



FLORIDA DEPARTMENT OF EDUCATION

**Request for Proposal  
for  
Competitive Grants**

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| <b>Bureau / Office</b>                 | Division of Community Colleges and Workforce Education  |
| <b>Title</b>                           | Adult Education and Family Literacy – <b>Front Porch Literacy (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>These funds are provided for programs and services that <b>will be implemented in neighborhoods with existing, designated Front Porch Communities</b> (the following web site contains information about community locations, <a href="http://www.myflorida.com/myflorida/government/governorinitiatives/frontporch/communities.html">http://www.myflorida.com/myflorida/government/governorinitiatives/frontporch/communities.html</a> ):</p> <ul style="list-style-type: none"><li>• Assist adults in completing high school or the equivalent and obtaining the knowledge and skills necessary for employment and self-sufficiency.</li><li>• Assist adults to become full partners in the educational development of their children.</li><li>• Assist neighborhoods in becoming self-sufficient by increasing residents’ literacy through collaboration.</li><li>• Assist neighborhoods in becoming self-sufficient by increasing residents’ literacy through the use of technology.</li></ul> <p>For details, please see the following sections: <b>Performance Measures/Goals</b> and <b>Narrative Requirements</b>.</p> <p>For <b>Required Core Measure and Suggested Implementation Strategies for Front Porch Literacy Projects</b>, please see the <b>Attachments</b> section.</p> |
| <b>Target Population</b>               | Families, including adults and dependent children, eligible youth or out-of-school youth. Parents/caregivers of children and youth that are potentially or identified as “at-risk” by certifying agencies; and children between the ages of 8-12 who are clients of the courts, law enforcement services, Department of Juvenile Justice or the Department of Children and Family Services.   |

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| <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>        | Close of business <b>May 21, 2004</b>  |
| <b>Delivery Address</b>            | Florida Department of Education<br>Bureau of Grants Management<br>Attention: Sue Wilkinson<br>325 West Gaines Street, Room 325, Unit B<br>Tallahassee, Florida 32399-0400<br>Telephone: 850/245-0498   |
| <b>Contact Person</b>              | Teresa Bestor, Program Director, telephone: 850/245-9047, fax: 850/245-9052, e-mail: <a href="mailto:Teresa.Bestor@fldoe.org">Teresa.Bestor@fldoe.org</a>  |
| <b>Total Funding Amount</b>        | \$500,000  |
| <b>Range of Awards</b>             | Up to \$50,000 for each project  |
| <b>Budget Period</b>               | July 1, 2004 – June 30, 2005   |
| <b>Additional Years of Funding</b> | In accordance with Section 231 of the Act, a program application for eligible recipients will be awarded on a multi-year basis. The definition of a multi-year program for the purpose of this Request for Proposal will be at least 24 months. Continuation of funding may be available for additional years. Projected goals must be increased from previous year's goals for continued funding.<br><br>All recipients must submit a continuation application to be considered for funding in the second year.   |
| <b>Funding Method</b>              | All applicants are advised that grantees will be funded according to the projected goals in their applications. Performances that do not meet projected goals will 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 performance reports will assist grantees in achieving their performance goals and avoiding overpayment.<br><br>Funded recipients will receive their allocation in one of three ways to be determined by the Florida Department of Education: cash advance, payments based upon performance, or reimbursement as described below. |

**Federal Cash Advance:** Cash advance funded projects allow the recipient 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> of each month. The on-line system will be turned off on the 20<sup>th</sup> or the Friday before the weekend of the 20<sup>th</sup> of each month for adjustments and updating the state-wide accounting system. “Final Project Disbursement Reports” (DOE 499) 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 disbursements until the project award notification is received.

**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.

**Reimbursement Funding:** Projects that are funded on a reimbursement system should be reported 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. Request for reimbursement should be submitted to the DOE Comptroller’s Office, 325 West Gaines Street, Room 944, Tallahassee, FL 32399-0400.

**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:**

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** – must also 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

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. 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****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.

**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)

## **Performance Measures/Goals**

Awarded projects are based on performance with clearly defined performance measures/goals as deliverables.

All applications for new **Front Porch Literacy** projects must address *Primary Core Measure* number one, and *Secondary Core Measures* numbers one and two, and *Front Porch Literacy Core Measures* numbers one and two.

*Primary Core Measures* number two and three must also be addressed if these services are provided by the project.

All *Core Measures* must be addressed by applicants through completion of the **Performance-Based Project Deliverables Form** found in the **Attachments** section.

### ***Primary Core Measures:***

- 1. Educational Gains/Literacy Completion Points (LCPs) -- must be addressed**  
Demonstrate improvements in literacy skill levels in any of the following: reading, writing and speaking in the English language, numeracy, problem-solving, English language acquisition, and other literacy skills.
- 2. Placement, Retention and Completion -- address if applicable**  
Placement in, retention in, or completion of postsecondary education, unsubsidized employment or career advancement.
- 3. Adult High School/General Education Diploma (GED) -- address if applicable**  
Receipt of secondary school diploma or its recognized equivalent.

### ***Secondary Core Measures:***

**Both of the following must be addressed by Front Porch Literacy projects.**

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

### ***Front Porch Literacy Core Measures:***

**Both of the following must be addressed by Front Porch Literacy projects.**

No more than **\$5,000** can be allocated to these core measures.

- 1. Increased neighborhood residents' self-sufficiency through collaborations (at least two activities are required)**  
Create collaborations between local revitalization councils and other participating agencies.
- 2. Increased neighborhood residents' self-sufficiency by using technology to perform literacy activities (at least two activities are required)**

Provide literacy activities through the use of educational software. Assess participants' progress by using state approved software such as the Test of Adult Basic Education (TABE).

Also, **Required Core Measure and Suggested Implementation Strategies for Front Porch Literacy Projects** and the **Performance-Based Project Deliverables Form** are located in the **Attachments** section.

## **Narrative Requirements**

### **Narrative Instructions**

Narrative responses must be typed in 12-point font. 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. Need Statement**

**(Maximum points possible 10)**

- a) Identify the target population.
- b) Describe the need the project will serve for adult education and family literacy.
- c) Identify the risk factors and indicators that contribute to the problem.
- d) Describe the impact of the problem on the target population.
- e) Provide supporting data to validate the need.

#### **II. Special Emphasis**

**(Maximum points possible 5)**

- a) Describe how the program will improve oral communication skills for the workplace.
- b) Describe how the program will encourage fathers of disadvantaged populations to participate.

#### **III. Proposed Instructional Services**

**(Maximum points possible 20)**

- 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.
- 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 students that will support flexible scheduling in the program. Provide a summary of supportive services such as child care and transportation that will be available to students in the program. These activities should enable all individuals, including individuals with disabilities or other special needs, to attend and complete the program.

#### **IV. Project Management**

**(Maximum points possible 10)**

- a) Describe **staffing** for the program, outlining the experience and training qualifications for all full-time and part-time instructors, counselors, volunteers, and administrative staff.

- b) Describe the **management information system** and processes that will be used to monitor the program and report participant performances/goals attained.

#### **V. Past Effectiveness**

**(Maximum points possible 10)**

- a) Describe how past projects or programs provided by the applicant have improved adult education and family literacy skills.
- b) Describe past successes in providing outreach, recruitment and retention of educationally disadvantaged students.

#### **VI. Collaboration**

**(Maximum points possible 15)**

- a) Identify collaborative partnerships for developing and implementing the project such as 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.

#### **VII. 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).

#### **VIII. 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 statewide.

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

#### **I. Need Statement**

**(Maximum points possible 10)**

- a) Is the target population clearly identified?
- b) Is the need for the project clearly defined and appropriately justified?

- c) Are the risk factors and indicators that contribute to the problem clearly defined, along with an explanation of how they contribute to the problem?
- d) Is the impact of the problem on the target population justified and appropriately aligned with the project need?
- e) Does the supporting data validate the need for the project?

## **II. Special Emphasis**

**(Maximum points possible 5)**

- a) Does the applicant clearly describe how the program will improve oral communication skills for the workplace which are likely to be effective?
- b) Does the applicant clearly describe how effective methods will be used in the program to encourage fathers to participate?

## **III. Proposed Services**

**(Maximum points possible 20)**

- 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 literacy and educational skills for adult learners?
- 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 students support flexible scheduling and is the flexibility explained? Are supportive services (such as child care and transportation) clearly identified and will they enable all individuals, including individuals with disabilities or other special needs to attend and complete the proposed program?

## **IV. Project Management**

**(Maximum points possible 10)**

- a) Is the proposed staff and their qualifications sufficient in numbers, training and time-on-the-project to be effective?
- b) Is there an appropriate project management information system and a process in place for reporting on participant outcomes and program monitoring?

## **V. Past Experience**

**(Maximum points possible 10)**

- a) Does the applicant convincingly document previous experience in providing programs that improved 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?

## **VI. Collaboration**

**(Maximum points possible 15)**

- 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?

## **VII. State Requirement for Reading**

**(Maximum points possible 5)**

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

## **VIII. 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 **May 14, 2004**. Please direct all questions to Teresa Bestor at this e-mail address: [Teresa.Bestor@fldoe.org](mailto:Teresa.Bestor@fldoe.org) or by telephone: 850/245-9047. 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 Teresa Bestor at [Teresa.Bestor@fldoe.org](mailto:Teresa.Bestor@fldoe.org) by **May 7, 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 included in *Florida's State Plan for Adult Education and Family Literacy Programs*. The state will evaluate the effectiveness of project activities based on established and approved performance goals.

## **Reporting Outcomes**

- Mid-year Performance Report is due January 14, 2005. If the Mid-year Performance Report reflects less than 40 percent achievement for any project goal, then strategies for goal achievement must be addressed.
- Final Performance Report is due July 15, 2005.  
The online system for Mid-year and Final Performance Reporting is located on the Office of Workforce Education web site at: <http://info.doe.state.fl.us/wffunding/>.
- 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.

In addition, all recipients of federal Adult Education and Family Literacy funds must compile reports and maintain program performances 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>.

## **Attachments to the RFP**

- Required Core Measure and Suggested Implementation Strategies for Front Porch Literacy Projects
- 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

# **Required Core Measures and Suggested Implementation Strategies for Front Porch Literacy Projects**

## **Primary Core Measures**

- 1. Educational Gains/Literacy Completion Points (LCPs) -- must be addressed**
- 2. Placement, Retention and Completion -- address if applicable**
- 3. Adult High School/General Education Diploma (GED) -- address if applicable**

## **Suggested implementation strategies may be:**

- Apply basic and language skills to meet daily life needs (personal, work, family);
- Acquire lifelong learning strategies: self-directed and monitored learning, access resources, etc;
- Learn and practice critical-thinking skills and problem-solving strategies;
- Improve interpersonal/communication skills;
- Set academic and career goals; develop plans to attain them;
- Acquire knowledge of career options and their requirements;
- Develop and/or improve employability skills;
- Earn a high school diploma through the GED testing program or course completion;
- Successfully complete examination or entrance requirements related to academic or career goals;
- Attend and successfully complete college, vocational, or job training courses;
- Get a job or a better job;
- Continue lifelong and workforce learning through reading and self-directed study;
- Improve reading, writing, and math skills
- Improve English language skills: speaking, understanding, reading, and writing.
- Increase cognitive abilities, especially in language and literacy;
- Learn/improve use of English language;
- Increase self-esteem and initiative;
- Increase social competence (with adults and children, both school and non-school environments);
- Develop/improve fine and gross motor abilities;
- Improve/increase self-regulatory behavior (approaches to task or problems), i.e. attention, motivation, curiosity, exploration, and persistence;
- Increase knowledge about themselves, their families, communities, cultures, and the world;
- Perform in school at average or higher levels in reading, math, language, etc;
- For non-English speaking children, perform in school at appropriate levels based on language skills at entry level; perform at grade level within a stated period of time;
- Display interest in and commitment to learning and school;
- Succeed in school without (or with minimal need for) remediation or special education services; and
- Increase the use of phonemic awareness, systematic phonics, fluency, and reading comprehension.

## **Secondary Core Measures**

- 1. Increased involvement in education of children-- must be addressed**
- 2. Increased involvement in literacy related activities of children-- must be addressed**

## **Suggested implementation strategies may be:**

- Increase quantity and quality of time spent reading, writing, and talking with children and listening to children;
- Display positive attitudes toward children and
- Communicate positively and effectively with children;

- Apply knowledge of children's development and behavior management techniques;
- Use routine interaction with children in school and home to encourage learning and language development;
- Use observations of children's abilities to plan appropriate activities with children;
- Maintain positive, supportive interaction with children;
- Apply knowledge of stages of children's development by refining communication and behavior management techniques appropriately over time; and
- Support/assist children with homework and school-related activities as needed.
- Increase knowledge of children's development;
- Improve understanding of their own children's abilities, strengths, and needs;
- Increase awareness of alternative approaches to child discipline and behavior management;
- Increase awareness of their roles as teachers of their children; the importance of modeling of literacy practices; knowledge of appropriate ways to support children's learning, etc.;
- Increase awareness of school expectations; learn how to communicate effectively with school personnel; and advocate for children;
- Learn and practice life-management techniques: time management, stress management, problem solving, use of community resources;
- Expand social support networks;
- Develop attitudes, strategies, and behaviors leading to improved self-image and mental health;
- Support children's education by promoting school attendance, maintaining involvement with school personnel, and participating in school functions;
- Encourage children's learning and development by modeling literacy behaviors;
- Continue education, training, and career development; and
- Maintain a healthy and supportive home environment and express high expectations for children's achievements.

## **Front Porch Core Measures**

- 1. Increased neighborhood residents' self-sufficiency through collaborations**  
-- must be addressed and at least two strategies are required
- 2. Increased neighborhood residents' self-sufficiency by using technology to perform literacy activities**  
-- must be addressed and at least two strategies are required

**Suggested technology based implementation strategies may include collaborate with neighborhood revitalization councils and other agencies to conduct:**

- home purchasing seminars
- workshops such as home energy audits
- money management workshops
- job fairs
- community reading fairs
- book drives, book give-a-ways, or book auctions
- parent learning fairs
- story telling activities

# FLORIDA DEPARTMENT OF EDUCATION Project Application

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| TAPS Number<br><b>5B022</b> |
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|---|--|---|---------------|------------------|-------------------|----------------|-------------|-----------------|
| <b>Please return to:</b><br><br>Florida Department of Education<br>Bureau of Grants Management<br>Room 325B Turlington Building<br>325 West Gaines Street<br>Tallahassee, Florida 32399-0400<br>Telephone: (850) 245-0498<br>Suncom: 205-0498   | <b>A) Program Name:</b><br><br><b>Adult Education and Family Literacy<br/>                 Front Porch Literacy<br/>                 New - Competitive<br/>                 Fiscal Year 2004-2005</b>  | <b><u>DOE USE ONLY</u></b><br><br>Date Received |               |                  |                   |                |             |                 |
| <b>B) Name and Address of Eligible Applicant:</b>   |  | <b>Project Number (DOE Assigned)</b>            |               |                  |                   |                |             |                 |
| <b>C) Total Funds Requested:</b><br><br>\$ _____<br><br><hr style="width: 20%; margin-left: 0;"/> <div style="background-color: #e0e0e0; padding: 5px; text-align: center; font-weight: bold;">DOE USE ONLY</div><br><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%;">Contact Name:</td> <td style="width: 50%;">Mailing Address:</td> </tr> <tr> <td>Telephone Number:</td> <td>SunCom Number:</td> </tr> <tr> <td>Fax Number:</td> <td>E-mail Address:</td> </tr> </table> |   | Contact Name: | Mailing Address: | Telephone Number: | SunCom Number: | Fax Number: | E-mail Address: |
| Contact Name:   | Mailing Address:   |   |               |                  |                   |                |             |                 |
| Telephone Number:   | SunCom Number:   |   |               |                  |                   |                |             |                 |
| Fax Number:   | E-mail Address:  |   |               |                  |                   |                |             |                 |
| <b>CERTIFICATION</b>  |  |   |               |                  |                   |                |             |                 |
| <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> |  |   |               |                  |                   |                |             |                 |
| <b>E)</b> _____<br><div style="text-align: center;">Signature of Agency Head</div>  |  |   |               |                  |                   |                |             |                 |

DOE 100A  
Revised 01/03

Jim Horne, Commissioner



## 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 core measures on following page.)

| (1)<br><b>Primary Core Measures</b>  | (2)<br><b>Grant Budget per Core Measure</b> |             | (3)<br><b>Total Number of Units per Core Measure</b> | (4)<br><b>Unit Cost per Core Measure</b> |
|--|---|-------------|--|--|
| Projected enrollment for 2004-2005_____  |   |             |  |  |
| 1. Educational Gains/LCPs<br>(Must be addressed by all applicants.)  | \$  | %           |  | \$                                       |
| 2. Placement, Retention and Completion<br>(If this service is provided – must address.)  | \$  | %           |  | \$                                       |
| 3. Adult High School/GED Diplomas<br>(If this service is provided – must address.)   | \$  | %           |  | \$                                       |
| <b>Secondary Core Measures</b><br>(Applicants must address both.)  |   |             |  |  |
| 1. Increased involvement in education of children  | \$  | %           |  | \$                                       |
| 2. Increased involvement in literacy-related activities of children  | \$  | %           |  | \$                                       |
| <b>Front Porch Literacy Core Measures</b><br>(Applicants must address both.)<br>Special Emphasis: No more than \$5,000 can be allocated for these two core measures; and at least two activities must be conducted for each. |   |             |  |  |
| 1. Increased neighborhood residents' self-sufficiency through collaborations   | \$  | %           |  | \$                                       |
| 2. Increased neighborhood residents' self-sufficiency by using technology to perform literacy activities   | \$  | %           |  | \$                                       |
| <b>Totals</b>  | \$  | <b>100%</b> |  | \$                                       |

## Instructions for completing Section B:

1. In column 2, for each core measure applicable to applicant's program, indicate **both** the percentage of total grant budget and the actual dollar amount to be earned by each core measure. The total of all percentages in column 2 should be 100%, and the total of all core 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 core 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 ( $\$25,000 \div 50 = \$500$ ).

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

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

**Example:** *If the Grant Budget per Core 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

### Primary Core Measures

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

Demonstrate improvements in literacy skill levels in any of the following: reading, writing and speaking in the English language, numeracy, problem-solving, English language acquisition, and other literacy skills.

#### **2. Placement, Retention and Completion**

Placement in, retention in, or completion of postsecondary education, unsubsidized employment or career advancement.

#### **3. Adult High School/General Education Diploma (GED)**

Receipt of secondary school diploma or its recognized equivalent.

### Secondary Core Measures

#### **1. Increased involvement in education of children**

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

#### **2. Increased involvement in literacy related activities of children**

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

### Front Porch Literacy Core Measures (Special Emphasis)

#### **1. Increased neighborhood residents' self-sufficiency through collaborations**

Create collaborations between local revitalization councils and other participating agencies.

#### **2. Increased neighborhood residents' self-sufficiency by using technology to perform literacy activities**

Provide literacy activities through the use of educational software. Assess participants' progress by using state approved software such as the Test of Adult Basic Education (TABE).

# PERFORMANCE-BASED PROJECT DELIVERABLES FORM

## Instructions for completing Section D:

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

### D. Explanation of Deliverables

|   |   |
|---|---|
| <b>Adult Education</b>  |   |
| <b>X</b>  | <p><b>1. Educational Gains/Literacy Completion Points (LCP)</b><br/>(All applications must address this measure.)</p> <p>List of students including:</p> <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> </ol>  |
|   | <p><b>2. Placement, Retention, Completion</b><br/>List of students including:</p> <ol style="list-style-type: none"> <li>1. name and student identification number</li> <li>2. type of placement, retention or completion</li> </ol>  |
|   | <p><b>3. Adult High School/GED Diplomas</b><br/>List of students including:</p> <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> </ol>  |
| <b>Family Literacy Applications – (All Front Porch Literacy Services applications must address both of the following measures.)</b> |   |
| <b>X</b>  | <p><b>1. Increased involvement in education of children</b><br/>List of:</p> <ol style="list-style-type: none"> <li>1. names of participants and identification numbers (for each activity held)</li> <li>2. activity types and number of each activity type</li> <li>3. accomplishments</li> <li>4. identify the number of participants as parents or children (names of children not required)</li> <li>5. successful outcomes resulting from increased involvement in the education of children</li> </ol>                   |
| <b>X</b>  | <p><b>2. Increased involvement in literacy related activities of children</b><br/>List of:</p> <ol style="list-style-type: none"> <li>1. names of participants and identification numbers (for each activity held)</li> <li>2. activity types and number of each activity type</li> <li>3. accomplishments</li> <li>4. identify the number of participants as parents or children (names of children not required)</li> <li>5. successful outcomes resulting from increased involvement in the education of children</li> </ol> |

**Front Porch Literacy Applications** – (All Front Porch Literacy Services applications must address both of the following measures.)

|          |   |
|----------|---|
| <b>X</b> | <p><b>1. Increased neighborhood residents' self-sufficiency through community collaboration activities</b></p> <ol style="list-style-type: none"><li>1. List by activity:<ol style="list-style-type: none"><li>a. agencies and representatives who have formed collaborations with the fiscal agent of this grant.</li><li>b. names of participants and identification numbers (for each activity held)</li><li>c. activity types and number of each activity type</li><li>d. accomplishments</li><li>e. identify the number of participants as parents or children (names of children not required)</li><li>f. successful outcomes resulting from increased involvement in the education of children</li></ol></li><li>2. Statement of how activity benefited the participants</li><li>3. Statement of how the activity met the program goals, if not, what were the barriers and how will they be addressed</li></ol> |
| <b>X</b> | <p><b>2. Increased neighborhood residents' self-sufficiency by using technology to perform literacy activities</b></p> <ol style="list-style-type: none"><li>1. List by activity:<ol style="list-style-type: none"><li>a. names of participants and identification numbers (for each activity held)</li><li>b. activity types, technology used in each activity, and number of each activity type</li><li>c. accomplishments</li><li>d. identify the number of participants as parents or children (names of children not required)</li><li>e. successful outcomes resulting from increased involvement in the education of children</li></ol></li><li>2. Statement of how activity benefited the participants</li><li>3. Statement of how the activity met the program goals, if not, what were the barriers and how will they be addressed</li></ol>  |

# PERFORMANCE INVOICE SCHEDULE

**This form is to be completed by ALL applicants including those who receive funding via Federal Cash Advance.**

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

| <b>Invoice # 1</b>   |                               | <b>Projected Due Date: _____</b> |                                   |
|--|-------------------------------|----------------------------------|-----------------------------------|
| <b>Primary Core Measures</b>   | <b>Units per Core Measure</b> | <b>Amount</b>                    | <b>Unit Cost per Core Measure</b> |
| 1. Educational Gains/LCPs  |                               | \$                               | \$                                |
| 2. Placement, Retention, Completion  |                               | \$                               | \$                                |
| 3. Adult High School, GED Diplomas   |                               | \$                               | \$                                |
| <b>Secondary Core Measures</b>   | <b>Units per Core Measure</b> | <b>Amount</b>                    | <b>Unit Cost per Core Measure</b> |
| 1. Increased involvement in education of children  |                               | \$                               | \$                                |
| 2. Increased involvement in literacy related activities of children  |                               | \$                               | \$                                |
| <b>Front Porch Literacy Core Measures</b>  | <b>Units per Core Measure</b> | <b>Amount</b>                    | <b>Unit Cost per Core Measure</b> |
| 1. Increased neighborhood residents' self-sufficiency through collaborations                                     |                               |                                  |                                   |
| 2. Increased neighborhood residents' self-sufficiency by using technology to perform literacy related activities |                               |                                  |                                   |
| <b>Invoice # 2</b>   |                               | <b>Projected Due Date: _____</b> |                                   |
| <b>Primary Core Measures</b>   | <b>Units per Core Measure</b> | <b>Amount</b>                    | <b>Unit Cost per Core Measure</b> |
| 1. Educational Gains/LCPs  |                               | \$                               | \$                                |
| 2. Placement, Retention, Completion  |                               | \$                               | \$                                |
| 3. Adult High School, GED Diplomas   |                               | \$                               | \$                                |
| <b>Secondary Core Measures</b>   | <b>Units per Core Measure</b> | <b>Amount</b>                    | <b>Unit Cost per Core Measure</b> |
| 1. Increased involvement in education of children  |                               | \$                               | \$                                |
| 2. Increased involvement in literacy related activities of children  |                               | \$                               | \$                                |
| <b>Front Porch Literacy Core Measures</b>  | <b>Units per Core Measure</b> | <b>Amount</b>                    | <b>Unit Cost per Core Measure</b> |
| 1. Increased neighborhood residents' self-sufficiency through collaborations                                     |                               |                                  |                                   |
| 2. Increased neighborhood residents' self-sufficiency by using technology to perform literacy related activities |                               |                                  |                                   |

**Invoice # 3** **Projected Due Date:** \_\_\_\_\_

| <b>Primary Core Measures</b>   | <b>Units per Core Measure</b> | <b>Amount</b> | <b>Unit Cost per Core Measure</b> |
|--|-------------------------------|---------------|-----------------------------------|
| 1. Educational Gains/LCPs  |                               | \$            | \$                                |
| 2. Placement, Retention, Completion  |                               | \$            | \$                                |
| 3. Adult High School, GED Diplomas   |                               | \$            | \$                                |
| <b>Secondary Core Measures</b>   | <b>Units per Core Measure</b> | <b>Amount</b> | <b>Unit Cost per Core Measure</b> |
| 1. Increased involvement in education of children  |                               | \$            | \$                                |
| 2. Increased involvement in literacy related activities of children  |                               | \$            | \$                                |
| <b>Front Porch Literacy Core Measures</b>  | <b>Units per Core Measure</b> | <b>Amount</b> | <b>Unit Cost per Core Measure</b> |
| 1. Increased neighborhood residents' self-sufficiency through collaborations                                     |                               |               |                                   |
| 2. Increased neighborhood residents' self-sufficiency by using technology to perform literacy related activities |                               |               |                                   |

**Invoice # 4** **Projected Due Date:** \_\_\_\_\_

| <b>Primary Core Measures</b>   | <b>Units per Core Measure</b> | <b>Amount</b> | <b>Unit Cost per Core Measure</b> |
|--|-------------------------------|---------------|-----------------------------------|
| 1. Educational Gains/LCPs  |                               | \$            | \$                                |
| 2. Placement, Retention, Completion  |                               | \$            | \$                                |
| 3. Adult High School, GED Diplomas   |                               | \$            | \$                                |
| <b>Secondary Core Measures</b>   | <b>Units per Core Measure</b> | <b>Amount</b> | <b>Unit Cost per Core Measure</b> |
| 1. Increased involvement in education of children  |                               | \$            | \$                                |
| 2. Increased involvement in literacy related activities of children  |                               | \$            | \$                                |
| <b>Front Porch Literacy Core Measures</b>  | <b>Units per Core Measure</b> | <b>Amount</b> | <b>Unit Cost per Core Measure</b> |
| 1. Increased neighborhood residents' self-sufficiency through collaborations                                     |                               |               |                                   |
| 2. Increased neighborhood residents' self-sufficiency by using technology to perform literacy related activities |                               |               |                                   |

**Invoice # 5** **Projected Due Date:** \_\_\_\_\_

| <b>Primary Core Measures</b>        | <b>Units per Core Measure</b> | <b>Amount</b> | <b>Unit Cost per Core Measure</b> |
|-------------------------------------|-------------------------------|---------------|-----------------------------------|
| 1. Educational Gains/LCPs           |                               | \$            | \$                                |
| 2. Placement, Retention, Completion |                               | \$            | \$                                |

|  |                               |                   |                                   |                   |                   |                   |               |
|--|-------------------------------|-------------------|-----------------------------------|-------------------|-------------------|-------------------|---------------|
| 3. Adult High School, GED Diplomas   |                               | \$                | \$                                |                   |                   |                   |               |
| <b>Secondary Core Measures</b>   | <b>Units per Core Measure</b> | <b>Amount</b>     | <b>Unit Cost per Core Measure</b> |                   |                   |                   |               |
| 1. Increased involvement in education of children  |                               | \$                | \$                                |                   |                   |                   |               |
| 2. Increased involvement in literacy related activities of children  |                               | \$                | \$                                |                   |                   |                   |               |
| <b>Front Porch Literacy Core Measures</b>  | <b>Units per Core Measure</b> | <b>Amount</b>     | <b>Unit Cost per Core Measure</b> |                   |                   |                   |               |
| 1. Increased neighborhood residents' self-sufficiency through collaborations                                     |                               |                   |                                   |                   |                   |                   |               |
| 2. Increased neighborhood residents' self-sufficiency by using technology to perform literacy related activities |                               |                   |                                   |                   |                   |                   |               |
| <b>Invoice # 6</b>   |                               |                   |                                   |                   |                   |                   |               |
| <b>Projected Due Date:</b> _____   |                               |                   |                                   |                   |                   |                   |               |
| <b>Primary Core Measures</b>   | <b>Units per Core Measure</b> | <b>Amount</b>     | <b>Unit Cost per Core Measure</b> |                   |                   |                   |               |
| 1. Educational Gains/LCPs  |                               | \$                | \$                                |                   |                   |                   |               |
| 2. Placement, Retention, Completion  |                               | \$                | \$                                |                   |                   |                   |               |
| 3. Adult High School, GED Diplomas   |                               | \$                | \$                                |                   |                   |                   |               |
| <b>Secondary Core Measures</b>   | <b>Units per Core Measure</b> | <b>Amount</b>     | <b>Unit Cost per Core Measure</b> |                   |                   |                   |               |
| 1. Increased involvement in education of children  |                               | \$                | \$                                |                   |                   |                   |               |
| 2. Increased involvement in literacy related activities of children  |                               | \$                | \$                                |                   |                   |                   |               |
| <b>Front Porch Literacy Core Measures</b>  | <b>Units per Core Measure</b> | <b>Amount</b>     | <b>Unit Cost per Core Measure</b> |                   |                   |                   |               |
| 1. Increased neighborhood residents' self-sufficiency through collaborations                                     |                               |                   |                                   |                   |                   |                   |               |
| 2. Increased neighborhood residents' self-sufficiency by using technology to perform literacy related activities |                               |                   |                                   |                   |                   |                   |               |
|  | <b>Invoice #1</b>             | <b>Invoice #2</b> | <b>Invoice #3</b>                 | <b>Invoice #4</b> | <b>Invoice #5</b> | <b>Invoice #6</b> | <b>Totals</b> |
| <b>Units per Core Measure</b>  |                               |                   |                                   |                   |                   |                   |               |
| <b>Amount</b>  |                               |                   |                                   |                   |                   |                   |               |
| <b>Invoice Date</b>  |                               |                   |                                   |                   |                   |                   |               |

## **Instructions for completing Invoice Schedule:**

Enrollment figures for each invoice should be the total number of enrollments (for each applicable core measure) to be achieved by the projected invoice date.

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 May 7, 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 Adult Education and Family Literacy Front Porch Literacy - New FY 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>Narrative Requirements</b> (eight page maximum)   |                                       |
| <b>6</b>                     | I. (a-e) - Need Statement  |                                       |
|                              | II. (a-b) - Special Emphasis   |                                       |
|                              | III. (a-e) - Proposed Instructional Services   |                                       |
|                              | IV. (a-b) - Project Management   |                                       |
|                              | V. (a-b) - Past Effectiveness  |                                       |
|                              | VI. (a-b) - Collaboration  |                                       |
|                              | VII. State Requirement for Reading   |                                       |
|                              | VIII. State Requirement for Dissemination  |                                       |
|                              |  |                                       |
| <b>7</b>                     | Collaboration Agreement – 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:   |                                       |
|                              | <ul style="list-style-type: none"> <li>• List of current Board of Directors and Articles of Incorporation</li> <li>• Copy of current operating budget</li> <li>• Copy of current audit report – if available</li> <li>• Copy of Chart of Accounts</li> <li>• General Terms, Assurances and Conditions for Participation in Federal and State Programs</li> </ul> |                                       |