



FLORIDA DEPARTMENT OF EDUCATION

**Request for Proposal  
for  
Competitive Grants**

<b>Bureau / Office</b>	Division of Community Colleges and Workforce Education
<b>Title</b>	<b>Adult Education and Family Literacy (Basic Education) – State Leadership, Section 223 (New)</b>
<b>Specific Funding Authority(ies)</b>	Adult Education and Family Literacy Act State Grant Programs Title II of the Workforce Investment Act of 1998, CFDA #84.002
<b>Funding Purpose</b>	<p>To provide services that support <u>one or more</u> of the following <u>State Targeted Initiatives</u>:</p> <ol style="list-style-type: none"><li>1. <u>Professional Development</u>: Training for providers in critical program areas to improve the quality of instruction for adult education and literacy.</li><li>2. <u>Assessment</u>: Measurements which demonstrate a student’s initial academic level placement or academic progression.</li><li>3. <u>Reading</u>: Instruction that includes phonemic awareness, systematic phonics, fluency and reading comprehension which prepares students to function in a literate society.</li><li>4. <u>Writing</u>: Instructional techniques and activities which foster writing skills, through real world contexts, activities and applications.</li><li>5. <u>Workplace Skills</u>: Basic skills needed to perform entry-level occupations or skills to adapt to technological advances and applications.</li><li>6. <u>Adult High School Diploma</u>: Instruction and courses through which a student may receive credits leading towards completion of an Adult High School Diploma.</li><li>7. <u>General Educational Development (GED)</u>: Instruction and courses in writing, reading, social studies, science and mathematics, for students who have not graduated from high school, and who want to receive a State of Florida High School Diploma.</li><li>8. <u>Technology (E-Learning)</u>: Use of technology, distance learning and technology-based applications, products and services to increase one’s knowledge and/or technical skills for the classroom and the workplace.</li><li>9. <u>Career Development</u>: Guidance in the development and identification of careers through career awareness, exploration, job preparation and work exposure activities.</li></ol>

10. Basic Academic Skills: The core academic skills of reading, writing and mathematics necessary to function in a literate society.
11. Academics: Educational skills such as literature, writing, mathematics, sciences and reasoning that serve as the basis for further education.
12. Life Skills: The core skills including reading, writing, mathematics, speaking, listening and problem solving that enable students to successfully contribute toward home, family, the workforce and their community.
13. Research-based Studies: Studies that include rigorous, systematic and objective methodology to obtain reliable and valid knowledge relevant to educational activities and programs.

<b>Target Population</b>	<b>Educators and service providers for:</b> Qualifying individuals who must be 16 years of age or older, beyond compulsory school age, not have a secondary school diploma, are not enrolled in a secondary school, and who may also be limited in English proficiency.
<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.
<b>Application Due Date</b>	Received by close of business <b>December 3, 2004. Not a postmark date.</b>
<b>Delivery Address</b>	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
<b>Contact Person</b>	Bob Wofford, Program Director, telephone: 850/245-9906, fax: 850/245-0995, e-mail: <a href="mailto:Bob.Wofford@fldoe.org">Bob.Wofford@fldoe.org</a>
<b>Total Funding Amount</b>	\$560,000
<b>Range of Awards</b>	Up to \$100,000 per project
<b>Budget Period</b>	Upon approval - June 30, 2005
<b>Additional Years of Funding</b>	A program application for eligible recipients may be awarded on a multi-year basis. The definition of a multi-year program for the purpose of the Request for Proposal will be at least 24 months. Continuation of funding may be available for additional years. Projected goals must be increased from previous year's goals for continued funding.

## Funding Method

All recipients must submit a continuation application to be considered for funding in the second year.

**Distribution of Funds:** 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 may result in overpayment. The overpayment must be returned to the Florida Department of Education by August 20, 2005, along with the final DOE 499 form. Monitoring and invoices 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 three methods of payment for performance projects:**

**1. Federal Cash Advance Projects:** Cash advance funded projects allow the recipients to request cash as needed to pay outstanding obligations. Cash is advanced through the "On line Cash Advance Application" (D-502). Expenditures for projects funded by federal cash advance should be reported utilizing the "On Line Disbursement Reporting Application" (D-503). These expenditures should be reported as they occur until the 20<sup>th</sup> or the Friday before the weekend of the 20<sup>th</sup> each month for adjustments and updating the state-wide accounting system. "Final Project Disbursement Reports (DOE 399, 499 or 599) must be submitted by the date specified on the project award notification in complete detail by function and object. Indirect cost charges must be reported in the fiscal year for which they apply.

Project recipients do not have the authority to report disbursement until the project award notification is received. All financial reports and reimbursement checks shall contain the Department's approval project number. "Final Project Disbursement Reports" (DOE 399, 499, or 599) must have an original signature and must be sent to Office of the Comptroller, Department of Education, 944 Turlington Building, 325 West Gaines Street, Tallahassee, FL 32399-0400.

**2. 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.

**3. 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 three methods listed above to be determined by the Florida Department of Education.

**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 request. 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 499 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, 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**

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.
  - **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.
2. DOE 101, Budget Narrative Form
  3. Application received by the due date

**Other Requirements:**

1. Performance-Based Project Deliverables Form
2. Invoice Schedule Form
3. Written responses to the **Narrative Requirements** section
4. Regional Workforce Board Coordination Assurance Form
5. Collaboration Agreement(s) – with original signatures
6. Application Checklist
7. **For Community-Based Organizations** - in addition, include the following:
  - 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)

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 a twelve 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.

**Program Priorities****National Priorities based on the Federal Adult Education and Family Literacy Act**

It is the purpose of this Act 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.
3. Assist adults in completing high school or the equivalent.

**State Priorities based on the Federal Adult Education and Family Literacy Act**

1. Provide educational services to adults who are functioning at the eighth grade level and below.

2. Provide English language courses for adults whose native language is other than English.
3. Strengthen linkages with private sector employers and other agencies.
4. Improve family literacy through adult/child learning.
5. Disseminate exemplary programs in adult education and family literacy.

**Allowable Activities for State Leadership Projects (must include at least one of the following)**

**Please note:** These align with the **State Targeted Initiatives** listed in the **Funding Purpose** section on page one.

1. Professional Development: The establishment or operation of professional development programs to improve the quality of instruction, including instruction incorporating phonemic awareness, systematic phonics, fluency, and reading comprehension and instruction provided by volunteers or by personnel of the state.
2. Technical Assistance: The provision of technical assistance to local providers.
3. Technology Assistance: The provision of technology assistance (e.g., computers, distance learning) to eligible providers (including staff training).
4. Literacy Resource Centers: The support of state or regional networks of literacy resource centers.
5. Monitoring: The monitoring and evaluation of the quality of and the improvement in adult education and literacy activities.
6. State Incentives: Incentives for program coordination, integration, and performance awards. Thus, the state may simply decide to allocate part of its state leadership reserve to local providers that promote coordination and integration and exceed their benchmarks. This incentive award would be over and above the dollars allocated to the eligible providers pursuant to the state's RFP.
7. Curriculum Development: Developing and disseminating curricula, including curricula incorporating phonemic awareness, systematic phonics, and fluency in reading comprehension.
8. Statewide Significance: Other activities of statewide significance that promote the purpose of this program.
9. Support Services: Coordination with the existing support services such as transportation, childcare, and other assistance designed to increase the rates of enrollment in, and successful completion of adult education and literacy activities.
10. Linkages with Workforce Investment: Integration of literacy instruction and occupational skill training and promoting linkages with employers.
11. Postsecondary Linkages: Linkages with postsecondary education institution.

**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)

## **Narrative Requirements**

Narrative responses must be typed in 12-point font with double spacing between lines. There is a twelve 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.

**1) Abstract (maximum two pages to be counted in the 12 page maximum)  
(Although the abstract is required, there are no points allocated for this section.)**

Briefly summarize the program's goal(s).

**2) Need Statement  
(Maximum points possible 10)**

- a) State which Targeted Initiative(s) (see **Funding Purpose** section, choose one or more) are included in the project.
- b) Describe the need for the project.
- c) Provide supporting data to validate the need.
- d) Identify the risk factors and indicators that contribute to the need.
- e) Describe the impact of the program on the target population.

**3) Proposed Services  
(Maximum points possible 15)**

- a) **Intensity of Service:** Describe how the services of the program are of sufficient intensity in terms of hours and duration to make sustainable changes in achieving learning gains for individuals.
- b) **Effective Practices:** Describe the instructional activities and practices used in the program that are built on a strong foundation of research and effective educational practices.
- c) **Use of Technology:** Describe the effective technology activities employed in the program, particularly those incorporating the use of computers.
- d) **Real-Life Context:** Describe the instructional activities in the program that will 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.
- e) **Flexible Schedules and Supportive Services:** Describe the activities available for individuals that will support flexible scheduling in the program. Provide a summary of supportive services available to individuals, i.e., child care and transportation for students or travel reimbursement for staff. These activities should enable all individuals, including individuals with disabilities or other special needs, to attend and complete the program.

**4) Collaboration  
(Maximum points possible 15)**

- a) Identify collaborative partnerships for developing and implementing the project such as One-Stop-Centers, 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.

### **5) Project Management**

**(Maximum points possible 15)**

- a) Describe **staffing** for the program, outlining the experience and training qualifications for all.
- b) Describe the **management information system** and processes that will be used to monitor the program and report performances/goals attained for the services of the program.

### **6) Past Effectiveness**

**(Maximum points possible 15)**

- a) Describe how past projects administered by the applicant have improved services for students enrolled in adult education and family literacy programs, especially for those with the lowest levels of literacy.
- b) Describe past successes in providing staff, educators, and service providers with successful strategies for outreach, recruitment and retention of educationally disadvantaged students and especially those most in need of literacy services; emphasizing individuals with low income or minimal literacy skills, or those most in need of literacy services.

### **7) 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).

### **8) State Requirement for Dissemination**

**(Maximum points possible 5)**

Describe how Best Practices and success stories will be shared with other adult education and family literacy service providers statewide.

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

**Total maximum points possible per project is 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:

#### **1) Abstract (maximum two pages to be counted in the 12 page maximum)**

**(Although the abstract is required, there are not point allocated for this section)**

Does the abstract clearly summarize the program's goal(s).

## 2) Need Statement

(Maximum points possible 10)

- a) Are Targeted Initiative(s) clearly stated according to the options outlined in the **Funding Purpose** (applicant may choose more than one)?
- b) Is the need for the project clearly defined?
- c) Does the supporting data validate the need for the project?
- d) Are the risk factors and indicators that contribute to the problem clearly defined along with an explanation of how they contribute to the problem?
- e) Will the target population be significantly impacted by the program described?

## 3) Proposed Services

(Maximum points possible 15)

- a) **Intensity of Service:** Will the hours and duration of the program's services be of sufficient intensity to make sustainable changes in achieving learning gains?
- b) **Effective Practices:** Are the instructional activities and practices described based on a strong foundation of appropriate research and education practices generally recognized as effective?
- c) **Use of Technology:** Are the technology activities employed in the program likely to be successful in increasing skills for individuals?
- d) **Real-Life Context:** Do the proposed activities in the program 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?
- e) **Flexible Schedules and Supportive Services:** Do the activities proposed for individuals support flexible scheduling and is the flexibility explained? Are supportive services clearly identified and will they enable all individuals, including individuals with disabilities or other special needs to attend and complete the proposed program?

## 4) Collaboration

(Maximum points possible 15)

- a) Are 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 and will they be effective for the scope of the project?

## 5) Project Management

(Maximum points possible 15)

- a) Is the proposed staff and their qualifications sufficient in numbers, training and time-on-the-project adequate to be effective?
- b) Is there an appropriate project management information system and a process in place for reporting on performances/goals for the services proposed by the applicant?

## 6) Past Effectiveness

(Maximum points possible 15)

- a) Does the applicant convincingly document previous experience in providing programs that improved services for the literacy skills of adults, especially those with the lowest levels of literacy?

- b) Do the data and strategies provided by the applicant prove success in providing services, especially with respect to outreach, recruitment and retention of educationally disadvantaged adults?

**7) State Requirement for Reading**

**(Maximum points possible 5)**

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

**8) 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**

**(Maximum points possible 10)**

Is the information on the form 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.**

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

### **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 **November 26, 2004**. Please direct all questions to Bob Wofford at this e-mail address: [Bob.Wofford@fldoe.org](mailto:Bob.Wofford@fldoe.org) or by telephone: 850/245-9906. 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 e-mail to Bob Wofford at [Bob.Wofford@fldoe.org](mailto:Bob.Wofford@fldoe.org) by **November 19, 2004**. 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 geographically and demographically diverse committee of adult education and family literacy educators and administrators.

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. Total maximum points 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.

## **Reporting Outcomes**

- Timely invoices as stated on the **Invoice Schedule** form as relevant to the **Performance-Based Project Deliverables Form** (both forms are located in the **Attachments** section).
- DOE 499, Project Disbursement Report, is due by August 20, 2005. Please note that this form has changed for Adult Education and Family Literacy projects from the previously required DOE 399.

## **Attachments to the RFP**

- DOE 100A, Project Application
- DOE 101, Budget Narrative Form
- Performance-Based Project Deliverables Form
- Invoice Schedule Form
- Regional Workforce Board Coordination Assurance Form
- Application Checklist

# FLORIDA DEPARTMENT OF EDUCATION Project Application

TAPS Number <b>5B045</b>
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<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>  <b>Adult Education and Family Literacy                  State Leadership (New)                  Competitive                  Fiscal Year 2004-2005</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>						
<b>C) Total Funds Requested:</b>  \$ _____  <hr style="width: 20%; margin: 10px auto;"/> <div style="background-color: #e0e0e0; padding: 5px; text-align: center; width: fit-content; margin: 10px auto;"> <b>DOE USE ONLY</b> </div> <b>Total Approved Project:</b>	<b>D) Applicant Contact Information</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">Contact Name:</td> <td style="width: 50%; padding: 5px;">Mailing Address:</td> </tr> <tr> <td style="padding: 5px;">Telephone Number:</td> <td style="padding: 5px;">SunCom Number:</td> </tr> <tr> <td style="padding: 5px;">Fax Number:</td> <td style="padding: 5px;">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:							
<div style="background-color: #e0e0e0; padding: 5px; text-align: center; margin-bottom: 10px;"> <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>								

DOE 100A  
Revised 08/04



## 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:	Telephone:
County:	E-Mail:
Contact Person:	Fax:
Title:	Grant Amount:

## B. Performance Goals (See definitions for Performance Measures and Deliverables below.)

Add rows as needed. Cells expand as text is typed.

(1) Performance Measures	(2) Deliverables	(3) Amount
		\$
		\$
		\$
		\$
<b>Totals</b>		\$

### Instructions for completing Section B:

1. Add rows as necessary. Cells will expand when text is typed.
2. In column 1 the performance measures are identified for the project.
3. In column 2 the applicant is to list deliverables that will be submitted as proof of the performance measures achieved.
4. In column 3 the applicant is to list the dollar amount allocated for each of the performance measures identified.

### Definitions:

#### Performance Measures

Program goals that can be quantifiably measured.

#### Deliverables

Information submitted by the program coordinator as proof of achievement of performance measures.

# INVOICE SCHEDULE

**All applicants must complete this form.**

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

<b>Invoice #1</b>		<b>Projected Due Date:</b> _____
Deliverable(s)		Amount
		\$
		\$
		\$
<b>Invoice #2</b>		<b>Projected Due Date:</b> _____
Deliverable(s)		Amount
		\$
		\$
		\$
<b>Invoice #3</b>		<b>Projected Due Date:</b> _____
Deliverable(s)		Amount
		\$
		\$
		\$
<b>Invoice #4</b>		<b>Projected Due Date:</b> _____
Deliverable(s)		Amount
		\$
		\$
		\$
<b>Invoice #5</b>		<b>Projected Due Date:</b> _____
Deliverable(s)		Amount
		\$
		\$
		\$
<b>Invoice #6</b>		<b>Projected Due Date:</b> _____
Deliverable(s)		Amount
		\$
		\$
		\$

**Instructions for completing Invoice Schedule:**

1. Add rows as necessary. Cells will expand when text is typed.
2. List performance measures and the dollar amount and the due date for each projected invoice submitted.
3. The number of invoices is at the discretion of the applicant. Applicants who intend to invoice only twice during the project period will complete the form indicating only two invoices. Applicants who intend to invoice more than six times during the project period may duplicate the form for a total of 12 invoices.

**REGIONAL WORKFORCE BOARD  
COORDINATION  
ASSURANCE FORM**

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

**-----Section A**

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

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

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

*Regional Workforce Boards are invited to submit comments regarding the application to the Division of Community Colleges and Workforce Education, Grants Administration office by November 19, 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

Include this form in the application package.

## Competitive Adult and Family Literacy State Leadership (New) FY 2004-2005

- Place all items requested in the order indicated below.
- 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> (twelve page maximum – does not include requested forms)	
	1) Abstract	
	2) (a-e) - Need Statement	
	3) (a-e) - Proposed Services	
	4) (a-b) - Collaboration	
	5) (a-b) - Project Management	
	6) (a-b) - Past Effectiveness	
	7) State Requirement for Reading	
	8) 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, 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)	