the local One-Stop will be able determine if you qualify for additional training funds. If your first choice is to get a job, One-Stop staff can provide information about job openings and other employment services. The centers also provide workshops and assistance in developing a resume, tips on successful job interviewing techniques, and other employment services. Local schools also have career guidance offices and financial aid resources available to help you choose your future career path.

You can also locate the state One-Stop Career Center list at <http://www.floridajobs.org/onestop/onestopdir/index.htm>. At the top of each list is a link to the Region's website. There is a section for job seekers that will provide information about the employment and training services available, and it may also include the schedule of workshops.

This letter is your ticket to the 12<sup>th</sup> Grade Option through the One-Stop Career Center. The Department of Education, Workforce Florida, Inc., the Agency for Workforce Innovation, and the 24 Regional Workforce Boards are ready to help you take your next career step.

Sincerely,

\_\_\_\_\_  
Local Education Agency

\_\_\_\_\_  
Executive Director  
Regional Workforce Board

Enclosures

**Notification to the Regional Workforce Board:**

There will be a request for the signature of the Executive Director of the Regional Workforce Board for this letter that will be sent to potential students once the 12<sup>th</sup> Grade Options grants are awarded, and upon receipt of authorization to expend funds (receipt of the DOE 200).

**FLORIDA DEPARTMENT OF EDUCATION**  
**Project Application**

TAPS Number  
**5B034**

<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) 245-0498 Suncom: 205-0498	<b>A) Program Name:</b>  <p align="center"><b>12<sup>th</sup> Grade Options Student          Incentive Program          Competitive          Fiscal Year 2004-2005</b></p>	<u><b>DOE USE ONLY</b></u>  Date Received						
<b>B) Name and Address of Eligible Applicant:</b>		<b>Project Number (DOE Assigned)</b>						
<b>C) Total Funds Requested:</b>  \$ _____  <hr/> <div style="background-color: #e0e0e0; padding: 5px; text-align: center;"> <b>DOE USE ONLY</b> </div> <b>Total Approved Project:</b>	<b>D) Applicant Contact Information</b> <table border="1" style="width: 100%;"> <tr> <td data-bbox="605 783 1060 865">Contact Name:</td> <td data-bbox="1060 783 1531 865">Mailing Address:</td> </tr> <tr> <td data-bbox="605 865 1060 947">Telephone Number:</td> <td data-bbox="1060 865 1531 947">SunCom Number:</td> </tr> <tr> <td data-bbox="605 947 1060 1026">Fax Number:</td> <td data-bbox="1060 947 1531 1026">E-mail Address:</td> </tr> </table>		Contact Name:	Mailing Address:	Telephone Number:	SunCom Number:	Fax Number:	E-mail Address:
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Telephone Number:	SunCom Number:							
Fax Number:	E-mail Address:							
<div style="background-color: #e0e0e0; text-align: center; padding: 5px;"> <b>CERTIFICATION</b> </div> <p>I, _____, (<i>Please Type Name</i>) 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.</p> <p>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.</p> <p><b>E)</b> _____          Signature of Agency Head</p>								



## 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-BASED PROJECT DELIVERABLES FORM

### A. Project Information

Agency & County:	Telephone:
Contact Person:	E-Mail:
Title:	Fax:
Mailing Address:	Grant Amount:

### B. Performance Goals (See definitions for measures on following page.)

(1) Measures/Deliverables Projected enrollment _____	(2) Grant Budget per Measure		(3) Total Number of Units per Measure	(4) Unit Cost per Measure
25 % Cash Advancement	\$	25%	1	\$
Educational Gains/Literacy Completion Points (LCP)	\$	%		
Workplace Readiness Skills in any or all three levels	\$	%		
Obtain a Adult High School Diploma or its equivalent	\$	%		\$
Obtain Occupational Completion Point (OCP) in an approved High Wage/High Skill Program	\$	%		\$
Increase English proficiency for English as a Second Language (ESOL) students	\$	%		\$
<b>Totals</b>	\$	<b>100%</b>		

#### Instructions for completing Section B:

1. In column 2, for each measure applicable to applicant's program, indicate **both** the percentage of total grant budget and the actual dollar amount to be earned by each measure. The total of all percentages in column 2 should be 100%, and the total of all measure budgets should equal the total grant amount.
2. In column 3 calculate the total number of units per core measure to be achieved for the entire grant period.
3. In column 4 calculate the unit cost for each measure by dividing the total budget amount in column 2 by the unit amount in column 3. For example, if the total budget amount in column 2 is \$25,000 and the unit amount in column 3 is 50, then the unit cost in column 4 is \$500 (\$25,000 divided by 50 = \$500). Applicant must include percentages based on allocation amounts, please see **Allocations Chart**.

**Note:** Students enrolled in this program cannot be counted in any other federally funded program providing similar services. Further, funds are for supplemental and not supplanting of existing programs and/or services; and services provided shall be above and beyond other federally funded programs, existing or similar services available to this targeted population.

### **C. Explanation for determining Unit Cost per Measure.**

Briefly explain, in the space below, the rationale and methodology used to determine the Unit Amount per Measure (column 3) and the Grant Budget per Measure (column 2) for each Measure selected. This explanation should be consistent with the expenditures on the DOE 101, Budget Narrative Form.

**Example:** *If the Grant Budget per Measure for GED Diplomas represents a substantial portion of the total budget, then a similar proportion of the total budget expenses reflected on the DOE 101 would support the GED goals.*

Box will expand when text is typed.

## **DEFINITIONS**

### **Measures**

#### **1. Educational Gains/Literacy Completion Points (LCPs)**

Demonstrate improvements in literacy skill levels in any of the following: mathematics, reading, writing, problem-solving, and other literacy skills or courses of instruction through which a student prepares to take the General Educational Development (GED) tests.

#### **2. Workplace Readiness Skills**

These programs and courses are designed to provide the basic skills necessary to perform entry-level occupations or the skills necessary to adapt to technological advances in the workplace. Three level skills are: Adult Basic Education (ABE), Vocational Preparatory Instruction (VIP), and Limited English Proficient (LEP) Adult

#### **3. Adult High School/General Educational Development (GED)**

Receipt of secondary school diploma or its recognized equivalent, e.g. State of Florida High School Diploma (GED).

#### **4. Occupational Completion Point (OCP) in a High Wage/High Skill Program**

An OCP means the occupational competencies that qualify a person to enter an occupation that is linked to a career and technical program. A High Wage/High Skill Program provides training for any occupation with an entry wage greater than or equal to \$9.61 per hour.

#### **5. Increased English for adults of limited English proficiency**

Adult ESOL or Adult ESL or Adult EL (AEL) means noncredit English literacy courses designed to improve the employability of the state's workforce through acquisition of communication skills and cultural competencies that enhance ability to read, write, speak, and listen in English. Such instruments as approved standardized tests or checklists may measure student gains for ESL. **ESOL** means English for Speakers of Other Languages. **ESL** means English as a Second Language. **AEL** means Adult English Literacy. These terms are interchangeable. The approved standardized tests can be found at the following web site:

<http://www.firn.edu/doe/rules/6a-61.htm#6A-6.014>.

# PERFORMANCE-BASED PROJECT DELIVERABLES FORM

## Instructions for completing Section D:

For each Measure provided by this project (see previous page), please place a checkmark in the appropriate box(es).

## D. Explanation of Deliverables

<b>12<sup>th</sup> Grade Options Adult Education</b>	
	<b>1. Educational Gains/Literacy Completion Points (LCP)</b> List of students including: <ol style="list-style-type: none"><li>1. name and student identification number</li><li>2. educational level pre/post test scores or checklists and LCP level attained</li><li>3. attendance rosters</li></ol>
	<b>2. Workplace Readiness Skills</b> List of students including: <ol style="list-style-type: none"><li>1. name and student identification number</li><li>2. educational level pre/post test scores or checklists and skill level attained</li><li>3. attendance rosters</li></ol>
	<b>3. Adult High School/GED Diplomas</b> List of students including: <ol style="list-style-type: none"><li>1. name and student identification number</li><li>2. for GED Diplomas include GED identification number</li><li>3. for Adult High School Diplomas include county of issuance</li><li>4. attendance rosters</li></ol>
	<b>4. Occupational Completion Point (OCP) in a High Wage/High Skill Program</b> List of: <ol style="list-style-type: none"><li>1. names of participants and identification numbers</li><li>2. educational level pre/post test scores or checklists and OCP level attained</li><li>3. attendance rosters</li></ol>
	<b>5. Increased English for adults of limited English proficiency</b> List of: <ol style="list-style-type: none"><li>1. names of participants and identification numbers</li><li>2. educational level pre/post test scores or checklists and proficiency level attained</li><li>3. attendance rosters</li></ol>

## INVOICE SCHEDULE

Agency Name: \_\_\_\_\_

<b>Invoice # 1</b>			
<b>Projected Due Date (20 days after receiving award letter)</b>			
Measures/Deliverables	Units per Measure	Amount	Unit Cost per Measure
<p>Based upon the receipt and approval of the Award Letter, DOE 200, DOE will advance to the project recipients 25% of their approved project award amount for initial project implementation. Upon proof of expenditure of first advance, subsequent payments will be made in response to the invoices submitted to DOE unless there is a zero balance.</p> <p>CBO's must adhere to the information stated in the Funding Method section of the Request for Proposal (RFP) on page 3.</p>	1 Letter	25% of the Approved Amount  \$ _____	
<b>Invoice # 2</b>			
<b>Projected Due Date: October 29, 2004</b>			
Measures/Deliverables	Units per Measure	Amount	Unit Cost per Measure
1. Educational Gains/Literacy Completion Points (LCP)		\$	
2. Workplace Readiness Skills in any or all three levels		\$	
3. Adult High School or GED Diplomas		\$	\$
4. OCPs in a High Wage/High Skill Program		\$	\$
5. Increased English proficiency		\$	\$
<b>Invoice # 3</b>			
<b>Projected Due Date: December 31, 2004</b>			
Measures/Deliverables	Units per Measure	Amount	Unit Cost per Measure
1. Educational Gains/Literacy Completion Points (LCP)		\$	
2. Workplace Readiness Skills in any or all three levels		\$	
3. Adult High School or GED Diplomas		\$	\$
4. OCPs in a High Wage/High Skill Program		\$	\$
5. Increased English proficiency		\$	\$

<b>Invoice # 4</b>			
<b>Projected Due Date: February 28, 2005</b>			
<b>Measures/Deliverables</b>	<b>Units per Measure</b>	<b>Amount</b>	<b>Unit Cost per Measure</b>
1. Educational Gains/Literacy Completion Points (LCP)		\$	
2. Workplace Readiness Skills in any or all three levels		\$	
3. Adult High School or GED Diplomas		\$	\$
4. OCPs in a High Wage/High Skill Program		\$	\$
5. Increased English proficiency		\$	\$
<b>Invoice # 5</b>			
<b>Projected Due Date: April 29, 2005</b>			
<b>Measures/Deliverables</b>	<b>Units per Measure</b>	<b>Amount</b>	<b>Unit Cost per Measure</b>
1. Educational Gains/Literacy Completion Points (LCP)		\$	
2. Workplace Readiness Skills in any or all three levels		\$	
3. Adult High School or GED Diplomas		\$	\$
4. OCPs in a High Wage/High Skill Program		\$	\$
5. Increased English proficiency		\$	\$
<b>Invoice # 6</b>			
<b>Projected Due Date: June 15, 2005</b>			
<b>Measures/Deliverables</b>	<b>Units per Measure</b>	<b>Amount</b>	<b>Unit Cost per Measure</b>
1. Educational Gains/Literacy Completion Points (LCP)		\$	
2. Workplace Readiness Skills in any or all three levels		\$	
3. Adult High School, GED Diplomas		\$	\$
4. OCPs in a High Wage/High Skill Program		\$	\$
5. Increased English proficiency		\$	\$

## Instructions for completing this form:

1. **1<sup>st</sup> Invoice.** The applicant will attach a letter of **Letter of Advanced Justification with the Invoice Form** requesting for the 25% advancement.
2. **All other scheduled date invoices.** The remaining invoices should be the total number of achievements for each applicable core measure. The applicant will complete the **Invoice Schedule Form** and attach the deliverables mentioned. (Figures for the 2<sup>nd</sup> invoice to be subtracted from the cash advancement of the 1<sup>st</sup> invoice) The advance will be offset against the invoice(s) submitted to the DOE until there is a zero balance.

# FLORIDA COMMUNITY COLLEGES & WORKFORCE EDUCATION



## 12<sup>th</sup> Grade Options Student Incentive Program Performance Invoicing Form Fiscal Year: 2004-2005

Invoice # \_\_\_\_\_

<b>Agency</b>		<b>Project #</b>	
<b>Project Title</b>		<b>Award Amount</b>	
<b>Name</b>		<b>Phone</b>	
<b>E-Mail</b>		<b>Fax</b>	
<b>Address</b>		<b>Zip</b>	
<b>City</b>		<b>County</b>	
<b>Core Measures</b>	<b>Budget per Core Measure</b>	<b>Unit Cost per Core Measure</b>	<b>Total Number of Unit(s) Achieved</b>
<b>1<sup>st</sup> INVOICE ONLY (Letter of Advanced Justification)</b>		<b>25%</b>	<b>1</b>
1. Educational Gains/Literacy Completion Points (LCP)			
2. Workplace Readiness Skills in any or all three levels			
3. Adult High School or GED Diplomas	\$	\$	\$
4. OCPs in a High Wage/High Skill Program	\$	\$	\$
5. Increased English proficiency	\$	\$	\$
<b>Total Invoice Amount</b>		<b>\$</b>	

### Invoices Due Dates

<sup>1st</sup> Invoice - 20 days after receiving award letter	<sup>4th</sup> Invoice - February 28, 2005
<sup>2nd</sup> Invoice - October 29, 2004	<sup>5th</sup> Invoice - April 29, 2005
<sup>3rd</sup> Invoice - December 31, 2004 (also include the Mid-year Performance Report with this invoice)	<sup>6th</sup> Invoice - June 15, 2005 (also include the Final Performance Report with this invoice)

### Attach proof of Performance Deliverables and mail to:

Florida Department of Education  
Bureau of Grants Management  
Attn. -- Sue Wilkinson  
325 West Gaines Street, Room 325, Unit B  
Tallahassee, FL 32399-0400

\_\_\_\_\_  
Signature of Agency Head

\_\_\_\_\_  
Date

# FLORIDA COMMUNITY COLLEGES & WORKFORCE EDUCATION



## ADULT EDUCATION AND FAMILY LITERACY 12<sup>th</sup> Grade Options Student Incentive Program MID-YEAR REPORT Fiscal Year 2004-2005

Agency:		Project #:	
Project Title:		Award Amount:	
Project Coordinator/ Name:		Telephone & Suncom:	
Mailing Address:		Fax:	
City:		Zip:	
E-Mail:		County:	
Core Measures	Number of Unit(s) per Core Measure	Total Number of Unit(s) Achieved (as of December 31, 2004)	
1. Educational Gains/Literacy Completion Points (LCP)			
2. Workplace Readiness Skills in any or all of the three levels			
3. Adult High School Diploma (Credit completion) or State of Florida High School Diploma (General Educational Development Tests)			
4. Occupational Completion Points (OCPs) High Wage/High Skills Program			
5. Increased English Proficiency for Adults with Limited English ( <i>English Literacy</i> )			

\_\_\_\_\_  
Signature of Agency Head

\_\_\_\_\_  
Date

**FLORIDA COMMUNITY COLLEGES & WORKFORCE EDUCATION**



**ADULT EDUCATION AND FAMILY LITERACY  
12<sup>th</sup> Grade Options Student Incentive Program  
FINAL REPORT  
Fiscal Year: 2004-2005**

<b>Agency:</b>		<b>Project #:</b>	
<b>Project Title:</b>		<b>Award Amount:</b>	
<b>Project Coordinator/ Name:</b>		<b>Telephone &amp; Suncom:</b>	
<b>Mailing Address:</b>		<b>Fax:</b>	
<b>City:</b>		<b>Zip:</b>	
<b>E-Mail:</b>		<b>County:</b>	
<b>Core Measures</b>	<b>Number of Unit(s) per Core Measure</b>	<b>Total Number of Unit(s) Achieved (as of June 15, 2005)</b>	
1. Educational Gains/Literacy Completion Points (LCP)			
2. Workplace Readiness Skills in any or all of the three levels			
3. Adult High School Diploma (Credit completion) or State of Florida High School Diploma (General Educational Development Tests)			
4. Occupational Completion Points (OCPs) High Wage/High Skills Program			
5. Increased English Proficiency for Adults with Limited English ( <i>English Literacy</i> )			

\_\_\_\_\_  
Signature of Agency Head

\_\_\_\_\_  
Date

**REGIONAL WORKFORCE BOARD  
COORDINATION  
ASSURANCE FORM**

**Notification to the Regional Workforce Board:**

There will be a request for the signature of the Executive Director of the Regional Workforce Board for the letter that will be sent to potential students once the 12<sup>th</sup> Grade Options grants are awarded, and upon receipt of authorization to expend funds (receipt of the DOE 200). A sample of this letter is attached.

**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 Community Colleges and Workforce Education, Grants Administration office by September 16, 2004.*

**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.

# APPLICATION CHECKLIST

Please include this form in the application package.

## Competitive 12<sup>th</sup> Grade Options Student Incentive Program Fiscal Years 2004-2005

- Please place all items requested in the order indicated below.
- Please include only the items requested.
- Place page numbers on every page consecutively, at the bottom, beginning with the DOE 100A as page 1. Page numbers written by hand are permissible if electronic numbering is a problem.
- Staple upper left corner of the complete application package (no spiral bindings, notebooks or cover pages, please).

Place in the following order	Item	Applicant Indicate Page Numbers Below
<b>1.</b>	DOE 100A, Project Application – with original signature	
<b>2.</b>	DOE 101, Budget Narrative Form	
<b>3.</b>	Performance-Based Project Deliverables Form	
<b>4.</b>	Invoice Schedule Form	
<b>5.</b>	Regional Workforce Board Coordination Assurance Form	
<b>6.</b>	<b>Narrative Requirements</b> (eight page maximum)	
	I. (a-h) - Recruitment and Educational Program Plan	
	II. (a-b) - Collaboration	
	III. State Requirement for Reading	
	IV. State Requirement for Dissemination	
<b>7.</b>	Collaboration Agreement(s) – with original signatures	
<b>8.</b>	Application Checklist	
<b>9.</b>	<b>For Community-Based Organizations</b> - in addition, please include the following in the order listed:	
	• List of current Board of Directors and Articles of Incorporation	
	• Copy of current operating budget	
	• Copy of current audit report – if available	
	• Copy of Chart of Accounts	
	• General Terms, Assurances and Conditions for Participation in Federal and State Programs	
	• Proof of eligibility to operate a business in Florida (signed document from Florida Secretary of State)	