



# Content of Adult Basic Education Direct Service Grant Application

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## Narrative

### Demonstrated effectiveness to determine eligibility

1. Provide data that demonstrate the agency's success in helping students achieve the following outcomes: 1) improve skills in mathematics, reading, writing, and/or English language proficiency; 2) earn a high school diploma or equivalent; 3) gain employment; 4) retain employment; and 5) enter postsecondary education or training. The applicant must provide data for the preceding three years. The data must include the numbers in the numerator, denominator, and percentage.

**Help button text:** *For each of the five outcomes listed, the applicant must provide the number of individuals in the outcome cohort (denominator) and the number of individuals who achieved the outcome (numerator). The resulting percentage outcome will be calculated in the third column..*

PY 2014-15 or 2014

Outcome	Numerator (# students achieving outcome)	Denominator (cohort)	Outcome
Improve skills in math, reading, writing, and/or English proficiency			Numerator/denominator
Earn a high school diploma/equivalent			Numerator/denominator
Gain employment			Numerator/denominator
Retain employment			Numerator/denominator
Enter postsecondary education/training			Numerator/denominator

PY 2015-16 or 2015

Outcome	Numerator (# students achieving outcome)	Denominator (cohort)	Outcome
Improve skills in math, reading, writing, and/or English proficiency			Numerator/denominator
Earn a high school diploma/equivalent			Numerator/denominator
Gain employment			Numerator/denominator
Retain employment			Numerator/denominator
Enter postsecondary education/training			Numerator/denominator

PY 2016-17 or 2016

Outcome	Numerator (# students achieving outcome)	Denominator (cohort)	Outcome
Improve skills in math, reading, writing, and/or English proficiency			Numerator/denominator
Earn a high school diploma/equivalent			Numerator/denominator
Gain employment			Numerator/denominator
Retain employment			Numerator/denominator
Enter postsecondary education/training			Numerator/denominator

2. Explain how the agency determined the outcomes reported in (1).

**Help button text:** *(Maximum 2500 characters) The answer must include, at a minimum, the criteria used to assign individuals to each of the cohorts and to determine achievement of the outcome and how the agency collected the data used.*

#### Description of need

1. Describe the proposed service area and the need for adult basic education services in that service area. The answer must provide evidence to support the description of need. Provide data and cite the sources of that data.

**Help button text:** *(Maximum 3000 characters) The answer must identify the local workforce area(s) the applicant proposes to serve. If the applicant is not proposing services for the entire workforce area, it must identify the portion of the local area to be served. The applicant must then provide sufficient relevant data to demonstrate the need for division-funded adult basic education services in that area. The data must be up to date. The answer must also include an explanation of how the data demonstrate need. The information in this*

*answer should align with the answer to Alignment with Workforce question 1 and will be considered in the local board review of adult basic education applications for alignment with the local plan.*

### Agency structure and capacity

1. Describe how the program director responsible for day-to-day oversight of the adult basic education program will provide leadership that will ensure quality of instruction, accurate data management, sound fiscal accounting, appropriate program improvement and professional development, and adherence to federal and state laws and regulations, and Pennsylvania Department of Education and Division of Adult Education policies and guidelines.

**Help button text:** *(Maximum 2000 characters) In addition to addressing all of the items listed in the question, the answer must also include information on the amount of time the program director has to fulfill these duties as well as evidence of support from the larger agency and/or board of directors to fulfill these duties.*

2. Describe how the agency will staff the adult basic education program.

**Help button text:** *(Maximum 4000 characters) The answer must include a description of the organizational structure of the adult basic education program. The answer must also provide evidence of sufficient staff, staff time, and resources to meet all of the requirements of the grant, including orientation, assessment, data collection and entry, instruction including lesson planning and preparation time, professional development and program improvement, student support/case management services, and collaboration with workforce development partners and other support services in the community. The program must address how it will prevent gaps in service due to staff turnover. If the agency uses local funds/in kind staff time to support some of this work, the answer should include that information.*

3. Describe how the agency will ensure that all adult basic education program staff are qualified and well trained.

**Help button text:** *(Maximum 2000 characters) The answer must address the minimum qualifications and professional development required by the division and by the agency. The answer must address staff induction/orientation procedures at the agency that ensure that new staff can immediately provide compliant services. The answer must also address how the program will support access to high quality professional development for staff, including ensuring access to professional development provided through electronic means.*

4. Describe how the agency will meet the roles and responsibilities of a partner in the one-stop center, also known as America's Job Center/PA CareerLink.

**Help button text:** *(Maximum 3000 characters) The answer must address at a minimum participation in the MOU, contributions to infrastructure costs and other costs, access to adult basic education services, and the provision of career services allowed under Title II. Additional information and examples are strongly encouraged.*

## Program improvement and data

1. Describe the program's data collection, entry, and reporting processes and procedures to ensure, per the division's policy, timely and accurate entry of data into the Division of Adult Education's online data reporting system and submission of required reports.

**Help button text:** *(Maximum 2000 characters) A complete answer must address all items listed in the question plus include information on the agency's policy and procedures regarding the assessment(s) it will use for reporting purposes.*

2. Describe how the program will monitor program performance and ensure continuous program improvement.

**Help button text:** *(Maximum 2000 characters) Applicants should refer to the Adult Education and Family Literacy Guidelines Section 500 and 501 for information on division requirements related to program improvement. The answer should provide a clear, detailed explanation of how the program staff will use data to monitor and evaluate its own performance and students outcomes and of how the program will use the results to support continuous program improvement.*

## Program overview

1. Describe how the agency will ensure that it is a full service adult basic education program as required in the Division of Adult Education guidelines. Describe how the agency will provide all of the following: contextualized instruction at all six ABE/ASE educational functioning levels and instructional and non-instructional services that prepare students for and support them to transition to and succeed in postsecondary education/training or employment. If the agency serves an area that has a need for ESL services, describe how the agency will meet that need, including how it will support ESL students to transition to ABE/ASE services and earn a high school equivalency credential if needed.

**Help button text:** *(Maximum 4000 characters) Refer to Adult Education and Family Literacy Guidelines, Appendix A Sections AA1.1 and AA1.2 for requirements of a full service program. A complete answer will address all of those items. The answer must also connect the proposed activities to the list of allowable activities under WIOA Title II 203(2).*

## Instruction

1. Describe the program's plan for offering a year-round schedule of classes that provides a variety of options for students, including class location, days of the week, time of the day, instructional models, and intensity of classes.

**Help button text:** *(Maximum 3000 characters) The answer should demonstrate that the agency has a thorough plan that ensures a flexible schedule with a variety of instructional options to enable eligible participants to attend and complete programs. Do not list actual class schedule here.*

2. Describe instruction in the program.

**Help button text:** *(Maximum 4000 characters) The answer must describe how the program will use the College and Career Readiness Standards for Adult Education (CCRS) and how the program will supplement face-to-face instruction with computer-based distance learning*

*opportunities provided by the programs. The answer must also provide evidence that the research-based instructional and educational practices that support adults in reading, including the essential components of reading instruction; writing; speaking; and mathematics; and English language acquisition, if applicable, are effective and based on best practices derived from the most rigorous research available. The answer must also address how instruction will be contextualized so that students gain the skills needed to transition to and complete postsecondary education and training programs, gain and advance in employment leading to economic self-sufficiency and exercise the rights and responsibilities of citizenship.*

3. Describe how instructional staff will determine their students' educational needs and plan instruction to meet those needs, including strategies to support participants with learning differences and participants with disabilities.

**Help button text:** *(Maximum 2000 characters) The answer must address a variety of methods for determining student needs. The answer must also explain how programs address the needs of individuals with disabilities, including learning disabilities and differences.*

#### Student identification and support

1. Describe how the program will identify, recruit, and retain individuals in the proposed service area who are in need of and will benefit from adult basic education services, including individuals with disabilities and other groups identified in the local plan as the most in need. Describe the steps the program will take to ensure equitable access to, and participation in, this grant funded program.

**Help button text:** *(Maximum 3000 characters) The answer must address both identification of target populations and recruitment of those individuals. Applicants should refer to the local workforce plan(s) for the local area(s) to be served to find out the groups identified by the local board(s) as being target populations for the workforce system. The answer must also address equitable access to and participation in the proposed services. See information on See information on section 427 of the General Education Provisions Act at <https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf>.*

2. Describe the orientation the program provides to new students.

**Help button text:** *(Maximum 2000 characters) The answer should address the requirements of orientation described in the Adult Education and Family Literacy Guidelines Section 301. The answer should also describe how it will help potential students to determine if the program is appropriate for them.*

3. Describe how the program will work with students to identify and address barriers to participation in a manner that meets the needs of eligible participants and supports their persistence in the program.

**Help button text:** *(Maximum 2000 characters) The answer must include information on how the program will coordinate with federal, state, and local support services and not duplicate services. Provide evidence that the applicant sought support services through partnerships before investing grant funds for such services.*

## Technology

1. Describe how the program will use a range of technology to enhance the availability and quality of its services and improve student outcomes and performance.

**Help button text:** *(Maximum 3000 characters) The answer should address the use of technology for instruction, including how the program will help students develop their digital literacy skills and how it will supplement classroom instruction with distance learning, and the use of technology to improve program efficiency.*

## Corrections education

Is the applicant planning to provide grant-funded services in a correctional setting?

- Yes. Answer the question below.
- No. Enter NA in the space below.

1. Describe the proposed corrections education program.

**Help button text:** *(Maximum 4000 characters) The answer must identify the correctional facilities in which the services will be provided; a description of the allowable activities that will be provided; how participants will be selected, including ensuring priority of services to individuals likely to be released within 5 years of participation in the program; the services to be offered; and the contents of the MOU the agency will enter into with the facilities. The answer should also include information on any work the correctional facilities have done to review the recidivism rates of their inmates.*

## Alignment with workforce

This content of this section will also be reviewed for consistency with the local workforce plans by the local board of the area(s) selected. Local boards will be given the opportunity to provide recommendations to improve alignment.

Workforce Area 1: Select the local workforce area in which your program will provide services: Berks Co.; Bucks Co.; Central; Chester Co.; Delaware Co.; Lackawanna Co.; Lancaster Co.; Lehigh Valley; Luzerne-Schuylkill; Montgomery Co.; North Central; Northern Tier; Northwest; Philadelphia Co.; Pocono Cos.; South Central; Southern Alleghenies; Southwest Corner; Three Rivers; Tri County; West Central; Westmoreland/Fayette.

1. Describe how the analysis of local need for adult basic education services in the Description of Need section aligns with and is responsive to the analysis of the following in the local workforce plan for the local area selected: knowledge and skills needed to meet the employment needs of the employers in the area; the workforce in the area, including the educational and skill levels of that workforce; and workforce development activities (including education and training), including the capacity to provide services that addressed the education and skill needs of the workforce.

**Help button text:** *(Maximum 2000 characters) Refer to Sections 1.1, 1.2, 1.3, and 1.4 of the local workforce plan for this local workforce area. A good answer will draw clear and direct connections between the information in the Description of Need section of this grant and the analysis in the local workforce plan. The answer must include information from the analysis in the local plan. It will address all of the items listed in the question.*

2. Describe how the activities that the applicant proposes to provide with this grant align with and support the strategic vision and goals for preparing an educated and skilled workforce, as described in the local plan.

**Help button text:** *(Maximum 2000 characters) Refer to Section 2.1 of the local workforce plan for this local workforce area. A good answer will directly link the activities proposed in this grant application to the strategic vision and specific goals in the local plan. The answer should provide specific examples.*

3. Section 4.13 of the local plan identifies the groups of individuals with barriers to employment to which the local board intends to target services. Describe how the proposed activities serve the same target populations and support their success in gaining employment.

**Help button text:** *(Maximum 2000 characters) A good answer will identify the target populations from the local plan that can benefit from adult basic education services and will explain how the services proposed in this grant application will support those populations. The answer will provide specific examples that directly link proposed activities and services to skills necessary to gain employment.*

4. The local plan identifies key career pathways in the local area. Describe how the adult education activities proposed in this application support and align with those career pathways. How will the program coordinate with other local partners to assist in the development of career pathways and ensure on-ramps for students in adult basic education programs?

**Help button text:** *(Maximum 2000 characters) Refer to Sections 2.3, 3.3, 4.3, and 4.6 of the local workforce plan for this local workforce area. When addressing coordination with partners, include WIOA core programs as well as other workforce, education, training, and social service partners.*

5. The local plan describes in several sections how the local board plans to work with entities carrying out WIOA core programs, including Title II adult education providers; other workforce development programs; PA CareerLink<sup>®</sup> partners; and other education providers to coordinate and align services. Describe how the services described in the grant application align with the proposed activities.

**Help button:** *(Maximum 2000 characters) Refer to Sections 2.2, 2.3, 3.3, 4.3, 4.10, and 4.12 of the local workforce plan for this local workforce area. The answer should include information on how your program will support and encourage co-enrollment in Title I programs and activities, when appropriate. The answer may include additional activities not mentioned in the local plan but that your program believes it can provide.*

6. Describe any other ways that the applicant's proposed activities align with the local plan.

**Help button text:** *(Maximum 2000 characters) The answer must not duplicate any information provided in the answers to 1-6. It must draw direct connections between the agency's proposed activities and specific content in the local plan.*

Workforce Area 2 (if applicable): Select the local workforce area in which your program will provide services: Berks Co.; Bucks Co.; Central; Chester Co.; Delaware Co.; Lackawanna Co.; Lancaster Co.; Lehigh Valley; Luzerne-Schuylkill; Montgomery Co.; North Central; Northern

Tier; Northwest; Philadelphia Co.; Pocono Cos.; South Central; Southern Alleghenies; Southwest Corner; Three Rivers; Tri County; West Central; Westmoreland/Fayette.

1. Describe how the analysis of local need for adult basic education services in the Description of Need section aligns with and is responsive to the analysis of the following in the local workforce plan for the local area selected: knowledge and skills needed to meet the employment needs of the employers in the area; the workforce in the area, including the educational and skill levels of that workforce; and workforce development activities (including education and training), including the capacity to provide services that addressed the education and skill needs of the workforce.

**Help button text:** *(Maximum 2000 characters) Refer to Sections 1.1, 1.2, 1.3, and 1.4 of the local workforce plan for this local workforce area. A good answer will draw clear and direct connections between the information in the Description of Need section of this grant and the analysis in the local workforce plan. The answer must include information from the analysis in the local plan. It will address all of the items listed in the question.*

2. How do the activities that the applicant proposes to provide with this grant align with and support the strategic vision and goals for preparing an educated and skilled workforce, as described in the local plan?

**Help button text:** *(Maximum 2000 characters) Refer to Section 2.1 of the local workforce plan for this local workforce area. A good answer will directly link the activities proposed in this grant application to the strategic vision and specific goals in the local plan. The answer should provide specific examples.*

3. Section 4.13 of the local plan identifies the groups of individuals with barriers to employment to which the local board intends to target services. Describe how the proposed activities serve the same target populations and support their success in gaining employment.

**Help button text:** *(Maximum 2000 characters) A good answer will identify the target populations from the local plan that can benefit from adult basic education services and will explain how the services proposed in this grant application will support those populations. The answer will provide specific examples that directly link proposed activities and services to skills necessary to gain employment.*

4. The local plan identifies key career pathways in the local area. How do the adult education activities proposed in this application support and align with those career pathways? How will the program coordinate with other local partners to assist in the development of career pathways and ensure on-ramps for students in adult basic education programs?

**Help button text:** *(Maximum 2000 characters) Refer to Sections 2.3, 3.3, 4.3, and 4.6 of the local workforce plan for this local workforce area. When addressing coordination with partners, include WIOA core programs as well as other workforce, education, training, and social service partners.*

5. The local plan describes in several sections how the local board plans to work with entities carrying out WIOA core programs, including Title II adult education providers; other workforce development programs; PA CareerLink<sup>®</sup> partners; and other education providers to coordinate and align services. Describe how the services described in the grant application align with the proposed activities.

**Help button:** *(Maximum 2000 characters) Refer to Sections 2.2, 2.3, 3.3, 4.3, 4.10, and 4.12 of the local workforce plan for this local workforce area. The answer should include information on how your program will support and encourage co-enrollment in Title I programs and activities, when appropriate. The answer may include additional activities not mentioned in the local plan but that your program believes it can provide.*

6. Describe any other ways that the applicant's proposed activities align with the local plan.

**Help button text:** *(Maximum 2000 characters) The answer must not duplicate any information provided in the answers to 1-6. It must draw direct connections between the agency's proposed activities and specific content in the local plan.*

Workforce Area 3 (if applicable): Select the local workforce area in which your program will provide services: Berks Co.; Bucks Co.; Central; Chester Co.; Delaware Co.; Lackawanna Co.; Lancaster Co.; Lehigh Valley; Luzerne-Schuylkill; Montgomery Co.; North Central; Northern Tier; Northwest; Philadelphia Co.; Pocono Cos.; South Central; Southern Alleghenies; Southwest Corner; Three Rivers; Tri County; West Central; Westmoreland/Fayette.

1. Describe how the analysis of local need for adult basic education services in the Description of Need section aligns with and is responsive to the analysis of the following in the local workforce plan for the local area selected: knowledge and skills needed to meet the employment needs of the employers in the area; the workforce in the area, including the educational and skill levels of that workforce; and workforce development activities (including education and training), including the capacity to provide services that addressed the education and skill needs of the workforce.

**Help button text:** *(Maximum 2000 characters) Refer to Sections 1.1, 1.2, 1.3, and 1.4 of the local workforce plan for this local workforce area. A good answer will draw clear and direct connections between the information in the Description of Need section of this grant and the analysis in the local workforce plan. The answer must include information from the analysis in the local plan. It will address all of the items listed in the question.*

2. Describe how the activities that the applicant proposes to provide with this grant align with and support the strategic vision and goals for preparing an educated and skilled workforce, as described in the local plan.

**Help button text:** *(Maximum 2000 characters) Refer to Section 2.1 of the local workforce plan for this local workforce area. A good answer will directly link the activities proposed in this grant application to the strategic vision and specific goals in the local plan. The answer should provide specific examples.*

3. Section 4.13 of the local plan identifies the groups of individuals with barriers to employment to which the local board intends to target services. Describe how the proposed activities serve the same target populations and support their success in gaining employment.

**Help button text:** *(Maximum 2000 characters) A good answer will identify the target populations from the local plan that can benefit from adult basic education services and will explain how the services proposed in this grant application will support those populations. The answer will provide specific examples that directly link proposed activities and services to skills necessary to gain employment.*

4. The local plan identifies key career pathways in the local area. Describe how the adult education activities proposed in this application support and align with those career pathways. How will the program coordinate with other local partners to assist in the development of career pathways and ensure on-ramps for students in adult basic education programs?

**Help button text:** *(Maximum 2000 characters) Refer to Sections 2.3, 3.3, 4.3, and 4.6 of the local workforce plan for this local workforce area. When addressing coordination with partners, include WIOA core programs as well as other workforce, education, training, and social service partners.*

5. The local plan describes in several sections how the local board plans to work with entities carrying out WIOA core programs, including Title II adult education providers; other workforce development programs; PA CareerLink® partners; and other education providers to coordinate and align services. Describe how the services described in the grant application align with the proposed activities.

**Help button:** *(Maximum 2000 characters) Refer to Sections 2.2, 2.3, 3.3, 4.3, 4.10, and 4.12 of the local workforce plan for this local workforce area. The answer should include information on how your program will support and encourage co-enrollment in Title I programs and activities, when appropriate. The answer may include additional activities not mentioned in the local plan but that your program believes it can provide.*

6. Describe any other ways that the applicant's proposed activities align with the local plan.

**Help button text:** *(Maximum 2000 characters) The answer must not duplicate any information provided in the answers to 1-6. It must draw direct connections between the agency's proposed activities and specific content in the local plan.*

#### Past effectiveness

1. Provide data that demonstrate the agency's success in helping students achieve the following outcomes: 1) improve skills in mathematics, reading, writing, and/or English language proficiency; 2) earn a high school diploma or equivalent; 3) gain employment; 4) retain employment; and 5) enter postsecondary education or training. The applicant must provide data for the preceding three years. The data must include the numbers in the numerator, denominator, and percentage.

**Help button text:** *For each of the five outcomes listed, the applicant must provide the number of individuals in the outcome cohort (denominator) and the number of individuals who achieved the outcome (numerator). The resulting percentage outcome will be calculated in the third column..*

PY 2014-15 or 2014

Outcome	Numerator (# students achieving outcome)	Denominator (cohort)	Outcome
Improve skills in math, reading, writing, and/or English proficiency			Numerator/denominator
Earn a high school diploma/equivalent			Numerator/denominator
Gain employment			Numerator/denominator
Retain employment			Numerator/denominator
Enter postsecondary education/training			Numerator/denominator

PY 2015-16 or 2015

Outcome	Numerator (# students achieving outcome)	Denominator (cohort)	Outcome
Improve skills in math, reading, writing, and/or English proficiency			Numerator/denominator
Earn a high school diploma/equivalent			Numerator/denominator
Gain employment			Numerator/denominator
Retain employment			Numerator/denominator
Enter postsecondary education/training			Numerator/denominator

PY 2016-17 or 2016

Outcome	Numerator (# students achieving outcome)	Denominator (cohort)	Outcome
Improve skills in math, reading, writing, and/or English proficiency			Numerator/denominator
Earn a high school diploma/equivalent			Numerator/denominator
Gain employment			Numerator/denominator
Retain employment			Numerator/denominator
Enter postsecondary education/training			Numerator/denominator

2. Explain how the agency determined the outcomes reported in (1).

**Help button text:** *(Maximum 3000 characters) The answer must include, at a minimum, the criteria used to assign individuals to each of the cohorts and to determine achievement of the outcome and how the agency collected the data used.*

### Optional Tutoring Program

Is the applicant planning to apply for optional additional tutor training program funds?

- Yes. Answer the questions below.
- No. Enter NA in the spaces below.

**Help button text:** *Applicants should only complete this section if they are applying for optional additional tutor training funds to support a volunteer tutoring program in addition to the volunteer classroom aides provided under the state grant. Applicants should review the requirements of a volunteer tutoring program in the Adult Education and Family Literacy Guidelines before deciding to apply for funds. This funding only supports activities with tutors. All services for students that receive tutoring services are provided under the main 064 federal and state funds.*

1. Describe the structure and staffing of the tutoring program the agency proposes to support with these funds and how the tutoring program will be integrated with the rest of the adult basic education program.

**Help button text:** *(Maximum 3000 characters) The answer must fully address all aspects of the question.*

2. Describe how the program will identify, recruit, and retain eligible volunteer tutors. Include a description of the program's minimum requirements and expectations for tutors beyond the minimum requirements established in Division of Adult Education guidelines and policies.

**Help button text:** *(Maximum 3000 characters) The answer must fully address all aspects of the question.*

3. Describe how the program will supervise and support volunteer tutors and provide initial and ongoing training and professional development for volunteer tutors to ensure high-quality instruction for adults, including the development of lesson plans.

**Help button text:** *(Maximum 3000 characters) The answer must fully address all aspects of the question.*

4. How will the program ensure timely and appropriate pairing of tutors with students who need one-on-one tutoring?

**Help button text:** *(Maximum 2000 characters) The answer must fully address all aspects of the question.*

5. How will the program ensure that students working with volunteer tutors get instruction of sufficient intensity and quality to lead to educational progress.

**Help button text:** *(Maximum 2000 characters) The answer must clearly address both sufficient intensity of instruction and sufficient quality of instruction.*

## Agency information

### Staff

List the staff of the adult basic education program by position title, role(s), employment status, and percentage of total time on the 064 grant. Include volunteers classroom aides and tutors, if applicable. Provide evidence that staff members are highly qualified by listing the minimum qualifications for each position.

**Help button text:** *The information provided here should align with the information in the salary sections of the budgets.*

- *Position title: Title on the agency's position description.*
- *Role(s): The main duties of the position (e.g., program administration, program coordination, instruction, assessment, intake/orientation, barrier student support, transition student support, data entry, in-house professional development specialist, grant management, etc.)*
- *% of total time on 064 grant: The percentage of each employee's overall time spent working on activities for the 064 adult basic education activities. For example, the program administrator may be a full time employee at ABC Literacy Center but only spends 10% of their time working on the 064 activities.*
- *Minimum qualifications: Include only what the agency requires to hire a person for that position. Do not list the qualifications of the person currently holding the position. For example, if the agency requires clerical staff to have at least a high school diploma or equivalent, that is the information to include, even if the person currently doing clerical work has a bachelor's degree.*

Position Title	Role(s) covered by the position	Status at agency: full-time part-time volunteer	% of total time on 064 grant activities	Minimum qualifications required for this position
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## Program sites and class schedule

### Class locations

Enter location of each program site.

**Help box text:** *Include the name of the building in the first column and the street address and city in the second column. Select the appropriate county from the dropdown. Click "Save & Continue" when complete to create the dropdown menu for the first column in the class schedule.*

Building	Address	County
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**Class schedule (minimum 5 hours per week)**

**Help button text:**

*Each class must be entered separately.*

*Class location: The content of the dropdown is populated from the information entered in the Class Sites section.*

*Type of class: Institutional refers to classes held in a correctional facility or other residential facility and provided only to adults who are inmates, patients, or residents of that facilities. Refer to the Adult Education and Family Literacy Guidelines for definitions of managed enrollment classes and open entry classes.*

Class Location	Class level	Type of class	Number of sessions per year	Number of weeks per session	Number of hours per week	Total hours	Class days and times
	ABE HSE prep ASE/Transition Multilevel ABE/ASE ESL IET	Community/Managed Community/Open Entry Institutional/Managed Institutional/Open Entry					

**Supplemental class schedule (if offered)**

**Help button text:**

*Supplemental classes in specific content areas provide additional instruction to students who are attending regular managed enrollment or open entry/open exit classes who want more intensive instruction in specific content. Supplemental classes cannot be offered in lieu of regular classes.*

Class location	Subject matter	Type of class	# sessions per year	# weeks per session	# hours per week	Total hours in program year	Class days and times
		Community/Managed Community/Open Entry Institutional/Managed Institutional/Open Entry					

**Tutoring (small group/one-on-one) – only if applying for additional tutoring program funds**

Type of tutoring	# of small groups or # of pairs	# volunteer tutors (not classroom aides)	# students to be served	# hours per week per small group or pair
Small group One-on-one Tutoring Prison peer tutoring				

Agency activity summary

1. Enter a number or dollar amount in each open cell.

**Help button text:** *The table will automatically calculate the amounts in the Totals row and in the cost per student row. The numbers in the Total Planned Enrollment column must align with the activities the agency proposes to provide. The number of students in the ESL column is a subset of the number in the # Adults column. Requested amounts should reflect the amounts the agency proposes to use to provide the related services. The requested amounts must adhere to the floors and ceilings explained in the Adult Education and Family Literacy Guidelines.*

Activity	Total Planned Enrollment	# ESL Students (subset)	# of Volunteer Classroom Aides	Requested Amount Federal Funds	Requested Amount State Funds
ABE Institutional					
ASE/GED Institutional					
ABE Community Based					
ASE/GED Community Based					
Totals					
Requested Amount					
Cost Per Student					

2. Provide a detailed explanation for the numbers entered in the Agency Activity Summary table.

**Help Button Text:** *(Maximum 2000 characters) The answer must describe how the applicant determined the overall contracted enrollment, compare the proposed number to actual enrollment in the previous three program years, and explain any significant differences. In addition, the applicant must explain the distribution of proposed enrollment across the four activities as well as in the ESL subgroup. Explain the proposed dollar amounts requested for each of the activities.*

**Subgrantee Activity Summary**

If applicable, enter all subcontracting agencies that are to provide instructional services. If the subcontracting agency is entering its own data, you must enter the AUN.

Subgrantee Name	AUN	Total Planned Enrollment	Amount Federal Funds	Amount State Funds
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**Counties Served**

List each county in which the agency will provide services and the anticipated amount of funds to be expended.

County Served	Federal Dollar Amount	State Dollar Amount
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**Program Contact Information**

Enter all information for the program contact. Select the type of agency from dropdown list.

**Help Button:** *The program contact is the person responsible for day-to-day oversight of the adult basic education program. This person will be on the Division of Adult Education’s program contact list and will receive email notifications from the division. It should not be a grants administrator or other high level management.*

Title

Name: (First, Middle, Last)

Address: (street)

(city)

(state)

(zip code)

Telephone #:

E-Mail Address:

Type of Agency

This individual is a full time employee at the agency. Yes No

## Assurances

Select Yes or No for each statement.

### All applicants

1. The applicant will expend funds awarded under this grant only in a manner consistent with the supplement not supplant provision in section 241(a).
2. The applicant will abide by federal and state regulations that govern these grant funds.
3. The applicant has read and reviewed the most current versions of Division of Adult Education policies and guidelines and will abide by them

### Corrections education providers

1. Corrections education: The applicant will give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program.
2. Corrections Education: The applicant assures that it will enter into an MOU with the correctional facilities, which ensures that all instruction is compliant with DAE guidelines and requirements. The applicant assures that it will collect SID numbers for individuals in corrections education programs and will work with the DAE to meet the recidivism reporting requirements of section 225.

### Applicants for optional tutoring program funds

1. The applicant assures that it will use any funds awarded under the tutoring subproject only for costs directly associated with the tutoring program.

## Federal Subproject Budget

### Salary

Function	Object	Role	Name	Degree	# Hours	\$/hour	Amount
1691	101	Assessment		HSD/HSE			
2122	102	Childcare/babysitting		Associate's			
2160	103	Clerical		Bachelor's			
2200	104	Data entry		Master's			
2300	105	Data review/quality		Doctorate			
2600	106	Employee buy out		Other			
2900	110	Fiscal administration		professional			
LM	116	General grant					
	190	administration					
		Human resources					
		Instruction					
		Intake/orientation					
		Other					
		Paid classroom aide					
		PD support					
		Program coordination					
		Program director					
		Student recruitment					
		Student support					
		Tutor					
		training/coordination					
		Volunteer classroom					
		aide					
		Volunteer tutor					

**Salary Help Button:** Refer to the Adult Education and Family Literacy Guidelines Section 606, 607, and 608 for definitions of the function and object codes. Enter information for this part of the application one name at a time. Select a cost function and object code from the dropdown menus; use the appropriate object code for the employee's position. Select a role to specify the work being done. For example, OC 105 Administrative Support Personnel can be "Clerical" in some function codes and "Data entry" in FC 2900. Type in the name; choose the degree from the dropdown menu; enter the number of hours; and enter the hourly rate for each staff member. The amount paid will be automatically calculated. Click on the "add" button to add that person to the list. Repeat this sequence until all staff has been entered.

**Note:** Individual staff members may be entered on the list more than one time if they fulfill multiple roles.

**Note:** The total hours entered for each staff member (all grants combined) cannot exceed 2080 hours unless previously approved by the Division.

The applicant may provide narrative information to clarify the expenses if desired. (750 characters maximum)

## Benefits

Function	Object	Description	Amount
1691	210		
2122	220		
2160	230		
2200	231		
2300	250		
2600			
2900			
LM			

**Benefits Help Button:** Refer to the Adult Education and Family Literacy Guidelines Section 606, 607, and 608 for definitions of the function and object codes. All benefits charged to the grant must be prorated across function codes in the same proportions as the associated staff salaries. Select a cost function and object code from the dropdown menus; add a description of the benefit and the total amount. Click on the "add" button after each entry. Repeat this sequence until all benefits have been entered.

**Note:** Total FICA costs must not exceed Federal rate totals.

The applicant may provide narrative information to clarify the expenses if desired. (750 characters maximum)

## Contracted Services

Function	Object	Name	Description	Amount
1691	320			
2122	324			
2160	330			
2200	340			
2300	350			
2600	390			
2900				
LM				

**Contracted Services Help Button text:** Refer to the Adult Education and Family Literacy Guidelines Section 606, 607, and 608 for definitions of the function and object codes. Enter information for contracted professional and technical services. Select a cost function and object code from the dropdown menus. OC 330 may only be allocated to FC 2300. OC 350 may only be allocated to FC 2600. PA CareerLink infrastructure costs must be allocated to FC2300/OC390. Enter the name of the contractor. The information in the Name column must be the name of the entity or person with whom the program is contracting. General descriptions are not acceptable. Enter a description of the services contracted for and enter the amount. Click on the "add" button after each entry. Repeat this sequence until all contracted services have been entered.

The applicant may provide narrative information to clarify the expenses if desired. (750 characters maximum)

**Building-related**

Function	Object	Description	Amount
2600 LM	410 420 430 441 490 520		

**Building-related Help Button:** Refer to the Adult Education and Family Literacy Guidelines Section 606, 607, and 608 for definitions of the function and object codes. Enter information for building-related expenses. Select a cost function and object code from the dropdown menus; enter a description of the item; and enter the amount. Click on the "add" button after each entry. Repeat this sequence until all building-related expenses have been entered.

The applicant may provide narrative information to clarify the expenses if desired. (750 characters maximum)

**Leased Equipment**

Function	Object	Description	Amount
1691 2122 2160 2200 2300 2900 LM	442 448 449		

**Leased Equipment Help Button:** Refer to the Adult Education and Family Literacy Guidelines Section 606, 607, and 608 for definitions of the function and object codes. Enter information for leased equipment. Select a cost function and object code from the dropdown menus; enter a description of the item; and enter the amount. Click on the "add" button after each entry. Repeat this sequence until all leased equipment items have been entered.

The applicant may provide narrative information to clarify the expenses if desired. (750 characters maximum)

### Purchased Equipment

Function	Object	Description	Unit Cost	No of units	Amount	Location
1691 2122 2160 2200 2300 2900 LM	790					

**Purchased Equipment Help Button:** Refer to the Adult Education and Family Literacy Guidelines Section 606, 607, and 608 for definitions of the function and object codes. Enter information for purchased equipment. Select a cost function and object code from the dropdown menus. Then, enter a description of the item, the cost per unit, the number of units, and the location where the equipment will be housed/used. You do not need to enter an amount; this field will update automatically. Click on the "add" button after each entry. Repeat this sequence until all purchased equipment has been entered.

The applicants must provide an explanation/justification for any equipment to be purchased. (text box – 750 characters maximum)

### Program-related

Function	Object	Description	Amount
1691 2122 2160 2200 2300 2600 2900 LM	530 540 550 580 610 640 650 810 891		

**Program-related Help Button:** Refer to the Adult Education and Family Literacy Guidelines Section 606, 607, and 608 for definitions of the function and object codes. Enter information for other program-related expenses. Select a cost function and object code from the dropdown menus; enter a description of the expense. The description must clearly and specifically describe the purpose of the expenditure. Do not simply restate the object code title and enter the amount. Click on the "add" button after each entry. Repeat this sequence until all program-related expenses have been entered.

The applicant may provide narrative information to clarify the expenses if desired. (750 characters maximum)

## Restricted Indirect Costs

Function	Object	Amount
5000	900	

**Restricted Indirect Costs Help Button text:** Refer to the Adult Education and Family Literacy Guidelines Section 606, 607, and 608 for definitions of the function and object codes. Exclude the total in the Purchased Equipment section when calculating the restricted indirect costs.

## State Subproject Budget

### Salary

Function	Object	Role	Name	Degree	# Hours	\$/hour	Amount
1691	101	Assessment		HSD/HSE			
1692	102	Childcare/babysitting		Associate's			
2122	103	Clerical		Bachelor's			
2160	104	Data entry		Master's			
2200	105	Data review/quality		Doctorate			
2300	110	Employee buy out		Other			
2600	116	Fiscal administration		professional			
2900	190	General grant administration					
		Human resources					
		Instruction					
		Intake/orientation					
		Other					
		Paid classroom aide					
		PD support					
		Program coordination					
		Program director					
		Student recruitment					
		Student support					
		Tutor					
		training/coordination					

**Salary Help Button:** Refer to the Adult Education and Family Literacy Guidelines Section 606, 607, and 608 for definitions of the function and object codes. Enter information for this part of the application one name at a time. Select a cost function and object code from the dropdown menus; use the appropriate object code for the employee's position. Select a role to specify the work being done. For example, OC 105 Administrative Support Personnel can be "Clerical" in some function codes and "Data entry" in FC 2900. Type in the name; choose the degree from the dropdown menu; enter the number of hours; and enter the hourly rate for each staff member. The amount paid will be automatically calculated. Click on the "add" button to add that person to the list. Repeat this sequence until all staff has been entered.

**Note:** Individual staff members may be entered on the list more than one time if they fulfill multiple roles.

**Note:** The total hours entered for each staff member (all grants combined) cannot exceed 2080 hours unless previously approved by the Division.

The applicant may provide narrative information to clarify the expenses if desired. (750 characters maximum)

#### Benefits

Function	Object	Description	Amount
1691	210		
1692	220		
2122	230		
2160	231		
2200	250		
2300			
2600			
2900			

**Benefits Help Button:** Refer to the Adult Education and Family Literacy Guidelines Section 606, 607, and 608 for definitions of the function and object codes. All benefits charged to the grant must be prorated across function codes in the same proportions as the associated staff salaries. Select a cost function and object code from the dropdown menus; add a description of the benefit and the total amount. Click on the "add" button after each entry. Repeat this sequence until all benefits have been entered.

**Note:** Total FICA costs must not exceed Federal rate totals.

The applicant may provide narrative information to clarify the expenses if desired. (750 characters maximum)

#### Contracted Services

Function	Object	Name	Description	Amount
1691	320			
1692	324			
2122	330			
2160	340			
2200	350			
2300	390			
2600				
2900				

**Contracted Services Help Button text:** Refer to the Adult Education and Family Literacy Guidelines Section 606, 607, and 608 for definitions of the function and object codes. Enter information for contracted professional and technical services. Select a cost function and object code from the dropdown menus. OC 330 may only be allocated to FC 2300. OC 350 may only

be allocated to FC 2600. PA CareerLink infrastructure costs must be allocated to FC2300/OC390. Enter the name of the contractor. The information in the Name column must be the name of the entity or person with whom the program is contracting. General descriptions are not acceptable. Enter a description of the services contracted for and enter the amount. Click on the "add" button after each entry. Repeat this sequence until all contracted services have been entered.

The applicant may provide narrative information to clarify the expenses if desired. (750 characters maximum)

#### Building-related

Function	Object	Description	Amount
2600	410 420 430 441 490 520		

**Building-related Help Button:** Refer to the Adult Education and Family Literacy Guidelines Section 606, 607, and 608 for definitions of the function and object codes. Enter information for building-related expenses. Select a cost function and object code from the dropdown menus; enter a description of the item; and enter the amount. Click on the "add" button after each entry. Repeat this sequence until all building-related expenses have been entered.

The applicant may provide narrative information to clarify the expenses if desired. (750 characters maximum)

#### Leased Equipment

Function	Object	Description	Amount
1691 1692 2122 2160 2200 2300 2900	442 448 449		

**Leased Equipment Help Button:** Refer to the Adult Education and Family Literacy Guidelines Section 606, 607, and 608 for definitions of the function and object codes. Enter information for leased equipment. Select a cost function and object code from the dropdown menus; enter a description of the item; and enter the amount. Click on the "add" button after each entry. Repeat this sequence until all leased equipment items have been entered.

The applicant may provide narrative information to clarify the expenses if desired. (750 characters maximum)

### Purchased Equipment

Function	Object	Description	Unit Cost	No of units	Amount	Location
1691 1692 2122 2160 2200 2300 2900	790					

**Purchased Equipment Help Button:** Refer to the *Adult Education and Family Literacy Guidelines Section 606, 607, and 608* for definitions of the function and object codes. Enter information for purchased equipment. Select a cost function and object code from the dropdown menus. Then, enter a description of the item, the cost per unit, the number of units, and the location where the equipment will be housed/used. You do not need to enter an amount; this field will update automatically. Click on the "add" button after each entry. Repeat this sequence until all purchased equipment has been entered.

The applicants must provide an explanation/justification for any equipment to be purchased. (text box – 750 characters maximum)

### Program-related

Function	Object	Description	Amount
1691 1692 2122 2160 2200 2300 2600 2900	530 540 550 580 610 640 650 810 891		

**Program-related Help Button:** Refer to the *Adult Education and Family Literacy Guidelines Section 606, 607, and 608* for definitions of the function and object codes. Enter information for other program-related expenses. Select a cost function and object code from the dropdown menus; enter a description of the expense. The description must clearly and specifically describe the purpose of the expenditure. Do not simply restate the object code title and enter the amount. Click on the "add" button after each entry. Repeat this sequence until all program-related expenses have been entered.

The applicant may provide narrative information to clarify the expenses if desired. (750 characters maximum)

### Restricted Indirect Costs

Function	Object	Amount
5000	900	

**Restricted Indirect Costs Help Button text:** Refer to the Adult Education and Family Literacy Guidelines Section 606, 607, and 608 for definitions of the function and object codes. Exclude the total in the Purchased Equipment section when calculating the restricted indirect costs.

### Optional Tutoring Program Subproject Budget

#### Salary

**Help Button text:** Refer to the Adult Education and Family Literacy Guidelines Section 606, 607, and 608 for definitions of the function and object codes. In the salary section, use the appropriate object code for the employee's position. Use the Role column to specify the work being done.

Function	Object	Role	Name	Degree	# Hours	\$/hour	Amount
1692	101 104 105 116	Employee buyout Program director Tutor coordination Tutoring program coordination Tutor recruitment Tutor training		HSD/HSE Associate's Bachelor's Master's Doctorate Other professional			

#### Benefits

**Help Button text:** Refer to the Adult Education and Family Literacy Guidelines Section 606, 607, and 608 for definitions of the function and object codes. All benefits charged to this budget must be proportionate to the salaries charged. For example, if the program director has 5% of their time on this budget, a maximum of 5% of the benefits costs may be charged to this budget.

Function	Object	Description	Amount
1692	210 220 230 231 250		

### Contracted Services

**Help Button Text:** Refer to the Adult Education and Family Literacy Guidelines Section 606, 607, and 608 for definitions of the function and object codes. No administrative costs may be charged to this budget.

Function	Object	Name	Description	Amount
1692	320 324 340			

### Leased Equipment

**Help Button text:** Refer to the Adult Education and Family Literacy Guidelines Section 606, 607, and 608 for definitions of the function and object codes.

Function	Object	Description	Amount
1692	449		

### Purchased Equipment

**Help Button text:** Refer to the Adult Education and Family Literacy Guidelines Section 606, 607, and 608 for definitions of the function and object codes.

Function	Object	Description	Unit Cost	No of units	Amount	Location
1692	790					

### Program-related

**Help Button text:** Refer to the Adult Education and Family Literacy Guidelines Section 606, 607, and 608 for definitions of the function and object codes. The description must clearly and specifically describe the purpose of the expenditure. Do not simply restate the object code title.

Function	Object	Description	Amount
1692	580 610 640 650 810		