



Content of Statewide Distance Learning Project 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

Description of need

1. Describe the need for adult basic education services at a distance in Pennsylvania.

Help button text: *(Maximum 3000 characters) The applicant must provide sufficient relevant, up-to-date, quantitative, and qualitative data from multiple cited sources to demonstrate the need for a division-funded statewide distance learning project. The answer must also include an explanation of how the data demonstrate need. Data without explanation will be scored as an incomplete answer. The information in this answer should*

align with the answer to Alignment with Workforce question 1 and will be considered in the state board review of statewide distance learning project applications for alignment with the state plan.

Agency structure and capacity

1. Describe how the program administrator responsible for day-to-day oversight of the statewide distance learning project 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 administrator has to fulfill these duties as well as evidence of support from the larger agency and/or board of directors to fulfill these duties. Applicants that are a consortium or coalition of agencies should describe how the main grantee will provide oversight and work with subgrantees to address the items listed.*

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 2500 characters) The answer must address both the overall financial management system and internal controls as well as the statewide distance learning project 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 how the applicant will staff the statewide distance learning project to meet all of the requirements of the grant.

Help button text: *(Maximum 4000 characters) The answer must include a description of the organizational structure of the statewide distance learning project. 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, program improvement, student support services, and other support services. 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.*

4. Describe how the applicant will recruit and hire qualified staff for the statewide distance learning project.

Help button text: *(Maximum 1500 characters) The answer must address the minimum qualifications required by the division and by the agency. Applicants that are a consortium or coalition of agencies should provide details for all agencies in the consortium/coalition.*

5. Describe the applicant's onboarding and induction process to ensure that all staff are trained to fulfill all of their roles and responsibilities in the statewide distance learning project.

Help button text: *(Maximum 1500 characters) The answer must address staff induction/orientation procedures that ensure that new staff can immediately provide compliant services. Applicants that are a consortium or coalition of agencies should provide details for all agencies in the consortium/coalition.*

6. Describe how the applicant will ensure that statewide distance learning project staff have access to and sufficient time to participate in high-quality job-embedded professional development.

Help button text: *(Maximum 1500 characters) The answer must 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.*

Program improvement and data

1. 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.

Help button text: *(Maximum 2000 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 that are a consortium or coalition of agencies should provide details for all agencies in the consortium/coalition.*

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

Help Button text: *(Maximum 2000 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.*

3. Describe how the applicant 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 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 on how they will work together to monitor program performance and ensure continuous program improvement within the consortium/coalition.*

Instruction

1. Describe the structure of the distance learning activities, including delivery methods and instructional models, and the plan to ensure year-round provision of the required services using a variety of options to meet the needs of eligible participants.

Help button: *(Maximum 3000 characters) The answer must address the required services as listed in the Request for Grant Application Guidelines and demonstrate that the applicant 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. Applicants that are a consortium or coalition of agencies should provide a description that encompasses all agencies in the consortium/coalition.*

2. Describe instruction in the program.

Help button text: *(Maximum 2500 characters) 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 are effective and based on best practices derived from the most rigorous research available. In addition to describing general best practices for adult education, the answer should address best practices in distance education and describe how the program will support students to use technology to succeed in the program. 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 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 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. Applicants that are a consortium or coalition of agencies should provide a description that encompasses all agencies in the consortium/coalition.*

4. 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. Applicants that are a consortium or coalition of agencies should provide a description that encompasses all agencies in the consortium/coalition.*

5. Describe how the applicant will ensure that all instructional staff have sufficient time for lesson planning and preparation.

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

Student identification and support

1. Describe how the applicant will identify, recruit, and retain Pennsylvania residents who need and will benefit from the proposed distance education services, including individuals with disabilities and other groups identified in the Pennsylvania WIOA Combined State Plan as the most in need.

Help button text: *(Maximum 2500 characters) The answer must address both identification of target populations and recruitment of those individuals. The answer should include information on the partners that the applicant will work with for recruitment. Applicants should refer to the Pennsylvania WIOA Combined State Plan to find out the groups identified by the state board as being target populations for the workforce system.*

2. Describe the orientation 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.*

3. 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 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.*

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

Help button text: *(Maximum 500 characters) The answer must address equitable access to and participation in the proposed services. See information on GEPA at <https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf>.*

Technology

1. Describe how the applicant 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 2000 characters) The answer should address the use of technology (hardware, software, and distance products) in all aspects of services to students and administrative activities, including the use of technology to improve students' access to services and program efficiency.*

2. Describe the applicant's plan to provide appropriate technology for staff and ensure that all staff have the skills necessary to use the technology.

Help button text: *(Maximum 1000 characters) The answer must address how the applicant determines the appropriate technology for staff use, how the applicant ensures that staff have access to and use the technology, and the applicant's plan to procure, maintain, and update technology to ensure continuous access to appropriate technology. The applicant must explain the support it will provide to all staff members in the program so that they can use the technology to complete the activities described in the answer to #1 and to support students' acquisition and development of digital literacy and digital resiliency.*

Alignment with workforce

The content of this section will also be reviewed by the Pennsylvania Workforce Development Board (PAWDB) for consistency with the Pennsylvania WIOA Combined State Plan. The PAWDB will be given the opportunity to provide recommendations to improve alignment.

1. Describe how the analysis of the need for adult basic education services provided at a distance aligns with and is responsive to the analysis of the following in the state plan: existing education and skill levels of the current workforce and knowledge and skills needed to meet the employment needs of the employers.

Help button text: *(Maximum 1500 characters) The answer should draw clear and direct connections between the information in the Description of Need section of this grant and the analysis in the state plan and address all the items listed in the question.*

2. How do the activities proposed in this grant align with and support the strategic vision and goals for preparing an educated and skilled workforce, as described in the state plan?

Help button text: *(Maximum 1500 characters) A good answer will directly link the activities proposed in this grant application to the strategic vision and specific goals in the state plan. The answer should provide specific examples.*

3. How do the distance education activities proposed in this application support participants to access career pathways activities described in the state plan?

Help button text: *(Maximum 1500 characters) A good answer will draw clear connections between career pathways and the program's proposed activities.*

4. Describe any other ways that the proposed activities align with the state plan.

Help button text: *(Maximum 1500 characters) The answer must not duplicate any information provided in the answers to 1-3. It must draw direct connections between the agency's proposed activities and specific content in the state plan.*

Past effectiveness

1. Provide evidence that the applicant has provided distance education services to individuals in need of adult education and literacy activities.

Help box text: *(Maximum 1500 characters) The answer must provide evidence that the applicant has experience providing distance education/learning services similar to those proposed in this grant application to individuals who are eligible participants under WIOA.*

2. Describe the applicant's success in the immediately preceding three program years in supporting student persistence in adult basic education services provided at a distance.

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 and 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.*

3. Describe the applicant's effectiveness in the immediately preceding three program years in improving the literacy of eligible individuals and meeting the state levels of performance especially with regard to eligible individuals with low levels of literacy. Address past effectiveness in achieving the following outcomes with learners, especially distance learning participants: improving reading, writing, and mathematics skills; improving English language proficiency; transitioning from ESL to ABE; attaining a high school equivalency credential; transitioning to employment; transitioning to postsecondary education or training; and earning a postsecondary credential through participation in an integrated education and training activity or while co-enrolled in an adult basic education program.

Help box text: *(Maximum 3000 characters) The answer should include information that clearly establishes past effectiveness with eligible individuals for the listed outcomes, with an emphasis on distance learning participants. 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.

Budget Narrative

Describe how the funds requested will support the purpose of the Statewide Distance Learning Project Direct Service 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

Staff

List the staff of the statewide distance learning project, including subgrantees if applicable, by position title, role(s), employment status, and percentage of total time on the Statewide Distance Learning Project (SDLP) grant. 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 budget. However, if multiple individuals have the same position with the same roles, status, percentage of time on the SDLP 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 statewide distance learning project. 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. Grantees 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 statewide distance learning project specifically. It is possible for a person to be full time at the agency but work only part time on statewide distance learning project activities. Select the status at the agency.*
- *Percentage of total time on SDLP grant: The percentage of each position's overall time spent working on activities for the statewide distance learning project 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 SDLP activities. On the other hand, a part-time teacher working 8 hours per week may spend 100 percent of their time on SDLP 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	% of total time on SDLP grant activities	Minimum qualifications required for this position
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Complete this table

Help button text: *The numbers in this table include all paid staff members who work on Statewide Distance Learning Project grant activities, including staff of subgrantees, regardless of the percentage of their overall time spent working on Statewide Distance Learning Project activities. Instructional and student support staff who are full-time employees of the agency and work on activities under both the Statewide Distance Learning Project and other funding sources should be included in this table.*

Total number of paid staff members working on SDLP activities	
Number of full-time instructional and student support staff with benefits working on SDLP activities	
Number of part-time instructional and student support staff working on SDLP activities	

Provision of Instruction

Schedule for Blended Classes (if offered)

Blended classes combine live real-time class sessions 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.

Help button text:

Each class must be entered separately. Managed enrollment classes should be entered separately with the appropriate start and end dates.

Type of class: Refer to the Adult Education and Family Literacy Guidelines for definitions of managed enrollment classes and open entry classes.

Class Level	Type of Class	Start date	End date	# Hours per Week Real-time	# Hours per Week Asynchronous	Total Hours	Class Days and Times
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ABE Levels 1-4	Community/Managed						
HSE preparation	Community/Open Entry						
ABE 5-6/Transition							
Multilevel ABE 1-6							
ESL							
IET							
ABE for ELLs							

Schedule for Fully Remote Real-time Classes (if offered)

Fully remote real-time classes are 100 percent live, real-time class sessions. All students must participate in all scheduled sessions.

Help button text:

Each class must be entered separately. Managed enrollment classes should be entered separately with the appropriate start and end dates.

Type of class: Refer to the Adult Education and Family Literacy Guidelines for definitions of managed enrollment classes and open entry classes.

Class Level	Type of Class	Start date	End date	# Hours per Week	Total Hours	Class Days and Times
ABE Levels 1-4	Community/Managed					
HSE preparation	Community/Open Entry					
ABE 5-6/Transition						
Multilevel ABE 1-6						
ESL						
IET						
ABE for ELLs						

Schedule for Supplemental Classes (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.

Subject matter	Type of class	Start Date	End Date	# Hours per week	Total hours	Class days and times
	Community/Managed					
	Community/Open Entry					

Other distance learning options to be provided (if offered)

Type of DL	Service	Minimum expected hours per week
Individual computer-based DL	ABE Levels 1-4	
Individual paper-based DL	HSE preparation	
Other DL type	ABE 5-6/Transition	
	ESL	
	ABE for ELLs	

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)	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 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 subgrantees that are going to provide instructional 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	Amount Federal Funds

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 statewide distance learning project. 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.

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

Budget

Salary

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

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. (Text box – 750 characters maximum)

Benefits

Function	Object	Description	Amount
1691	210		
2122	220		
2160	230		
2200	231		
2270	250		
2300	260		
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. (Text box – 750 characters maximum)

Contracted Services

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

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. 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
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1691	442		
2122	448		
2160	449		
2200			
2270			
2300			
2900			

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. (Text box – 750 characters maximum)

Purchased Equipment

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

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	530		
2122	540		
2160	550		

2200	580		
2270	610		
2300	640		
2600	650		
2900	810		

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. (Text box – 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.

Budget Summary