



Content of Tutoring Program for Adults Grant Application

Demonstrated effectiveness to determine eligibility

Applicant(s)

Enter the full name of the grant applicant. In the case of a consortium or coalition of agencies, each agency in the consortium/coalition must be entered separately.

Evidence of demonstrated effectiveness

Each of the entities listed above under Applicant(s) must provide a completed copy of the appropriate Demonstrated Effectiveness Table form. The forms are located on the [Division of Adult Education Grant Competitions webpage](#). Each entity listed above in the Applicant(s) section must download and fill out its own appropriate table. The file should be saved using the following naming convention: “[Applicant Name] Demonstrated Effectiveness”. The grantee (or main grantee in the case of a consortium or coalition of agencies) must upload each of the completed tables below. To upload the files, click on the “Upload File” button. Find the desired file on your computer and select it. Uploaded files will appear in the table under the Upload File button.

Narrative

Proposed services, service area, and description of need

1. The agency proposes to provide: Drop down menu: Community-based tutoring program; peer tutoring program; Both
2. Describe the proposed service area (for peer tutoring programs, the correctional facilities) and the need for a tutoring program for adults in that service area and/or correctional facilities.

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, up-to-date, quantitative, and qualitative data from multiple cited sources to demonstrate the need for a division-funded tutoring program for adults in that area and/or those correctional facilities. The answer must also include an explanation of how the data demonstrate need, how the need for tutoring program instructional services aligns with the analysis of need in the local workforce plan, and how the tutoring program services and activities align with the strategies and goals of the local workforce plan. Data without explanation will be scored as an incomplete answer.*

Agency structure and capacity

1. Describe the structure of the agency/adult education program of which the tutoring program will be a part and how the agency 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) The answer must include a description of the organizational structure of the agency/adult education program of which the tutoring program is a part. The answer must provide evidence of sufficient staff, staff time, and resources to meet all of the requirements of the grant, including tutor recruitment, onboarding, training, and support; student orientation, assessment, data collection and entry, instruction including lesson planning and preparation time, professional development, program improvement, student support services, 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. Applicants that are a consortium or coalition of agencies should provide details for all agencies in the consortium/coalition.*

2. Describe the applicant's financial management system and internal controls to ensure fiscally sound and compliant use of grant funds.

Help button text: *(Maximum 2000 characters) The answer must address both the overall financial management system and internal controls as well as the adult education program administrator's roles and responsibilities in the process. Applicants that are a consortium or coalition of agencies should describe how the main grantee will provide oversight and work with subgrantees to ensure fiscally sound and compliant use of grant funds.*

3. Describe the applicant's data collection, entry, review, and reporting process, policies, and procedures to ensure, per the division's policy, timely and accurate collection and entry of data into the Division of Adult Education's online data reporting system and submission of required reports and how the applicant will use the data to monitor program performance and ensure continuous program improvement.

Help button text: *(Maximum 3000 characters) A complete answer must address all items listed in the question. The answer should address the roles and responsibilities of all program staff members associated with data collection, review, entry, and reporting. 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 director/administrator together with program staff will use data to monitor and evaluate its own performance and student outcomes and of how the program will use the results to support continuous program improvement. Applicants that are a consortium or coalition of agencies should provide details for all agencies in the consortium/coalition.*

4. Describe the applicant's plan to provide appropriate technology for tutor and student use and how the program will use that technology to enhance the availability and quality of its tutoring services and improve student outcomes and performance.

Help button text: *(Maximum 2000 characters) The answer should address the use of a range of technology in all aspects of services to students and administrative activities, including the use of technology to improve students' access to services and program efficiency. The answer must address how the applicant determines the appropriate technology for tutor and student use, how the applicant ensures that tutors and students have access to and use the technology, and the applicant's plan to procure, maintain, and update technology to ensure continues access to appropriate technology. Applicants that are a consortium or coalition of agencies should provide details for all agencies in the consortium/coalition.*

Tutor Recruitment, Training, and Management

Answers in this section must clearly and fully address the tutoring program models the applicant proposes to offer.

1. Describe how the applicant will recruit, hire, onboard, and train qualified tutor coordinators and how the applicant will ensure that tutor coordinators have access to and sufficient time to participate in high-quality job-embedded professional development.

Help button text: *(Maximum 2000 characters) The answer must clearly and fully address how the applicant will ensure that the tutoring program is led by a tutor coordinator who has the knowledge and skills necessary to lead a successful, compliant program. The answer must also address both required and optional professional development activities and address access to professional development provided through electronic means. Applicants that are a consortium or coalition of agencies should provide details for all agencies in the consortium/coalition.*

2. Describe how the applicant will identify and recruit qualified volunteer tutors who can make the time commitment necessary for both training and tutoring, who have the range of knowledge and skills necessary to tutor proposed students, and who are able to provide services in a range of delivery methods, including remote instruction.

Help button text: *(Maximum 2000 characters) The answer must address the minimum qualifications required by the division as well as a description of the applicant's minimum requirements and expectations for the tutors beyond the minimum requirements established by the Division of Adult Education guidelines and policies. The answer must address how appropriate tutors will be recruited and include the process by which prospective tutors will be evaluated. The answer must also describe how the program will help potential tutors understand the tutoring and training time commitments and instructional requirements to determine if being a tutor is appropriate for them. Applicants that are a consortium or coalition of agencies should provide details for all agencies in the consortium/coalition.*

3. Describe how the applicant will provide initial and ongoing training and professional development to volunteer tutors to ensure that tutored students receive high-quality instruction in a manner that meets their needs.

Help button text: *(Maximum 2000 characters) The answer must address how the applicant will ensure that tutors are adequately onboarded and trained to provide high-quality instruction that meets students' needs. The answer must include details pertaining to training for lesson planning and adequate digital literacy skills. The answer must describe how the tutoring program will ensure that, as students' skills improve, tutors will have the knowledge and skills necessary to provide instruction at the more advanced levels. Applicants that are a consortium or coalition of agencies should provide details for all agencies in the consortium/coalition.*

4. Describe how the program will supervise and support volunteer tutors who are working with students.

Help button text: *(Maximum 2000 characters) The answer must address how the applicant will ensure that tutors are adequately supervised and supported to provide appropriate services to students. The answer must include details on how the tutor coordinators will communicate with tutors to identify challenges tutors are experiencing and training or professional development needs tutors have and how the tutor coordinators will address those challenges and needs. The answer must describe how the tutor coordinators will ensure that tutors have lesson plans for instruction and are using them. The answer must*

also include information about how tutors will be evaluated to determine if they are suitable for the program. Applicants that are a consortium or coalition of agencies should provide details for all agencies in the consortium/coalition.

5. Describe how the program will ensure that tutors have the digital literacy skills necessary to use technology and support students' acquisition and development of digital literacy and digital resiliency.

Help button text: *(Maximum 2000 characters) The applicants must explain the support it will provide to tutors so that they can use technology to participate in training and professional development, complete and submit required paperwork, tutor remotely, and support students' acquisition and development of digital literacy and digital resiliency. Applicants that are a consortium or coalition of agencies should provide details for all agencies in the consortium/coalition.*

6. Describe how the program will ensure timely and appropriate pairing of tutors with students who need one-on-one and group tutoring.

Help button text: *(Maximum 2000 characters) Applicants must describe their procedure for tutor and student pairings including staff responsibilities and anticipated timeline. The answer must fully address all aspects of the question. Applicants that are a consortium or coalition of agencies should provide details for all agencies in the consortium/coalition.*

Student support and instruction

1. Describe how the applicant will identify students who will be paired with tutors for one-on-one tutoring or small group instruction.

Help button text: *(Maximum 2000 characters) The answer must demonstrate that the applicant has a plan for identifying students who will benefit from tutoring services. The answer must identify the criteria the program will use, including which students will have priority for being assigned a tutor. Applicants that are a consortium or coalition of agencies should provide details for all agencies in the consortium/coalition.*

2. Describe the instruction that tutors will provide.

Help button text: *(Maximum 2500 characters) The answer must demonstrate that the applicant has a thorough plan to ensure that the proposed tutoring services are available in 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. The answer must describe how the program will use the College and Career Readiness Standards for Adult Education (CCRS). 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. Applicants that are a consortium or coalition of*

agencies should provide a description that encompasses all agencies in the consortium/coalition.

3. Describe how instruction provided by the tutors will support students to develop critical thinking, digital literacy, self-management, and employability skills.

Help button text: *(Maximum 2000 characters) The answer must address how instruction will be contextualized so that students gain the skills needed to progress through adult basic education services, 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. Include information about how this instruction will prepare students to access the career pathways listed in local workforce plans for the services area. Applicants that are a consortium or coalition of agencies should provide a description that encompasses all agencies in the consortium/coalition.*

4. Describe how the tutor coordinator will determine the educational needs of students working with tutors and assist the tutors to 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. Applicants that are a consortium or coalition of agencies should provide a description that encompasses all agencies in the consortium/coalition.*

5. Describe the applicant's plan to ensure that all students working with tutors are assessed in compliance with Division of Adult Education assessment policy.

Help Button text: *(Maximum 1500 characters) Applicants should refer to Policy D.100 Adult Learner Assessment. The answer should address the standardized assessments the applicant will use and how they were selected, the internal policies and procedures to ensure appropriate training for staff and timely and appropriate administration of assessments. Applicants that are a consortium or coalition of agencies should provide details for all agencies in the consortium/coalition.*

6. Describe how the program will ensure that students working with tutors will receive instruction of sufficient intensity and quality to lead to educational progress.

Help button text: *(Maximum 2000 characters) The answer must show evidence that the applicant will provide training and assistance to tutors so that they are able to provide adequate instruction to meet the educational needs of students, including regular formative assessment to allow appropriate lesson adjustments as the student makes educational gains. Applicants that are a consortium or coalition of agencies should provide details for all agencies in the consortium/coalition.*

7. Describe the intake procedure and orientation process the applicant provides to new students.

Help button text: (Maximum 1000 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. Applicants that are a consortium or coalition of agencies should provide details for all agencies in the consortium/coalition.*

8. Describe how the applicant 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 identify common barriers that students face and how the program will help the students address those barriers. 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, especially PA CareerLink® and workforce development system partners, before investing grant funds for such services. Applicants that are a consortium or coalition of agencies should provide details for all agencies in the consortium/coalition.*

9. Describe the steps the applicant will take to ensure equitable access to, and participation in, this grant-funded program.

Help button text: (Maximum 1000 characters) *The answer must address both equitable access to and participation in the proposed services. The answer must include specific steps the program will take to address barriers to equitable access and participation. It is not sufficient simply to state that the agency has policies to ensure access and participation. See information on the [General Education Provisions Act Section 427](#) at [U.S.C. Title 20 - EDUCATION \(govinfo.gov\)](#). Applicants that are a consortium or coalition of agencies should provide details for all agencies in the consortium/coalition.*

Past effectiveness

1. Describe the applicant's success in the immediately preceding two years in recruiting and training qualified tutors who were successfully paired with students or led small groups.

Help button text: (Maximum 1500 characters) *The answer must provide evidence that the applicant has experience conducting a tutoring program similar to that proposed in this grant application and providing tutoring services to individuals who are eligible participants under WIOA and State Act 143. Applicants that are a consortium or coalition of agencies should provide details for all agencies in the consortium/coalition.*

2. Describe the applicant's success in the immediately preceding two program years in having students who were served by tutors persist in the program and achieve their goals.

Help box text: (Maximum 1500 characters) *Answer should include narrative with data to support the narrative. It should address the applicant's success in having individuals who complete its intake process achieve participant status (i.e., reach 12 hours of service) and its*

success in having participants remain in the program long enough to achieve their goals. Applicants that are a consortium or coalition of agencies should provide details for all agencies in the consortium/coalition.

3. Describe the effectiveness of the applicant's tutoring program for adults in the preceding two program years. Provide data that demonstrate the agency's success in helping students who were served by tutors achieve the following outcomes: 1) improvement of skills in mathematics, reading, writing, and/or English language proficiency, especially for individuals with low level literacy; 2) attaining a high school equivalency credential; 3) getting a job; 4) retaining a job; and 5) enrolling in postsecondary education or training. The applicant must provide data for the immediately preceding two years. The data must include the numbers in the numerator, denominator, and percentage.

Help box text: *(Maximum 3000 characters) The answer should include information that clearly establishes past effectiveness with eligible individuals for the listed outcomes. Information may be qualitative and quantitative. The information provided should include the total numbers as well as percentages to make clear the full extent of the past effectiveness. In the case of a consortium or coalition of agencies, the answer must address the past effectiveness of each agency separately. Applicants that are a consortium or coalition of agencies should provide details for all agencies in the consortium/coalition.*

Budget Narrative

Describe how the funds requested will support the purpose of the Tutoring Program for Adults grant and attainment of program outcomes. The description should provide clear evidence that the proposed expenditures are reasonable and necessary to meet the requirements of the program. *(Maximum 2500 characters)*

Agency information

Targets

Propose enrollment and target outcomes for 2024-25 for each of the following categories:

- Number of tutors who complete full training
- Number of active tutors (minimum of 12 hours tutoring within the program year)
- Number of active tutors providing a minimum of 50 instructional hours within the program year
- Number of enrolled participants to be served by tutors
- Number of tutored participants who will post-test within the program year
- Number of tutored participants who will make an educational functioning level gain
- Number of tutored participants who enter at ABE Levels 1 and 2 or ESL Levels 1 and 2

	Proposed PY 2024-25 Target	Final Negotiated PY 2024-25 Targets
# Tutors who complete full training		
# Active tutors (minimum of 12 hours tutoring within the program year)		
# Active tutors providing a minimum of 50 instructional hours within the program year		
# Enrolled participants to be served by tutors		
# Tutored participants who will post-test within the program year		
# Tutored participants who will make an educational functioning level gain		
# Tutored participants who enter at ABE Levels 1 and 2 or ESL Levels 1 and 2		

Help button text: *All targets must be ambitious, align with the grant funding, and reflect continuous program improvement. Grantees will negotiate with PDE to establish the official targets, which the grantees will be expected to meet. The grantee's success in meeting its annual targets will be a consideration for the next year's funding and conditions.*

Staff

List the staff of the tutoring program including subgrantees if applicable, by position title, role(s), employment status, and percentage of total time on the tutoring program grant. Include tutors. 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. However, if multiple individuals have the same position with the same*

roles, status, percentage of time on tutoring program grant, and minimum qualifications, only list the position once.

- *Position title: Title on the agency’s position description.*
- *Role(s): The entry for a position should include **all roles** that the person in the position fulfills for the tutoring program. In most programs, most positions fulfill multiple roles. All of those roles should be listed in the second column. Do not list each role in a separate entry. Applicants must address all of the required roles listed in the Adult Education and Family Literacy Program Guidelines.*
- *Status at Agency: Select the status that reflects the status of the position at the agency not for the tutoring program specifically. It is possible for a person to be full time at the agency but work only part time on tutoring program activities. Select the status at the agency.*
- *% of total time on tutoring program grant: The percentage of each position’s overall time spent working on activities for the tutoring program 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 tutoring program activities. On the other hand, a part-time teacher working 8 hours per week may spend 100 percent of their time on tutoring program 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. Do not describe the duties of the position.*

Position Title	Role(s) covered by the position	Status at agency (full-time, part-time, volunteer)	% of total time on tutoring grant activities	Minimum qualifications required for this position max character 175
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Tutoring plan

Enter all activities that tutors will provide. For each entry, select the appropriate delivery method and the type of tutoring from the drop down menus. Then, enter the number of volunteer tutors who will provide that activity, the number of small groups or pairs that those tutors will work with, the number of students who will be served in those activities, and the number of hours per week per small group or pair.

Help button text: *Click save after each entry. Click on the "add" button for each additional entry you want to add. Continue this sequence until all information has been entered.*

Delivery Method:

- *Blended classes combine live real-time class sessions (remote or in-person) with online, asynchronous coursework. Students are required to attend real-time class sessions, typically once a week, and complete the remainder of their coursework online. In this delivery method, all students must complete the online asynchronous coursework, which is fully aligned with the classroom content and activities.*

- Hybrid classes are those that have regularly scheduled in person class sessions combined with regularly scheduled real-time remote class sessions.
- Fully remote are classes that have no in-person option.
- Fully in-person are classes that have no remote option.

Delivery Method	Type of tutoring	# Volunteer tutors	# Small groups or # pairs	# Students to be served	# Hours per week per small group or pair
Blended	Small group				
Fully In-person	One-on-one Tutoring				
Fully Remote	Prison peer tutoring				
Hybrid					

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 ABE rows in the Total Planned Enrollment column. Requested amounts should reflect the amounts the agency proposes to use to provide the related services.*

Activity	Total Planned Enrollment	# ESL Students (subset)	# Tutors working with students	Requested Amount
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 1500 characters) The answer must describe how the applicant determined the overall contracted enrollment, compare the proposed number to actual enrollment in recent prior 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 subgrantees that are going to provide tutoring services under this grant. If the subgrantee will enter its own data in eData, you must enter the AUN.

Subgrantee Name	AUN	Total Planned Enrollment	Requested Amount

Counties Served

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

County Served	Amount

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 tutoring 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:

Email Address:

Type of Agency: Community-based organization; Community, Technical or Junior College; Correctional Institution; Faith Based Organization; Four Year College or University; Library; Local Education Agency; Other Agency; Other Institution (Non-Correctional) Other Institution of Higher Education

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

Assurances

Select Yes or No for each of the statements.

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.
4. Peer tutoring providers: 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. (Includes an n/a option)

Budget

Salary

Function	Object	Role/Activity	Name	Degree	# Hours	\$/hour	Amount
1691	101	Assessment		HSD/HSE			Calculation # hrs. * \$ per hr.
1692	102	Clerical		Associate's			
2122	103	Data entry		Bachelor's			
2160	104	Data review/quality		Master's			
2200	105	Digital literacy specialist		Doctorate			
2270	110	Employee opt out		Other professional			
2300	116	Fiscal administration					
2600		General grant administration					
2900		Human resources					
		IHPDS					
		Instruction					
		Intake/orientation					
		Other					
		Preparation					
		Professional development					
		Program coordination					
		Program director					
		Student recruitment					
		Student support					
		Tutor coordination					
		Tutor recruitment					
		Tutor training					
		Tutoring program coordination					

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 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 Division grants combined) cannot exceed 2080 hours unless previously approved by the Division.

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

Benefits

Function	Object	Description	Amount
1691	210		
1692	220		
2122	230		
2160	231		
2200	250		
2270	260		
2300			
2600			
2900			

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 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. (Text box – 750 characters maximum)

Contracted Services

Function	Object	Name	Description	Amount
1691	320			
1692	330			
2122	340			
2160	350			
2200	360			
2270	390			
2300				
2600				
2900				

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. 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. (Text box – 750 characters maximum)

Building-related

Function	Object	Description	Amount
2300	410		
2600	420		
	430		
	441		
	490		
	520		

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 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. All entries for rent should include the locations of the sites for which rent is being paid.

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

Leased Equipment

Function	Object	Description	Amount
1691	442		
1692	448		
2122	449		
2160			
2200			
2270			
2300			
2900			

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 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. (Text box – 750 characters maximum)

Purchased Equipment

Function	Object	Description	Unit Cost	No of units	Amount	Location
1691	790					
1692						
2122						
2160						
2200						
2270						
2300						
2900						

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 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	530		
1692	540		
2122	550		
2160	580		
2200	610		
2270	640		
2300	650		
2600	810		
2900			

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 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. (Text box – 750 characters maximum)

Restricted Indirect Costs

Function	Object	Amount
5000	900	

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.