VIRGINIA DEPARTMENT OF EDUCATION

VIRGINIA ADULT EDUCATION AND LITERACY COMPETITIVE GRANT APPLICATION PACKET

2012-2013

VIRGINIA DEPARTMENT OF EDUCATION
DIVISION OF
TECHNOLOGY, CAREER & ADULT EDUCATION
OFFICE OF ADULT EDUCATION & LITERACY SERVICES

P.O. Box 2120
Richmond, VA 23218-2120

VIRGINIA DEPARTMENT OF EDUCATION
DIVISION OF
TECHNOLOGY, CAREER & ADULT EDUCATION
OFFICE OF ADULT EDUCATION & LITERACY SERVICES

Our Vision

Every Virginian is prepared with the knowledge, skills, and credentials necessary to excel in the 21st-century economy.

Our Mission

As a partner in Virginia's work force development system, the Office of Adult Education and Literacy strengthens the Commonwealth's economy by supporting innovative, effective educational programs that prepare individuals for college, careers, and responsible citizenship.

Our Values

Dedicated – We are committed to achieving excellence.

Responsive – We provide prompt, high quality customer service, guidance, and technical assistance to our programs and the public.

Progressive – We continuously improve the field of adult education through analysis, innovation, and collaboration.

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ANNOUNCEMENT OF FUNDING AVAILABILITY

The Virginia Department of Education (VDOE), Office of Adult Education and Literacy (OAEL), will make funds available for grants to support Adult Basic Education (ABE), Adult Secondary Education (ASE), and English for Speakers of Other Languages (ESOL) programs in Virginia. Funding is provisional and contingent upon the availability of funds from the United States Department of Education (USED) and the Virginia General Assembly.

TITLE	Virginia Adult Education and Literacy Grant Program
ISSUING AGENCY	Virginia Department of Education Office of Adult Education and Literacy P.O. Box 2120 Richmond, Virginia 23218-2120 Phone: 804-225-2053
ELIGIBLE APPLICANTS	A local education agency; a community-based literacy organization of demonstrated effectiveness; a volunteer literacy organization of demonstrated effectiveness; an institution of higher education; a public or private nonprofit agency; a library; a public housing authority; a nonprofit institution that is not described previously and has the ability to provide literacy services to adults and families; and a consortium of the agencies, organizations, institutions, libraries, or authorities described previously
FUNDING AUTHORITY	Workforce Investment Act of 1998, Title II, Adult Education and Family Literacy Act, PL 105-220 Virginia Acts of Assembly
GRANT PERIOD	Federal Awards: July 1, 2012 – June 30, 2013 State Awards: July 1, 2012 – May 31, 2013
APPLICATION SUBMISSION DEADLINE	April 5, 2012

The application materials (one original and four copies) may be mailed, hand delivered, or commercially delivered to the appropriate address below. Applications must be received by OAEL **no later than 2 p.m., Eastern Daylight Time**, **April 5, 2012**. Faxed copies will not be accepted. Applications not meeting the delivery deadline will not be considered.

Physical Address
Melissa Dixon, Administrative Assistant
Office of Adult Education and Literacy
21st Floor, James Monroe Building
101 North 14th Street
Richmond, Virginia 23219

Mailing Address
Cynthia Finley, Finance and Planning Manager
Office of Adult Education and Literacy
P.O. Box 2120
Richmond, Virginia 23218-2120

OVERVIEW and FUNDS AVAILABLE

OVERVIEW

This Request for Proposal (RFP), issued by the Virginia Department of Education's Office of Adult Education and Literacy (OAEL), includes a competitive application package for the federal adult education and literacy grant funds authorized by the *Workforce Investment Act (WIA) of 1998,* Title II, *Adult Education and Family Literacy Act (AEFLA),* Public Law 105-220. These funds are to be used by grant recipients for the delivery of approved adult education and literacy services beginning July 1, 2012, and continuing through June 30, 2013.

Please Note: OAEL reserves the right to extend funding for up to two additional years if WIA is not reauthorized during the grant award period. If reauthorization does occur, another competition will be conducted for these funds based on the requirements contained in the reauthorized legislation.

Award and distribution of funding to eligible applicants is achieved through a competitive application process, and continuation of funding is based on both input measures (program administration and operations reflecting evidenced-based and research-based best practices) and output measures (achievement of annual federal and state performance goals).

This RFP consolidates what were formerly several separate applications for federal and state funds allocated to support adult education and literacy activities in Virginia. The implementation of a unified application will streamline the application process and encourage more focused and comprehensive program planning. Applicants are encouraged to review the eligibility requirements for both federal and state funds on page 13 of this RFP.

All funding is subject to the allocation and availability of funds by the United States Congress and the Virginia General Assembly.

Applicants should note the rigorous level of program administration and program accountability required of grant recipients.

Eligible applicants should refer to the *Operational Guidance Manual for Virginia Adult Education and Literacy Programs*, effective March 1, 2009, for further descriptions of all applicable procedures required by the grant. When applicable, the appropriate section of the manual is identified in this application packet. The manual is located on the OAEL Web site at http://www.doe.virginia.gov/instruction/adulted/literacy/index.shtml.

FUNDS AVAILABLE

FEDERAL ADULT EDUCATION AND FAMILY LITERACY ACT (AEFLA) FUNDS

AEFLA funds support three major instructional services. First, they provide for adult basic education (ABE) instructional services for adults who are performing below the ninth-grade level

in reading, writing, mathematics, and other basic skills. Second, the funding supports adult secondary education (ASE) instruction for adults who are performing at or above the ninth-grade level in reading, writing, mathematics, and other basic skills. Many adults at the ASE level are preparing for the General Educational Development (GED®) Tests or another secondary-level credential option. The third area is English for speakers of other languages (ESOL) instructional services. These services are designed to increase the English proficiency of limited-English-speaking adults in reading, writing, speaking, and listening. Many approved programs may also include civics-related instructional activities, such as health literacy, family literacy, and financial literacy.

STATE GENERAL ADULT EDUCATION FUNDS

General Adult Education (GAE) funds support adult education and literacy instruction, including ABE, GED preparation, ESOL, and adult diploma programs. Funding is provided annually through an application submitted by approved AEFLA providers. No local match is required.

STATE LEAD AGENCY COORDINATING FUNDS

The fiscal agents of approved AEFLA providers will receive state funds to assist with the costs associated with the administration of adult education and literacy programs. These funds will be allocated to fiscal agents through a two-step process that ensures each fiscal agent receives a base amount that is supplemented by an additional allocation that is reflective of each region's percentage of the total need for adult education and literacy services in the Commonwealth. The intent of these funds is to support the employment of a full-time regional adult education and literacy program manager and a part-time regional adult education specialist and other approved administrative expenses related to the implementation and management of the regional adult education program. Descriptions of the responsibilities associated with the regional manager and specialist positions are included in this RFP on pages 48 through 51.

GRANT REQUIREMENTS

[S] – DENOTES VIRGINIA REQUIREMENTS, POLICY, OR STANDARDS NOT INCLUDED IN FEDERAL LAW OR REGULATIONS BUT REQUIRED BY VIRGINIA CODE OR REGULATION

GENERAL INFORMATION

PURPOSE

In accordance with the *Adult Education and Family Literacy Act of 1998* (AEFLA), Title II of the *Workforce Investment Act of 1998*, the purpose of this funding opportunity is to assist eligible applicants in developing instructional programs and partnerships to provide services that focus on two outcomes.

- Assisting adults in the completion of a secondary school education
- Assisting adults to become literate and obtain the knowledge, skills, and credentials necessary for entering and/or retaining employment, entering into postsecondary education and training, and attaining self-sufficiency

ADMINISTRATION [S]

The Virginia Department of Education (VDOE), Office of Adult Education and Literacy (OAEL), administers the AEFLA grants. OAEL provides leadership and oversight to AEFLA programs and services in Virginia.

GRANT PERIOD [S]

The project period for federal funds awarded under this competition is 12 months, beginning July 1, 2012, and ending June 30, 2013. All expenditures must be encumbered by June 30, 2013. Final reimbursement requests for federal funds must be submitted no later than October 10, 2013.

The project period for state funds awarded under this competition is 11 months, beginning July 1, 2012, and ending May 31, 2013. Final reimbursement requests for state funds must be submitted no later than June 3, 2013.

DEADLINE FOR RECEIPT OF APPLICATION [S]

The application materials (one original set and four copies) may be mailed or hand delivered to the appropriate address below. **Applicants must submit the completed budget workbook via e-mail to OAEL@doe.virginia.gov. After submitting the budget workbook electronically, applicants should print the contact information sheet and master form, ensure all required signatures are present, and include them in each set of application materials**. Applications, including the budget workbook, must be received by OAEL no later than 2 p.m., Eastern Daylight Time, April 5, 2012. Applications must be sent to or delivered to the appropriate address below. Faxed copies will not be accepted. Applications not meeting the delivery deadline will not be considered. The use of a commercial delivery service is recommended; however, OAEL assumes no responsibility for any failure by these services to deliver applications to the appropriate location by the published deadline.

Physical Address	Mailing Address
Melissa Dixon, Administrative Assistant	Cynthia Finley, Finance and Planning Manager
Office of Adult Education and Literacy	Office of Adult Education and Literacy
James Monroe Building, 21st Floor	Virginia Department of Education
101 North 14th Street	P.O. Box 2120
Richmond, VA 23219	Richmond, VA 23218-2120

APPLICATION COMPONENTS [S]

Pursuant to Sections V.A.1 and V.A.2 of the *Operational Guidance Manual for Virginia Adult Education and Literacy Programs,* **eligible applicants must submit by the established deadline a complete application in order to be considered for funding**. The complete application instructions are included in this document. Each component of the application listed below is described in detail in this application packet on the pages indicated. A checklist to ensure a complete application is included in the appendix of this document, and **it must be submitted along with the components described below**.

- Regional three-year plan for adult education and literacy services (page 28)
- First-year application for funding (page 38)
- Budget workbook, including contact information, electronic worksheets, and master form
- Request for additional administrative funding over 5 percent cap (if applicable)
- Regional Memorandum of Agreement/Understanding
- Federal and state certifications and assurances

Applicants must provide a separate electronic budget worksheet for each locality in the region that receives a federal AEFLA allocation. The master form will tally totals for all of the worksheets. One regional three-year plan and one first-year application for funding must address the program plan for all localities in the region.

SUBMISSION GUIDELINES [S]

Applications should follow the formatting guidelines below.

- Submit application on 8-1/2-inch by 11-inch paper with a one-inch margin on all sides.
- A standard 12-point font, such as Times New Roman or Arial, should be used for the regional plan, first year funding application, budget documents, and any appendix documents.
- All pages should include text on one side only – no two-sided printing.
- Boldface type, underlining, and italics may be used. However, all text should be printed in black ink only.
- Applications should not be submitted in binders or special covers.
- Application materials should be organized and submitted in the following sequence.
    - **Application checklist**: In the appendix of this application packet
    - **Contact information sheet**: From the budget workbook

- **Master form:** From the budget workbook
- **Request for additional administrative funding over 5 percent cap** (if applicable)
- **Regional three-year plan**
- **First year application for funding narrative**
- **Regional Memorandum of Understanding**
- **Appendix**: e.g., signed assurances, letters of commitment from partnering agencies and organizations, resumes

Incomplete, unsigned, or late applications will not be reviewed. No extensions for submitting applications after the deadline will be granted for any reason.

APPLICATION REVIEW [S]

Submissions from eligible applicants will be reviewed for completeness, adherence to grant guidelines, content development, and overall quality. An independent review committee will score each application and make funding recommendations to OAEL. A summary report of the review will be available to eligible applicants. Final funding decisions will be made by OAEL staff based on the review committee's recommendations.

TWELVE FEDERAL CONSIDERATIONS

Consistent with Section 231 of AEFLA, OAEL review panels shall consider the following when reviewing applications and making funding recommendations.

1. The degree to which the eligible provider will establish measurable goals for participant outcomes
2. The past effectiveness of an eligible provider in improving the literacy skills of adults and families, and, after the 1-year period beginning with the adoption of an eligible agency's performance measures under section 212 [of AEFLA], the success of an eligible provider receiving funding under this subtitle in meeting or exceeding such performance measures, especially with respect to those adults with the lowest levels of literacy
3. The commitment of the eligible provider to serve individuals in the community who are most in need of literacy services, including individuals who are low-income or have minimal literacy skills
4. Whether or not the program
    a. is of sufficient intensity and duration for participants to achieve substantial learning gains
    b. uses instructional practices, such as phonemic awareness, systematic phonics, fluency, and reading comprehension that research has proven to be effective in teaching individuals to read
5. Whether the activities are built on a strong foundation of research and effective educational practice
6. Whether the activities effectively employ advances in technology, as appropriate, including the use of computers

7. Whether the activities provide learning in real life contexts to ensure that an individual has the skills needed to compete in the workplace and to exercise the rights and responsibilities of citizenship
8. Whether the activities are staffed by well-trained instructors, counselors, and administrators
9. Whether the activities coordinate with other available resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, one-stop centers, job training programs, and social service agencies
10. Whether the activities offer flexible schedules and support services (such as child care and transportation) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs
11. Whether the activities maintain a high-quality information management system that has the capacity to report participant outcomes and to monitor program performance against the eligible agency performance measures
12. Whether the local communities have a demonstrated need for additional English literacy programs

PROGRAM PRIORITIES [S]

The OAEL strategic plan identifies five goals that all applicants are expected to address in their funding applications and regional plans. These goals focus on increasing the number of adults served, increasing student achievement, improving program and teacher quality, supporting career pathways, and ensuring accurate data collection and reporting. Additionally, OAEL encourages activities that will contribute to the following priorities.

- Establishment or improvement of relationships with local workforce investment boards (WIBs) and one stop work force centers
- Establishment or improvement of partnerships that create greater opportunities for students to transition to postsecondary education and work force training programs
- Innovations in bridging the gap between ESOL and ABE programs
- Development and implementation of distance education programs

INQUIRIES [S]

For questions regarding programmatic processes, please contact James André, specialist, via e-mail at James.Andre@doe.virginia.gov or by telephone at (804) 371-7852. Financial management questions may be directed to Cynthia Finley, finance and planning manager, via e-mail at Cynthia.Finley@doe.virginia.gov or by telephone at (804) 225-2850.

COMMUNICATIONS [S]

Pursuant to Sections VI.A.18-20 of the *Operational Guidance Manual for Virginia Adult Education and Literacy Programs*, the lead agency is required to provide appropriate contact information as identified on the contact information sheet. Program staff must attend all required meetings (whether held in face-to-face or electronic formats) as identified by OAEL.

ELIGIBLE APPLICANTS FOR FEDERAL ADULT EDUCATION FUNDS

Eligible applicants for the federal AEFLA funds include: a local education agency; a community-based literacy organization of demonstrated effectiveness; a volunteer literacy organization of demonstrated effectiveness; an institution of higher education; a public or private nonprofit agency; a library; a public housing authority; a nonprofit institution that is not described previously and has the ability to provide literacy services to adults and families; and a consortium of the agencies, organizations, institutions, libraries, or authorities described previously.

ELIGIBLE APPLICANTS FOR VIRGINIA ADULT EDUCATION FUNDS [S]

The lead agencies identified in successful applications will receive funds appropriated and allocated by the Virginia General Assembly to support adult education and literacy activities in the Commonwealth. Virginia funds available to successful applicants through this competitive application include Lead Agency Coordinating funds and General Adult Education funds.

The lead agencies identified in successful applications will automatically receive allocations of the Lead Agency Coordinating funds and General Adult Education funds to be used to support the administrative and instructional activities of the regional adult education program.

Applications submitted by a partnership or consortia of two or more eligible applicants must submit a current memorandum of understanding (MOU) signed by the appropriate executives of each agency or organization participating in the application.

REGIONAL ADMINISTRATIVE STRUCTURE [S]

Through this RFP, OAEL seeks to implement a regionalized administrative structure for all adult education and literacy programs funded with federal and state funds allocated for such activities in Virginia. To establish regional lines, OAEL has adopted the original 22 regional planning districts established by the Virginia General Assembly in 1968 (see regional map in the appendix, page 46). More information about the planning districts is included in the appendix and relevant excerpts from the *Code of Virginia* are available at: http://leg1.state.va.us/000/src.htm.

Eligible providers and stakeholders in each planning district are encouraged to pursue discussions and conduct planning for how best to use the funds available through this RFP to provide adult education and literacy services to adults in need of such services in each region. All applicants must submit applications for funding and regional three-year plans that outline provision of services for the entire region, the benefits of these services, and how the quality of the services provided will be evaluated and sustained. Applicants must also submit a detailed budget that links the region's allocated funding to the proposed activities.

Applications must identify one agency that will act as the lead agency for the region. The lead agency shall submit a single proposal on behalf of the region that outlines a plan to provide adult

education and literacy activities throughout the region, explaining the roles and responsibilities of each member agency.

The lead agency serves as the applicant agency of record, the legally recognized fiscal agent for the grant project, and the single point of contact for OAEL. The lead agency is responsible for overseeing the implementation of all aspects of the grant, e.g., project and spending plan, grant project monitoring and data reporting, and fiscal management.

Lead Agency Coordinating funds will be awarded to lead agencies to help defray specific costs related to the coordination and administration of activities in the region.

ROLE OF LEAD AGENCY

The lead agency is expected to act on behalf of all of its partners in both a programmatic and a fiscal capacity by providing the management and implementation of the adult education and literacy program throughout the region. The lead agency is also required to provide the fiscal information necessary for reporting purposes.

Other specific lead agency responsibilities will include the following.

- Employ a full-time regional program manager who will oversee the planning and delivery of services across the region (regional program manager position requirements are included in the appendix of this document)
- Employ a regional adult education specialist for a minimum of 25 hours per week who will support instructional, data, and professional development activities for program staff as needed (regional adult education specialist position requirements are included in the appendix of this document)
- Collect, analyze, and report to OAEL all fiscal and program data from across the region on the schedule and timelines determined by OAEL
- Provide any additional information on the regional program as may be requested
- Provide any additional leadership, training, and management support as necessary and/or requested by program staff and member agencies
- Coordinate any professional development activities for program staff from all member agencies
- In consultation with each member agency, develop a memorandum of understanding or other official agreement that identifies the roles and responsibilities of each participating agency
- Coordinate and assume responsibility for any OAEL-sponsored monitoring and evaluation activities
- Serve as the single point of contact for OAEL

ROLE OF MEMBER AGENCY

Member agencies are expected to support and/or provide regional adult education and literacy activities as appropriate and agreed to in a memorandum of understanding. Member agency staff will adhere to programmatic, data, and fiscal requests as agreed upon with the lead agency in a timely and comprehensive manner.

Other specific member agency responsibilities will include the following.

- Enter into a memorandum of understanding or other official agreement that identifies the roles and responsibilities of each participating agency
- Provide all program data in a comprehensive and timely manner to the lead agency as agreed upon in the partnership agreement
- Provide all fiscal data in a comprehensive and timely manner to the lead agency as outlined in the partnership agreement or as requested by the lead agency
- Participate in planning and management activities as requested by the lead agency for the ultimate benefit of the entire region
- Ensure that appropriate staff participate in any OAEL-sponsored activities and meetings as required by OAEL
- Ensure that any member agency staff tasked with entering adult education and literacy data into the Single Sign-on for Web Systems (SSWS) is appropriately trained
- Ensure that such data are analyzed, reported, and maintained

REGIONAL ADULT EDUCATION PLANS [S]

Consistent with Section 232 of AEFLA, each eligible applicant applying for a grant under this RFP shall submit an application that explains how funds will be used and any relationships and partnerships that are in place to provide adult education and literacy services. To fulfill this requirement, OAEL asks that applicants submit a one-year application for funding and a three-year regional plan for adult education and literacy activities to be conducted with the federal and state funds. Instructions for completing the application and regional plan are included in this RFP.

ACTIVITIES

APPROVED ACTIVITIES

Pursuant to Section VI.B.5 of the *Operational Guidance Manual for Virginia Adult Education and Literacy Programs*, services must be comprehensive and accessible to learners, as identified through local needs assessments and evaluations. Grant recipients shall provide instructional activities in the following approved areas.

Adult Basic Education and Literacy (ABE)
ABE consists of instructional programs that provide basic skills for adults who are performing below the ninth-grade level in reading, writing, mathematics, and other basic skills. Many of these activities include pre-GED preparatory components or transition from ESOL to ABE instructional programs.

Adult Secondary Education (ASE) and General Educational Development (GED) Preparation
ASE and GED instruction serves learners performing between the ninth-grade and twelfth-grade-and-nine-months levels. GED preparatory programs assess adults'

knowledge in core subject areas (e.g., math, language arts, social studies, and science) and prescribe instruction to prepare for success on the battery of GED Tests.

English for Speakers of Other Languages (ESOL)
ESOL instructional programs are designed to increase the English proficiency of targeted adults in reading, writing, speaking, and listening.

OPTIONAL ACTIVITIES

Pursuant to Section VI.B.5 of the *Operational Guidance Manual for Virginia Adult Education and Literacy Programs*, grant recipients may provide services in one or more optional areas described below. Services must be comprehensive and accessible to learners, as identified through local needs assessments and evaluations.

Corrections and Institutions (C & I)
In many localities throughout Virginia, local and regional correctional facilities (jails, diversion facilities, or detention centers) seek literacy services for individuals currently housed. Funding for corrections and institutions may not exceed **ten percent** of the total projected AEFLA allocation.

Family Literacy
Family literacy programs are an opportunity to break the cycle of intergenerational illiteracy. Family literacy includes four major components: (1) adult education; (2) parent time; (3) child education; and (4) parent-and-child time. Providers may provide family literacy activities **if all four components are demonstrated**. Children participating must be between the ages of birth and 18 years old (still enrolled in school). A parent is identified as an adult who is responsible for the child's well being and who is consistently an influence in the child's development. AEFLA funding may be used for components (1), (2), and (4) only. Other local educational or service agencies must provide funding for component (3), child education.

UNAPPROVED ACTIVITIES

Pursuant to Sections VI.A.6 and VI.A.11 of the *Operational Guidance Manual for Virginia Adult Education and Literacy Programs*, grant recipients may not use funds to participate in, support, or encourage unapproved activities. Unless otherwise noted in the manual, unapproved activities include the following.

- Providing continuing education, enrichment, or other vocational or technical classes
- Providing religious instruction, conducting worship services, or engaging in any form of proselytization
- Assisting, promoting, or deterring union organizing
- Financing directly or indirectly, any activity designed to influence the outcome of an election to any public office
- Impairing existing contracts for services or collective bargaining agreements
- Paying directly for learner transportation and child care **[S]**
- Interstate travel that is not approved by OAEL prior to the travel **[S]**

- International travel **[S]**

Under no circumstances may federal or state and local matching funds be expended in support of GED-testing-related activities including, but not limited to, testing, re-testing, graduation ceremonies, testing vouchers, and scholarships.

Any purchase of food or beverage must receive prior approval from OAEL.

STAFF DEVELOPMENT [S]

Pursuant to Section VI.A.19, VI.B.9, and VI.B.13 of the *Operational Guidance Manual for Virginia Adult Education and Literacy Programs*, eligible applicants must provide ample staff development dollars in their proposed budgets. Participation in staff development opportunities of proven effectiveness is essential to ensure that administrators, teachers, volunteers, counselors, and support staff are knowledgeable about adult education instruction, policies, procedures, and priorities. The program manager or designee is required to attend all OAEL meetings (whether held in face-to-face or electronic forums), including program manager meetings and conference calls. Staff development dollars must be identified as a line item on the instructional budget worksheet.

ACCOUNTABILITY AND REPORTING

FEDERAL ACCOUNTABILITY

AEFLA authorizes funding for states that provide adult education and literacy services in accordance with specific criteria. To measure the impact of AEFLA funding, the federal Office of Vocational and Adult Education (OVAE) requires each state to submit a performance report each year through the National Reporting System (NRS), which was established to ensure that learner outcomes are reported according to standardized data collection methods and definitions.

AEFLA established three core indicators of performance that must be addressed in each state's annual report.

- Demonstrated improvements in literacy skill levels in reading, writing, and speaking the English language, numeracy, problem-solving, and other literacy skills
- Placement in, retention in, or completion of postsecondary education, training, unsubsidized employment, or career advancement
- Receipt of a secondary-level diploma or its recognized equivalent

Each year, OVAE negotiates targets for the core indicators with each state. The negotiations are individualized to accommodate the needs, capacities, and resources of each state. The final negotiated targets are provided to the states with their federal award notices and represent performance levels that each state is expected to meet by the end of the program year.

Demonstrated improvement in literacy skill performance is measured by student educational functioning level (EFL) gain. Using the NRS benchmarks, program instructional personnel can determine when learners have made progress within an EFL, completed an EFL, and are ready to move to the next level. The 12 EFLs representing adult education literacy skills are as follows.

- Adult Basic Education (ABE) Beginning Literacy
- Adult Basic Education (ABE) Beginning Basic
- Adult Basic Education (ABE) Intermediate Low
- Adult Basic Education (ABE) Intermediate High
- Adult Secondary Education (ASE) Low
- Adult Secondary Education (ASE) High
- English as a Second Language (ESL) Beginning Literacy
- English as a Second Language (ESL) Low Beginning
- English as a Second Language (ESL) High Beginning
- English as a Second Language (ESL) Low Intermediate
- English as a Second Language (ESL) High Intermediate
- English as a Second Language (ESL) Advanced

EFL descriptors for adult basic education can be found in the appendix of this document or on the Web site for the National Reporting system at http://www.nrsonline.org/reference/index.html?chapter=2&section=1&topic=1&subtopic=0.

In addition to EFL gains, programs are also expected to meet federally negotiated targets for outcomes that are based on the other two core indicators of performance and are tracked after learners exit the program. For NRS reporting purposes, these two indicators have been divided into four separate follow-up outcome measures that programs are expected to meet by the end of the program year. These are detailed below.

- Earn Secondary Credential: This measures the number of learners obtaining a GED credential (i.e., who pass all of the GED tests) or a secondary-level diploma (or recognized equivalent) after exiting the program.

- Enter Postsecondary Education or Training: This measures the number of learners enrolling in a postsecondary educational or occupational skills program after exiting the program.

- Enter Employment: This measures the number of learners obtaining a job after exiting the program.

- Retain Employment: This measures the number of learners remaining employed after exiting the program.

Specific reporting requirements will be provided to grant recipients after awards have been distributed.

STATE ACCOUNTABILITY [S]

In addition to the federal performance measures described above, OAEL establishes specific state targets for enrollment, retention, and post-testing for programs receiving funding, as outlined below.

> *Enrollment (3% of Census)*: This is the minimum target enrollment for all instructional areas (ABE, ASE, and ESOL) combined. The target is generated by multiplying the total number of individuals in the locality who are 18 years and older and without a high school credential, as reported in the 2005-2009 American Community Survey, by the 3 percent target.
>
> *Assessment*: According to Policy 2.1 of the *Assessment Policy for Virginia Adult Education and Literacy Programs*, a pre-test must be administered to all students served by adult education instructional programs within the first six hours of instruction. Post-tests must be administered to a minimum of 70 percent of all eligible learners according to the time frame(s) established by the test publisher and specified in the policy.
>
> *Retention*: Assisting learners with advancing their educational levels must be a priority of eligible programs. However, reported individuals may separate from a program without advancing an educational level, because they are not able to continue or they exit by completing one or more follow-up goals. To meet the priority of educational advancement of learners while accommodating learner separation, OAEL sets the goal of eligible programs retaining 80 percent of reported learners. Programs can compute their retention rate by dividing the number of learners completing an educational functioning level and the number continuing in the program by the total number of reportable learners.

Additional reports may be required throughout the grant cycle based on funding and program priorities. In particular, programs that provide General Achievement Diploma, Adult High School Diploma, and/or National External Diploma Program opportunities are required to report this additional information as outlined annually by OAEL.

PROGRAM ACTIVITIES [S]

Grant recipients must conduct program activities in accordance with current and future approved policies and the state and federal regulations outlined in the *Operational Guidance Manual for Virginia Adult Education and Literacy Programs*. Current policies and the manual may be found on the OAEL Web site.

TECHNOLOGY [S]

Pursuant to Section VI.B.10 of the *Operational Guidance Manual for Virginia Adult Education and Literacy Programs*, grant recipients must provide access to current and comprehensive computers and technology for program implementation and administration. For specific information about system requirements, eligible applicants should contact OAEL.

WEB-BASED DATA SYSTEM [S]

Pursuant to Section VI.A.8 and VI.A.10 of the *Operational Guidance Manual for Virginia Adult Education and Literacy Programs*, grant recipients must use VDOE's Web-based data system. Required NRS data must be entered no later than the 20th day of each month beginning August, 2012. All fiscal year NRS data for 2012-2013 must be completed by a deadline established by OAEL. This deadline will occur in August 2013.

> Universal Student Profile Document (USPD)
> Pursuant to Section VI.B.6 of the *Operational Guidance Manual for Virginia Adult Education and Literacy Programs*, all grant recipients must use the USPD, pages one and two, to collect and report required student demographic and goal information annually. The form may not be changed or otherwise altered. If a grant recipient chooses to collect additional information, other than what is required on the USPD, a separate page or form must be developed locally.

RETENTION OF RECORDS [S]

Pursuant to Section VI.A.17 of the *Operational Guidance Manual for Virginia Adult Education and Literacy Programs*, grant recipients must maintain all records related to the grant, including student and financial records, for a period of five years after the ending date of the grant. These records must be accessible and available for monitoring and audit purposes.

FEDERAL FUNDING ACCOUNTABILITY AND TRANSPARENCY ACT

The Federal Funding Accountability and Transparency Act (FFATA) went into effect in September 2006. The intent of the FFATA is to reduce wasteful spending in the government through accountability measures. The FFATA legislation requires information on federal awards be made public via a single, searchable Web site, which is www.USASpending.gov.

The FFATA Sub-award Reporting System (FSRS) will collect data from Federal prime awardees on sub-awards they make. OAEL is required to report on its sub-grants.

Information about reporting for FFATA will be included with the grant award.

FUNDING, BUDGETS, AND FINANCIAL MANAGEMENT

FUNDING FORMULA [S]

The annual projected allocations of the federal AEFLA and state General Adult Education (GAE) funds for Virginia localities are based on a formula as identified in the *Virginia State Plan for Adult Education and Family Literacy*. The formula identifies a target population based on the 2005-2009 American Community Survey. The target population represents any adult, 18 years of age or older, without a high school credential who is not incarcerated in a state or federal prison. In Virginia, that number is 820,641. Each locality has a percentage of that total to which services must be provided. The local percentage is determined by the local total of adults without a high school credential divided by the state total. The local percentage is then

multiplied by the total projected allocation, which results in the projected allocation for locality. Minor adjustments have been made to ensure that no locality receives an allocation of less than $10,000.

For example, if city X has 20,000 adults without a credential and the total projected state allocation is $9,000,000, the following calculation is performed to determine city X's allocation.

Step 1	20,000/820,641 = 0.0244 or 2.44%
Step 2	9,000,000 x .0244 = $219,600
Step 3	Projected Local Allocation = $219,600

INSTRUCTIONAL COSTS [S]

Pursuant to Section VI.B.12 of the *Operational Guidance Manual for Virginia Adult Education and Literacy Programs*, grant recipients shall use not less than 95 percent of the projected federal allocation for adult education and literacy instructional activities and 100 percent of the GAE allocation for instructional activities. Additional budgeting requirements related to the instructional plan are outlined below.

Instructional Salaries [S]
The eligible applicant must budget a minimum of 50 percent of the total instructional costs for salaries, related to direct instruction, distance education instruction, or both. Staff development expenses are not included in the minimum requirement for instructional salaries.

Corrections and Institutions (C & I)
If an eligible applicant plans to serve adults in C & I settings, a maximum of ten percent of the total projected allocation may be used for those services (includes administration and instruction).

ADMINISTRATIVE COSTS

Pursuant to Section 233(a) of AEFLA and Section VI.B.12 of the *Operational Guidance Manual for Virginia Adult Education and Literacy Programs*, eligible applicants may budget administrative expenses for AEFLA-funded programs. The total administrative request may not exceed five percent of the projected allocation. In some cases, however, when it is appropriate and reasonable, an eligible applicant may negotiate with OAEL to allow administrative expenses in excess of the five percent limitation. If applicants wish to request more than five percent, they should include a written request and justification for the higher rate with their application materials. There is no guarantee of approval for higher rates, and each request will be considered individually.

BUDGETS [S]

Eligible applicants are responsible for developing budgets that accurately reflect the planned activities for the grant period. Only expenditures that support approved AEFLA activities may be budgeted. Requests for food or beverage items included in applicants' budgets may not be approved. For more information about food and beverage, please see the *Guidance Manual*. All

approved applicants will receive an official award notification, which will include the approved funding amount. The budget workbook can be found on the OAEL Web site at http://www.doe.virginia.gov/instruction/adulted/grants_funding/index.shtml.

Master Form

The eligible applicant must submit a master form that identifies the total expenditures related to administration, instruction, and local match for the entire region. The master form is part of the budget workbook, and it will automatically tally totals from the budget worksheets. **The eligible applicant may not combine funds from one locality or program with those of another for developing budgets**.

The eligible applicant must separate and identify the total expenditures budgeted to support AEFLA programs and C & I programs (administration and instruction) in each locality. The total expenditures may not exceed the targeted amounts based on the funding percentage breakdown.

Budget Worksheets

The eligible applicant must electronically submit detailed budget worksheets for each locality in the region. An eligible applicant must identify, within each object code, the expenditures by line item. Like expenditures should be grouped together on the worksheet and explained in detail in the budget narrative. For example, a total cost for textbooks may be listed on the worksheet, but itemized by the type, quantity, and cost per item in the budget narrative.

Budget Narrative

The eligible applicant must submit a budget narrative that provides a clear, but concise, explanation of expenditures for each category code, how expenditures support program objectives, and any expenditures that are listed in "other" categories or do not appear to be commensurate with outcomes.

Online Management of Education Grant Awards (OMEGA)

Once the budget has been approved by OAEL, the responsible fiscal agent must submit a budget transfer in OMEGA to establish the budget for reimbursement. Programs must ensure that the appropriate local staff members, including the program manager or director, have current permissions for access, development, and approval in OMEGA for this purpose.

Object Codes and Descriptions [S]

Budgets must be developed using standard state object codes. For a full description and examples for each object code, see the Budget Workbook Instructions.

EXPENDITURES

All expenditures must fall under the object codes identified in the budget. Expenses must pertain to a specific object code in order to be considered for reimbursement. Pursuant to Section V.E.1 of the *Operational Guidance Manual for Virginia Adult Education and Literacy Programs*, all expenditures must be allowable. Any program expenditure deemed not allowable may not be

claimed for reimbursement and will be at the expense of the grant recipient. The grant recipient should contact OAEL about any questionable expenditure.

It is the responsibility of the recipient to maintain adequate liability coverage for the recipient, the employees, and the participants for both on-site and off-site activities.

Applicable Guidelines

Applicable federal and state administrative requirements, cost principles, and audit requirements are incorporated into each grant award by reference. For educational institutions, the following apply.

- Uniform Administrative Requirements for Grants and Agreements to State and Local Governments, 45 FR, Part 2541(59 Fed. Reg. 155 published August 12, 1994)
- OMB Circular A-87, Cost Principles for State and Local Governments
- OMB Circular A-133, Audits of State and Local Governments and Non-Profit Organizations

Unallowable Expenditures

As described previously, funds may not be used to support any unapproved activities. Additionally, stipends, allowances, post-service benefits, or other financial support may not be paid to any staff, except as reimbursement for transportation, meals, and other reasonable out-of-pocket expenses directly related to program participation.

MATCHING REQUIREMENTS [S]

Applicants must provide a 15 percent match against the federal funds. No matching funds are required for the GAE or Lead Agency Coordinating funds. The match may be made as either (1) in-kind contributions, (2) cash, or (3) a combination of the two. The match may exceed 15 percent but may not be less than 15 percent.

The matching requirement may not be met by using other federal funds the applicant may receive. Likewise, local funds reported as match against the federal AEFLA funds may not be used to match another federal grant. Additionally, the GAE and Lead Agency Coordinating funds are used by VDOE to fulfill the overall state maintenance of effort requirements, so applicants may not report those funds to fulfill the match requirement.

Matching Formula

The example below illustrates how the local match is determined.

If the projected allocation for city X is $215,100, the following calculations are performed to determine city X's projected local match.

Step 1	Divide the allocation $215,100/.85 = $253,059
Step 2	Subtract $253,059 – 215,100 = $37,959
Step 3	Projected Local Match = $37,959

Maintenance of Effort (MOE)
A factor that affects the local match required is the federal maintenance of effort requirement. Each eligible applicant will be required in subsequent years to provide local matching funds that meet or exceed the previous year's match total. Applicants may shift the percentage of each type of match (cash or in-kind) from year to year, but they may not reduce the total amount of match reported.

Allowable Matching Funds
Matching funds may be cash or in-kind contributions (non-federal funds) by the eligible applicant. The local match does not have to be identified within each object code or line item of the requested federal funds. Match may occur in one object code, such as personal services, or across the various object codes. Match may be claimed in a single quarter or multiple quarters during the grant period.

Special Considerations

- All expenditures identified as local match must be for the direct support of the program activity.
- When applicable, documentation must be maintained and is required to identify the percent of support converted to a dollar amount. Common instances of this requirement include salaries and utilities.
- Rent may be used and is based on the fair market rental rate in the program area. This applies when state, local school, community college, or other agency property is used as space to support program activities. Documentation of an appraisal of fair market rental rate for the area is required. The percentage of use-time must be converted to a dollar amount.
- Volunteer hours may be reported as match. To report such hours as match, the cash value of volunteer services per hour must be substantiated, and that value reported as in-kind.

Indirect Cost
Pursuant to Section VI.B.14 of the *Operational Guidance Manual for Virginia Adult Education and Literacy Programs*, eligible applicants may budget for indirect cost. If indirect cost is claimed, it must be identified by line item as an administrative expense under the 5000-Other Charges expenditure category. The amount claimed is based on the lead agency's approved indirect cost percentage. **Applicants that identify indirect cost may not claim overhead costs (e.g., rent, utilities, common area maintenance) against the AEFLA funding.**

PROGRAM INCOME

Grant recipients may collect tuition monies and/or fees. Tuition monies or fees collected must be reasonable and necessary and must not deter access to services. Such fees are regarded as program income, and must be tracked and expended carefully. In addition to fees charged for services, any full-time equivalent (FTE) funds collected by institutions of higher education based on federally funded adult education and literacy enrollments are considered program income, and those funds must be tracked and expended in the same manner as tuition or fees.

Pursuant to Sections V.F.3 and V.F.4 of the *Operational Guidance Manual for Virginia Adult Education and Literacy Programs*, program income must be used and reported by the grant recipient in a specific manner. Program income represents the "gross income received by the grant recipient or sub-recipient directly generated by a grant supported activity or earned as a result of the grant agreement during the grant period."

Grant recipients must report program income collected and expended quarterly based on the income generated during the grant period. All income collected must be expended directly for the purposes of the AEFLA program. This includes support of classes, coordination, supervision, and general administration of full- and part-time adult education programs, including responsibilities associated with the finances of these programs. Expenditures must be tracked and reported within the same expenditure object codes identified previously.

Program income may not be incorporated into a lead agency's general funds unless it is directly available to support AEFLA services and is maintained as a separate line item. The form to report program income is located on the OAEL Web site at http://www.doe.virginia.gov/instruction/adulted/literacy/index.shtml.

ONE STOP ACTIVITIES AND SERVICES

Pursuant to Section VI.B.17 of the *Operational Guidance Manual for Virginia Adult Education and Literacy Programs*, as a recipient of funds for AEFLA services, grant recipients are mandated partners within the Virginia work force development system and its one stop work force centers. As such, recipients are responsible for developing and implementing collaborative relationships with local one stop work force centers. All grant recipients that develop collaborative relationships that provide services to (via referrals) or within one stop work force centers must report annually, by object code and line item, the amount of federal funding contributed for these services and activities. The form to report one stop funding is located on the OAEL Web site at http://www.doe.virginia.gov/instruction/adulted/literacy/index.shtml.

REQUESTS FOR REIMBURSEMENT AND TRANSFERS [S]

Pursuant to Section V.F.1 of the *Operational Guidance Manual for Virginia Adult Education and Literacy Programs*, VDOE funds grant recipients on a cost-reimbursement basis only. All reimbursements and budget amendments must be submitted appropriately according to the procedures outlined by OAEL. Grant recipients will be able to submit monthly reimbursement requests using the OMEGA system.

CERTIFICATIONS AND COMPLIANCE [S]

Pursuant to Section VI.A.7 of the *Operational Guidance Manual for Virginia Adult Education and Literacy Programs*, eligible applicants must certify, through official signature of the lead agency's executive officer, compliance with specific state and federal laws and/or regulations annually. Signatures indicate that the applicant agrees, if selected as a grant recipient, to fully comply with each assurance. It is the responsibility of the applicant and grant recipient to be knowledgeable about applicable laws and regulations. The state and federal assurance forms are

located on the OAEL Web site at
http://www.doe.virginia.gov/instruction/adulted/grants_funding/index.shtml.

TERMINATION OR SUSPENSION [S]

Pursuant to Sections V.I.1, V.J.1, V.K.1, and V.L.2 of the *Operational Guidance Manual for Virginia Adult Education and Literacy Programs*, all funding is subject to the availability and appropriation of funds for the purpose of AEFLA programs. In emergency situations, VDOE may suspend a grant for not more than 30 calendar days. Examples of such situations may include, but are not limited to: serious risk to persons or property; violations of federal, state, or local criminal statutes; and material violations of the grant that are sufficiently serious that they outweigh the general policy in favor of advance notice and opportunity to show cause. Pursuant to 45 CFR 2540.400, VDOE may terminate reimbursement payments under the grant, or revoke grant funds for failure to comply with applicable provisions of this grant. VDOE shall provide the grant recipient reasonable notice and opportunity for a full and fair hearing within 60 days of receipt of such notice.

MONITORING AND EVALUATION

PROGRAM PERFORMANCE REPORT CARDS [S]

Pursuant to Section VI.A.23 of the *Operational Guidance Manual for Virginia Adult Education and Literacy Programs*, grant recipients are responsible for participating in any monitoring and evaluation activities conducted by OAEL. In accordance with the *Virginia State Plan for Adult Education and Literacy*, OAEL must conduct annual performance evaluations of grant recipients. Evaluation activities will include periodic reviews of program performance. These reviews address program performance in the following three areas: (1) financial management; (2) meeting state and federal performance targets; and (3) compliance with select OAEL policies. An end-of-year performance report, called the "Program Performance Report Card," is also issued. The report card summarizes the overall performance of the adult education program during the program year.

DESK AUDITS [S]

Desk audits will be conducted throughout the grant period to identify whether grant recipients are performing in accordance with state and federal policies and regulations, as well as program expectations. OAEL will monitor regional program performance in terms of meeting federal and state targets, sound management of grant resources, and compliance with OAEL policies. If questions or concerns arise from a desk audit, OAEL staff will contact the reviewed program for further action.

SITE VISITS [S]

Pursuant to Section VI.A.24 of the *Operational Guidance Manual for Virginia Adult Education and Literacy Programs*, OAEL reserves the right, at all reasonable times, to conduct site visits to review and evaluate grant recipient records, accomplishments, organizational procedures, and

financial control systems; to conduct interviews; and to provide technical assistance. All site visits will be performed in such a manner as will not unduly disrupt the grant recipient's operations.

REGIONAL THREE-YEAR PLAN

REGIONAL THREE-YEAR PLAN DEVELOPMENT [S]

OAEL has developed a strategic plan that will guide adult education and literacy activities in Virginia for the next five years. The plan supports the office's mission by focusing on improvements in instruction, enrollment, and learner outcomes, and the plan includes goals and objectives that address program management and instructional standards; recruitment, retention, and reporting; career pathways; professional development; and monitoring and evaluation.

Applicants must develop a three-year plan that is aligned with these goals and objectives, identifying the need for adult education services in their regions and designing a plan to strengthen program performance and to maximize learner outcomes. The regional three-year plan will serve as the basis for monitoring and evaluating progress toward annual goals, lay the foundation for subsequent years' objectives, and inform each program's annual application for funding.

The questions that follow are designed to assist eligible applicants in developing a three-year plan that aligns with the goals and objectives of the OAEL strategic plan and the federally defined performance targets. The first four categories of the strategic plan are addressed separately. Steps for monitoring and evaluating program performance are included as the last step of each category. When addressing evaluation in each section, please include the methods for data collection, analysis, and reporting and the staff responsible for each step. The narrative may not exceed twenty, typed, double-spaced, single-sided pages. The maximum number of points that a three-year plan can receive is 300, based on the following distribution.

- Needs Statement — 30 points
- Program Management and Instructional Standards — 100 points
- Recruitment, Retention, and Reporting — 60 points
- Career Pathways — 80 points
- Professional Development — 30 points

For the purposes of completing the regional three-year plan for adult education and literacy services, the terms "applicant" and "you" refer to the lead and member agencies, which, through memoranda of understanding, will collectively provide adult education and literacy services under the scope of the RFP for each locality in the region.

NEEDS ASSESSMENT (30 POINTS)

Using current information and data from external and internal sources, describe the need for ABE, ASE, and ESOL services in your region. Data used to support your description must be accompanied by citations and originate from sources published after 2004 (except if using the National Assessment of Adult Literacy). Applicants should address each instructional category separately and use internal data to identify local trends in enrollment or need where applicable.

PROGRAM MANAGEMENT AND INSTRUCTIONAL STANDARDS (100 POINTS)

A number of federal requirements and state standards and benchmarks related to program management and instruction drive the delivery of adult education and literacy services. Applicants should indicate their plan to deliver adult education services in their region in compliance with these standards and should demonstrate their capacity to carry out their plan by answering the questions in the following sections.

HISTORY OF PROGRAM PERFORMANCE (30 POINTS)

1. To demonstrate its history of services and program performance, the applicant must complete Table 1 below. Applicants with NRS data for the years in question must provide data from Table 4. Please attach copies of the Table 4s for each participating partner whose data comprises the totals provided. Applicants who have not previously reported data in the NRS-based data system must describe the data system used to collect student information, explain how enrollment and educational gain were determined, and provide documentation to substantiate the reported figures.

Table 1. History of Program Performance

This table is for illustrative purposes only. Applicants must complete the electronic form to submit with their applications. This form can be downloaded from the OAEL Web site's Grants and Funding page.

	Locality Name	Year	Number of ABE Students Enrolled	Number of ABE Students with Educational Gain	Number of ASE Students Enrolled	Number of ASE Students with Educational Gain	Number of ESOL Students Enrolled	Number of ESOL Students with Educational Gain	Total Number of Students Enrolled	Total Number of Students with Educational Gain	Percent of Students with Educational Gain
1		2008-2009									
		2009-2010									
		2010-2011									
2		2008-2009									
		2009-2010									
		2010-2011									
3		2008-2009									
		2009-2010									
		2010-2011									
4		2008-2009									
		2009-2010									
		2010-2011									
5		2008-2009									
		2009-2010									
		2010-2011									

6		2008-2009									
		2009-2010									
		2010-2011									
7		2008-2009									
		2009-2010									
		2010-2011									
8		2008-2009									
		2009-2010									
		2010-2011									
9		2008-2009									
		2009-2010									
		2010-2011									
10		2008-2009									
		2009-2010									
		2010-2011									

DELIVERY OF SERVICES (70 POINTS)

2. Describe the applicant's plan for delivery of services throughout the region to ensure that all levels of ABE, ASE, and ESOL learners are served in areas of identified need through flexible class schedules and a variety of locations.

3. Describe the applicant's plan to deliver services that are of sufficient intensity and duration to ensure that learners achieve substantial learning gains. Include a description of applicant's plan to use instructional practices, such as phonemic awareness, systematic phonics, fluency, and reading comprehension that research has proven to be effective in teaching individuals to read.

4. Describe the applicant's plan to engage learners in activities that are built on a strong foundation of research and effective educational practice and provide learning in real life contexts to ensure that an individual has the skills needed to compete in the workplace and to exercise the rights and responsibilities of citizenship.

5. Describe the applicant's goals for the next three years to effectively employ advances in technology, as appropriate, including the use of computers. Address the implementation of a distance learning plan in the development of your goals in accordance with OAEL's *Distance Education Policy for Virginia Adult Education and Literacy Programs*. Identify your goals for the following three program years.

   2012-2013

   2013-2014

   2014-2015

6. Based on the data provided in Table 1, describe the applicant's history of successes and challenges in advancing the educational gains of students.

7. What are your goals for the next three-years to ensure continuous improvement as measured by gains in EFL for all students? (For a description of the EFL benchmarks, see page 16 of the *NRS Implementation Guidelines* found at http://www.nrsweb.org/foundations/implementation_guidelines.aspx.) Identify your goals for the following three program years.

   2012-2013

   2013-2014

   2014-2015

8. Describe the applicant's plan to monitor and evaluate the progress of the program's learners in achieving EFL advancement.

RECRUITMENT, RETENTION, AND REPORTING (60 POINTS)

OAEL objectives for recruitment, retention, and reporting are to increase enrollment, meet retention targets, and accurately capture learner gains through accurate and timely data reporting. Applicants should indicate their plan to address these objectives by answering the following questions.

Recruitment

1. Compare the applicant's history of enrollment on Table 1 to the enrollment targets in Appendix D. What are the applicant's goals for the next three years to meet the target of a minimum three percent enrollment and to grow enrollments annually? Identify your goals for the following three program years.

   2012-2013

   2013-2014

   2014-2015

2. Briefly discuss the outreach and recruitment strategies the applicant will employ in the region to achieve the stated enrollment goals.

Retention

Retention rate refers to the percentage of students who remain actively enrolled in an adult education program long enough to demonstrate an educational gain. It is calculated by adding the number of students who demonstrated gains to the number of students who did not demonstrate gains but are still enrolled in the program at the end of the fiscal and dividing that total by the total number of students who were enrolled in the fiscal year.

$$\text{Retention} = \frac{\text{number of students who made gains + number of students who remain enrolled without making gains}}{\text{total number of students enrolled}}$$

3. Describe the applicant's history of retaining students.

4. What are your goals for the next three years for retaining students while keeping the use of waivers to a minimum? Identify your goals for the following three program years.

   2012-2013

   2013-2014

   2014-2015

Reporting

5. Describe the methods the applicant will use to accurately collect, maintain, and report data across the region into the NRS-based data system. Include a description of how the applicant will comply with state policies and ensure accurate data in each locality and across the region.

Evaluation

6. Describe the applicant's plan to evaluate your program's adherence to the state requirements for enrollment, assessment, and retention and how the results of the evaluation will be shared with program staff.

CAREER PATHWAYS (80 POINTS)

OAEL objectives for career pathways are to establish the means to encourage successful transitions by adult learners among education and employment systems, programs, and services. Starting July 2012, NRS measures will use student cohorts that align with the goals of a career pathways system to increase the number of learners obtaining a secondary credential, entering or retaining employment, and transitioning to postsecondary education and training. Applicants should indicate their plan to facilitate career pathways in their region by answering the following questions.

Instruction

1. Briefly discuss how the applicant has demonstrated past effectiveness in providing instructional activities and support services that promote career pathways opportunities for enrolled students. Include information about any partnerships that have supported career pathways.

2. What are your goals for the next three years to strengthen career pathway activities for all adult education students? Include in the discussion your plan to integrate the Virginia Education Wizard, to use adult career coaches/transition specialists, and to collaborate with work force development partners. Identify your goals for the following three program years.

   2012-2013

   2013-2014

   2014-2015

3. Identify the growing industries and specific employers in those industry sectors within your region. How will you use this information in the next three years to inform program planning, including decisions about curriculum, budget, partnerships, and class schedules? Identify your plans for the following three program years.

2012-2013

2013-2014

2014-2015

Credentialing

4. Describe the applicant's history of effectively assisting students in achieving secondary credentials.

5. What are your goals for the next three years to ensure that the maximum number of learners at the ASE level achieve a secondary credential? Identify your goals for the following three program years.

    2012-2013

    2013-2014

    2014-2015

Transitioning

Federal adult education goals related to student transitioning include enter employment, retain employment, and enter postsecondary education and training.

6. What regional partners does the applicant have and what activities will be used to transition students to employment and postsecondary education and training opportunities?

7. What are the applicant's goals and strategies for the next three years to improve employment outcomes for students? Identify your goals and strategies for the following three program years.

    2012-2013

    2013-2014

    2014-2015

8. What are the applicant's goals and strategies for the next three years to improve outcomes for transitioning students to postsecondary education and training? Identify your goals and strategies for the following three program years.

    2012-2013

    2013-2014

    2014-2015

Evaluation

9. Describe the applicant's plan to evaluate the program's progress toward its goals in the three areas of career pathways.

PROFESSIONAL DEVELOPMENT (30 POINTS)

OAEL objectives for professional development include the participation of all adult education staff in quality professional development that supports continuous program improvement. Applicants should indicate their plan to address this objective by answering the following questions.

Needs Assessment

1. Describe the applicant's plan to conduct a needs assessment in order to ensure that professional development activities align with the priorities for continuous program performance and building a career pathways system.

Planning

2. What are the applicant's goals for the next three years to ensure that 100% of program staff will engage in annual professional development activities that contribute to continuous program improvement and career pathways development? Identify your goals for the following three program years.

    2012-2013

    2013-2014

    2014-2015

Evaluation

3. Discuss the methods that the applicant will use to track and evaluate participation in and implementation of effective professional development activities.

FIRST YEAR APPLICATION FOR FUNDING

FUNDING APPLICATION DEVELOPMENT

INSTRUCTIONS [S]

Applicants are expected to develop a proposal narrative that describes the nature of the request according to the proposal categories described below. In addition, applicants must complete a contact information sheet, budget worksheets, a budget summary, and a budget narrative.

The proposal narrative should describe a plan that explains in a thoughtful and concise manner how the applicant will address the need and first year goals outlined in its regional three-year plan. The narrative may not exceed ten, typed, double-spaced, single-sided pages.

The narrative should be organized according to the categories outlined below. The applicant should use the items in each category to help guide their responses. Reliance on the use of and reference to appended materials is discouraged. If appended materials are required, they should be kept to a minimum. The maximum number of points that an application can receive is 100, based on the following distribution.

- Measurable Goals and Objectives — 25 points
- Program Design — 25 points
- Capacity and Commitment — 25 points
- Budget and Budget Narrative — 25 points

MEASURABLE GOALS AND OBJECTIVES (25 POINTS)

In establishing goals and objectives for 2012-2013, eligible applicants must address each goal written for the first year of the regional three-year plan in the sections of program management and instructional standards; recruitment, retention, and reporting; career pathways; and professional development. Objectives should be measurable and clearly support the accomplishment of those goals.

In addition to the guidelines established by the regional three-year plan and OAEL's strategic plan, the goals and objectives should address with the following considerations.

- The need identified in the Statement of Need section
- A plan of improvement in order to meet established targets for enrollment, educational gains, and follow-up goals,
- Delivery of services that demonstrate compliance with the twelve federal considerations and state priorities of the proposal
- Approved activities

PROGRAM DESIGN (25 POINTS)

Eligible applicants must describe the services they intend to deliver to meet their learner's needs in the first year of the applicant's three-year plan and include a description of the following components to supplement the description of services provided in the regional three-year plan.

- The number, type (e.g., classes, groups, pairs, etc.), location, and schedule of instructional services provided by completing Table 2
- Instructional activities that describe the following:
    - Support services, including those for individuals with disabilities or other special needs, offered to enable individuals to attend and complete programs
    - The necessary partnership to execute all four components of family literacy, if applicable, and adherence to the restrictions for adult education (page 16)
    - Corrections and institutions instruction, if applicable
- Student intake, orientation, assessment, and goal-setting that demonstrate, where applicable, compliance with OAEL policies
- Strategies used to implement distance education and reach the distance education goals described in the first year of the applicant's three-year plan
- Where a diploma producing program is offered, the diploma requirements, staff licensure requirements, diplomas to be awarded, and student eligibility requirements

Table 2: Schedule of Adult Education and Literacy Classes

For each locality in the region, please complete the table below with a description of the classes that will be offered for 2012-2013. If multiple classes of the same type are offered at the same location, on the same days of the week, and at the same time of day, you may combine them on the same line and indicate the number of classes offered in the second column. **Do not include distance education hours in the contact hours reported. Instead, describe the strategies used to implement distance education in the program design section of your narrative.**

This table is for illustrative purposes only. Applicants must complete the electronic form to submit with their applications. This form can be downloaded from the OAEL Web site's Grants and Funding page.

Region: Locality:

Site	# of classes	Class type (e.g., ABE, ASE, ESOL, Workplace, Family Literacy, class, tutoring)	Day(s) of the week	Time(s) of the day	Number of contact hours per week	Number of weeks per year	Is distance ed. offered (y/n)
Example site	4	ESOL class	M&W	6:30 – 9:00 pm	5	38	Y
Example site two	22	ABE tutoring pairs	M-F	Various	2	52	N

CAPACITY AND COMMITMENT (25 POINTS)

Eligible applicants must demonstrate the capacity to achieve stated goals by describing the following.

- The program's past performance in enrollment and student achievement, emphasizing educational gain, secondary credentialing, and transitions to postsecondary education, training, and employment. Applicants who have not historically met past performance measures should make clear through their goals and objectives a plan for improving performance
- The commitment to serve individuals in the community who are most in need of literacy services, including individuals who are low-income or have minimal literacy skills
- The qualifications, to include licensure or certifications where applicable, of instructors, counselors, and administrators necessary to effectively carry out the activities identified in the Delivery of Services (regional three-year plan) and Program Design (first year application for funding) sections
- If the applicant intends to collect tuition, fees, or other program income, the amount that learners will be charged and how the program income will be spent to support the adult education and literacy program
- Staff development activities that are planned to improve the effectiveness of staff to meet the stated goals and objectives, carryout the program design, and/or comply with state and federal considerations, policies, or performance measures during the grant period
- Partnerships with community organizations and agencies that facilitate the delivery of services outlined in the program design and promote the achievement of stated goals

BUDGET AND BUDGET NARRATIVE (25 POINTS)

Eligible applicants must submit a budget that supports the proposed project, contains allowable expenses, adheres to the budget requirements (page 21), and is reasonable to achieve the stated goals. It must accurately categorize the requested expenses by object code as described in the Budget section.

In addition, applicants must include a budget narrative that provides the following.

- An itemization of expenses by object code
- A description, number, unit cost, and total cost of itemized expenses where applicable
- Description of how the costs were derived where applicable
- Description of any expenditures categorized as "Other" in the budget worksheets

Once the information has been entered into all of the workbook forms, the applicant should print a copy of the contact sheet and master form, secure the required signatures, make four copies of the application materials, and submit all five sets (one original and four copies) to the delivery address noted in the Announcement of Funding Availability and Deadline for Receipt of Application sections. The workbook must be submitted electronically according the instructions

on page 9. It is the responsibility of the applicant to follow the application instructions within this packet as well as those that are included with the set of application forms. Applicants should contact OAEL if clarification about the application process is required.

APPENDICES

APPENDIX A: REGIONAL PLANNING DISTRICT MEMBERSHIP

The Virginia General Assembly created the statutory framework of the Planning District Commissions (PDCs) in 1968 through the Virginia Area Redevelopment Act (VADA), which was modified in 1995 through adoption of the Regional Cooperation Act (*Code of Virginia*, Chapter 42, Title 15.2).

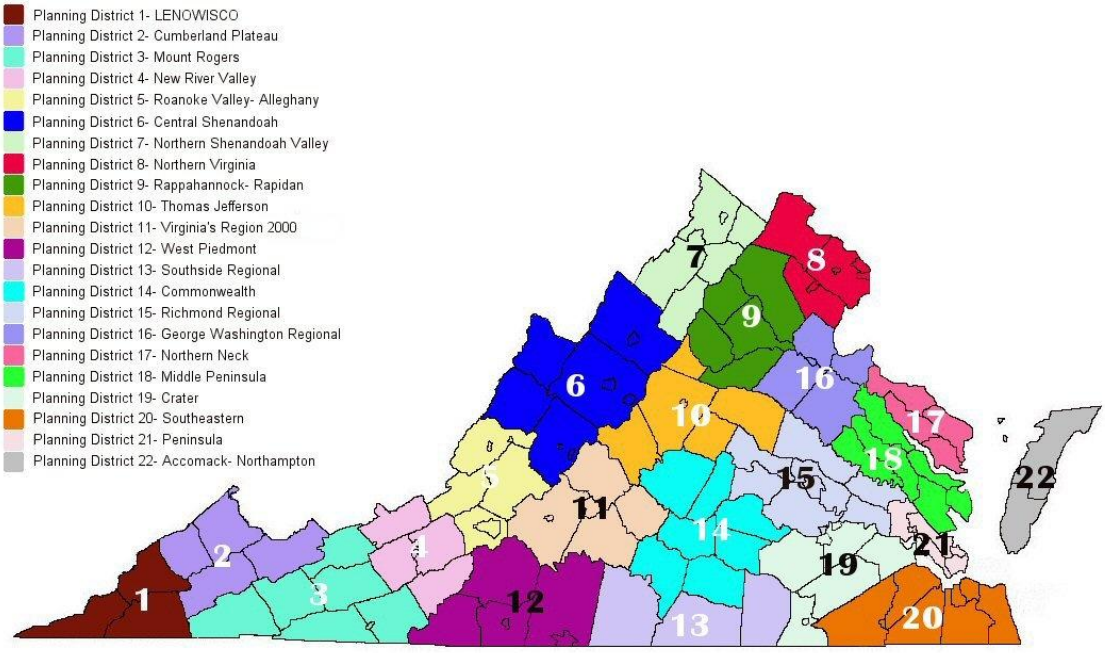
The purpose of Planning District Commissions, as set out in the *Code of Virginia*, Section 15.2-4207, is

> …to encourage and facilitate local government cooperation and state-local cooperation in addressing on a regional basis problems of greater than local significance. The cooperation resulting from this chapter is intended to facilitate the recognition and analysis of regional opportunities and take account of regional influences in planning and implementing public policies and services.
>
> The planning district commission shall also promote the orderly and efficient development of the physical, social and economic elements of the district by planning, and encouraging and assisting localities to plan, for the future.

PDCs are voluntary associations of local governments that are designed to foster intergovernmental cooperation by bringing together local elected and appointed officials and involved citizens to discuss common needs and solutions to regional issues.

The Virginia Department of Planning and Community Affairs, currently the Department of Housing and Community Development, established 22 PDCs based on the "community of interest among its counties, cities, and towns."

VIRGINIA PLANNING DISTRICT COMMISSIONS: OUTLINE AND MEMBERSHIP



Planning District 1 - LENOWISCO
The counties of Lee, Scott, and Wise; the city of Norton.

Planning District 2 - Cumberland Plateau
The counties of Buchanan, Dickenson, Russell, and Tazewell.

Planning District 3 - Mount Rogers
The counties of Bland, Carroll, Grayson, Smyth, Washington, and Wythe; the cities of Bristol and Galax.

Planning District 4 - New River Valley
The counties of Floyd, Giles, Montgomery, and Pulaski; the city of Radford.

Planning District 5 - Roanoke Valley-Alleghany
The counties of Alleghany, Botetourt, Craig, and Roanoke; the cities of Covington, Roanoke, and Salem.

Planning District 6 - Central Shenandoah
The counties of Augusta, Bath, Rockbridge, Rockingham, and Highland; the cities of Buena Vista, Harrisonburg, Lexington, Staunton, and Waynesboro.

Planning District 7 - Northern Shenandoah Valley
The counties of Clarke, Frederick, Page, Shenandoah, and Warren; the city of Winchester.

Planning District 8 - Northern Virginia
The counties of Arlington, Fairfax, Loudoun, and Prince William; the cities of Alexandria, Fairfax, Falls Church, Manassas, and Manassas Park.

Planning District 9 - Rappahannock-Rapidan
The counties of Culpeper, Fauquier, Madison, Orange, and Rappahannock

Planning District 10 - Thomas Jefferson Regional
The counties of Albemarle, Fluvanna, Greene, Louisa, and Nelson; the city of Charlottesville.

Planning District 11 - Virginia's Region 2000
The counties of Amherst, Appomattox, Bedford, and Campbell; the cities of Bedford and Lynchburg.

Planning District 12 - West Piedmont
The counties of Franklin, Henry, Patrick, and Pittsylvania; the cities of Danville and Martinsville.

Planning District 13 – Southside Regional
The counties of Brunswick, Halifax, and Mecklenburg.

Planning District 14 – Commonwealth
The counties of Amelia, Buckingham, Charlotte, Cumberland, Lunenburg, Nottoway, and Prince Edward.

Planning District 15 - Richmond Regional
The counties of Charles City, Chesterfield, Goochland, Hanover, Henrico, New Kent, and Powhatan; the city of Richmond.

Planning District 16 - George Washington Regional
The counties of Caroline, King George, Spotsylvania, and Stafford; the city of Fredericksburg.

Planning District 17 - Northern Neck
The counties of Lancaster, Northumberland, Richmond, and Westmoreland; the town of Colonial Beach.

Planning District 18 - Middle Peninsula
The counties of Essex, Gloucester, King and Queen, King William, Mathews, and Middlesex; the town of West Point.

Planning District 19 – Crater Regional
The counties of Dinwiddie, Greensville, Prince George, Surry, and Sussex; the cities of Colonial Heights, Emporia, Hopewell, and Petersburg.

Planning District 20 – Southeastern Regional
The counties of Isle of Wight and Southampton; the cities of Chesapeake, Franklin, Norfolk, Portsmouth, Suffolk, and Virginia Beach.

Planning District 21 - Peninsula
The counties of James City and York; the cities of Hampton, Newport News, Poquoson, and Williamsburg.

Planning District 22 - Accomack-Northampton
The counties of Accomack and Northampton.

APPENDIX B: REGIONAL ADULT EDUCATION PROGRAM MANAGER REQUIREMENTS

1. Only one individual shall be officially designated as the regional program manager. This shall be a full-time position.
2. The manager shall possess the knowledge, skills, and credentials consistent with the responsibilities and duties required to effectively administer and manage federal and state educational funds and programs.
3. The manager shall attend all required meetings or staff development events conducted by OAEL or the Virginia Adult Learning Resource Center.
4. The manager shall apply for state and federal funds for adult education programs administered by OAEL on behalf of the localities in the region and shall manage the budget for the region and separately track expenditures for each funded grant.
5. Funds for this position shall not be used for out-of-state travel without prior written permission from OAEL.
6. Student data shall be entered into the Web-based adult education data management system by the 20th of each month beginning August, 2012. The manager will provide NRS reports, GAE Diploma Program Reports, and other special data reports as required by OAEL.
7. The fiscal agent shall submit required forms related to budgets and expenditures.
8. The manager shall be an employee of the lead agency and is subject to local personnel policies and procedures, including annual evaluations.
9. This agreement shall be limited to a period of one year. After 2012-2013, OAEL may reissue the grant through an application process, terminate the grant, modify the region, or change the budget based on statewide needs and program performance.

The Regional Program Manager shall provide leadership to the adult education programs in the region by coordinating services to adult learners, providing staff development for teachers and tutors, and working with the Workforce Investment Board (WIB) to accomplish the goals of the *Workforce Investment Act of 1998* (WIA). Specific responsibilities are described below.

1. The manager shall be responsible for the management of adult basic education, adult secondary education, and English literacy programs within the region, including budgets, in a manner consistent with the requirements of the *Adult Education and Family Literacy Act*, Title II of WIA, and the procedures outlined in the *Operational Guidance Manual for Virginia Adult Education and Literacy Programs*. The agencies that have entered into the regional MOU have agreed to function as a unified adult education program.
2. The manager shall create and/or maintain an advisory board comprised of a representative from each member agency participating in the regional program, appointed by the chief executive officer of each member agency.

3. Working with the advisory board, the manager shall be responsible for planning, organizing, developing, implementing, and evaluating adult education services in the region. Those responsibilities shall include: outreach and recruitment of adult learners; collection and reporting of student data in a manner consistent with NRS and OAEL requirements; ensuring delivery of high quality adult education instruction by well-trained and qualified teachers; and collaboration with agencies, one stop career centers, community colleges, community-based organizations, and employers.
4. The manager shall provide leadership and program development consistent with OAEL priorities, including, but not limited to, the following.
    - Integration of program management and instructional standards into curricula and classroom instruction
    - Workforce development activities
    - Transition of adult learners to postsecondary education or employment
    - Leadership for implementation of WIA
    - Continuous program improvement, including efforts to meet or exceed state and federal performance targets
    - Use of data for program improvement
    - Use of technology as a management and instructional tool
5. The manager shall develop or update the multi-year plan and annual application continuations for funding required by federal legislation.
6. The manager shall work closely with the WIB to expand adult education services. A Memorandum of Understanding, consistent with state guidelines, shall be developed between the regional adult education program and the WIB.
7. The manager shall be responsible for the program staff's participation in the Virginia Adult Education Certification Program, which is administered by the Virginia Adult Learning Resource Center.
8. The manager shall be responsible for complying with monitoring and evaluation activities conducted by OAEL staff, including, but not limited to, on-site visits and completion of corrective action.

APPENDIX C: REGIONAL ADULT EDUCATION SPECIALIST REQUIREMENTS

The Regional Adult Education Specialist shall have a primary responsibility of assisting with the state's adult education initiatives. The Regional Adult Education Specialist is responsible for the following tasks.

1. Work with the local partners, one-stop workforce centers, area community colleges, and local employers to promote adult education and literacy initiatives and transitions to postsecondary education and employment
2. Increase opportunities for instruction
3. Develop and implement outreach strategies
4. Provide program assistance to local programs
5. If providing a diploma producing program, ensure routine coordination between program and applicable school division concerning licensure, curriculum, and school division credit requirements
6. Assist OAEL with program monitoring and evaluation which may include participating in site visits and providing programs with site visit technical assistance
7. Assist OAEL, when necessary, in working with local programs outside the assigned region
8. Other activities required to meet the goals of OAEL

If the applicant expects the regional specialist to conduct any GED-testing-related activities in the course of conducting program business, the applicant will be required to report time and effort expended on GED-testing-related and non-GED-testing-related activities. Information on this reporting process will be included with the grant awards.

Additionally, programs must adhere to the special provisions for food, recognition ceremonies, and English-only instruction included in the manual.

REQUIREMENTS

1. Only one individual shall be officially designated as the Regional Adult Education Specialist. This shall be a part-time position employed a minimum of 25 hours per week unless otherwise approved by OAEL.
2. The specialist may not be employed in another position that would prevent the full implementation of the duties of this position. The specialist must be available for activities associated with this position that are conducted during the day, in the evening, and on weekends.
3. The specialist shall attend mandatory meetings or staff development events conducted by OAEL or the Virginia Adult Learning Resource Center.
4. The Regional Adult Education Specialist shall demonstrate the following

- Knowledge of the Virginia Department of Education's adult education and literacy program
- Knowledge of and ability to implement recruitment strategies for adult learners
- If a diploma producing program is offered, knowledge of high school level instructional strategies and curriculum and state and county school diploma credit requirements
- Knowledge of the state's approved assessment and goal-setting policies, as well as the procedures outlined in the *Operational Guidance Manual for Virginia Adult Education and Literacy Programs*
- Understanding of appropriate strategies for assessment related to instruction
- Ability to use testing data to counsel test takers and make testing recommendations
- Ability to use testing data to inform instructional program design
- Knowledge of the appropriate uses for the GED Official Practice Tests
- Ability to disaggregate National Reporting System and GED Testing Center data for program improvement and individual counseling
- Certification to administer and provide training for assessments approved for use in the NRS-based data system
- Knowledge of how to counsel speakers of other languages for testing in English or other languages
- Regular communication with program managers and GED examiners throughout the region
- Communication with the local Workforce Investment Board and employers in the region

APPENDIX D: 2012-2013 ENROLLMENT TARGETS AND ESTIMATED FUNDING ALLOCATIONS*

Planning District	Locality	Number 18+ without HS diploma or equivalency	Enrollment Target	ABE/ C&I	GAE	State Lead Agency Coordinating Grant	Total Estimated Allocation
1	Lee County	4723	142	$53,034	$6,053		$59,087
1	Norton City	568	17	$10,000	$728		$10,728
1	Scott County	4953	149	$55,617	$6,348		$61,965
1	Wise County	8276	248	$92,931	$10,607		$103,538
1 Total		18520	556	$211,582	$23,736	$87,298	$322,616
2	Buchanan County	5979	179	$67,138	$7,663		$74,801
2	Dickenson County	3765	113	$42,277	$4,826		$47,103
2	Russell County	6344	190	$71,236	$8,131		$79,367
2	Tazewell County	8538	256	$95,872	$10,943		$106,815
2 Total		24626	738	$276,523	$31,563	$99,595	$407,681
3	Bland County	723	22	$10,000	$927		$10,927
3	Bristol City	2935	88	$32,957	$3,762		$36,719
3	Carroll County	6600	198	$74,111	$8,459		$82,570
3	Galax City	1792	54	$20,122	$2,297		$22,419
3	Grayson County	3512	105	$39,436	$4,501		$43,937
3	Smyth County	5762	173	$64,701	$7,385		$72,086
3	Washington County	7953	239	$89,304	$10,193		$99,497
3	Wythe County	4990	150	$56,032	$6,396		$62,428
3 Total		34267	1029	$386,663	$43,920	$119,012	$549,595
4	Floyd County	2526	76	$28,364	$3,238		$31,602
4	Giles County	2391	72	$26,848	$3,065		$29,913
4	Montgomery County	5945	178	$66,756	$7,620		$74,376
4	Pulaski County	5756	173	$64,634	$7,377		$72,011
4	Radford City	891	27	$10,005	$1,142		$11,147
4 Total		17509	526	$196,607	$22,442	$85,262	$304,311
5	Alleghany County + Clifton Forge	2547	76	$28,600	$3,264		$31,864
5	Botetourt County	3509	105	$39,402	$4,497		$43,899
5	Covington City	977	29	$10,971	$1,252		$12,223
5	Craig County	800	24	$10,000	$1,025		$11,025

5	Roanoke City	14338	430	$161,000	$18,377		$179,377
5	Roanoke County	7452	224	$83,678	$9,551		$93,229
5	Salem City	2610	78	$29,307	$3,345		$32,652
5 Total		32233	966	$362,958	$41,311	$114,915	$519,184
6	Augusta County	9458	284	$106,203	$12,122		$118,325
6	Bath County	870	26	$10,000	$1,115		$11,115
6	Buena Vista City	1391	42	$15,619	$1,783		$17,402
6	Harrisonburg City	4985	150	$55,976	$6,389		$62,365
6	Highland County	367	11	$10,000	$470		$10,470
6	Rockbridge County + Lexington City	3840	115	$43,119	$4,922		$48,041
6	Rockingham County	12106	363	$135,937	$15,516		$151,453
6	Staunton City	2975	89	$33,406	$3,813		$37,219
6	Waynesboro City	3425	103	$38,459	$4,390		$42,849
6 Total		39417	1183	$448,719	$50,520	$125,000	$624,239
7	Clarke County	1581	47	$17,753	$2,026		$19,779
7	Frederick County	8806	264	$98,882	$11,286		$110,168
7	Page County	4950	149	$55,583	$6,344		$61,927
7	Shenandoah County	5264	158	$59,109	$6,747		$65,856
7	Warren County	4736	142	$53,180	$6,070		$59,250
7	Winchester City	4390	132	$49,295	$5,627		$54,922
7 Total		29727	892	$333,802	$38,100	$109,868	$481,770
8	Alexandria City	11686	351	$131,221	$14,978		$146,199
8	Arlington County	15832	475	$177,776	$20,292		$198,068
8	Fairfax County	66788	2003	$749,956	$85,601		$835,557
8	Falls Church City	468	14	$10,000	$600		$10,600
8	Loudoun County	12533	376	$140,732	$16,063		$156,795
8	Manassas City	5051	152	$56,717	$6,474		$63,191
8	Manassas Park City	1865	56	$20,942	$2,390		$23,332
8	Prince William County	30615	918	$343,773	$39,239		$383,012
8 Total		144838	4345	$1,631,117	$185,637	$125,000	$1,941,754
9	Culpeper County	5536	166	$62,163	$7,095		$69,258
9	Fauquier County	5600	168	$62,882	$7,177		$70,059

9	Madison County	2295	69	$25,770	$2,941		$28,711
9	Orange County	4448	133	$49,946	$5,701		$55,647
9	Rappahannock County	1141	34	$12,812	$1,462		$14,274
9 Total		19020	570	$213,573	$24,376	$88,305	$326,254
10	Albemarle County	6571	197	$73,785	$8,422		$82,207
10	Charlottesville City	4149	124	$46,589	$5,318		$51,907
10	Fluvanna County	1929	58	$21,661	$2,472		$24,133
10	Greene County	2455	74	$27,567	$3,147		$30,714
10	Louisa County	4951	149	$55,594	$6,346		$61,940
10	Nelson County	2872	86	$32,249	$3,681		$35,930
10 Total		22927	688	$257,445	$29,386	$96,174	$383,005
11	Amherst County	5301	159	$59,524	$6,794		$66,318
11	Appomattox County	2255	68	$25,321	$2,890		$28,211
11	Bedford County	8478	254	$97,013	$10,866		$107,879
11	Campbell County	7233	217	$81,219	$9,270		$90,489
11	Lynchburg City	8388	252	$94,188	$10,751		$104,939
11 Total		31655	950	$357,265	$40,571	$113,751	$511,587
12	Danville City	8863	266	$99,522	$11,360		$110,882
12	Franklin County	8076	242	$90,685	$10,351		$101,036
12	Henry County	12812	384	$143,865	$16,421		$160,286
12	Martinsville City	2931	88	$32,912	$3,757		$36,669
12	Patrick County	3735	112	$41,940	$4,787		$46,727
12	Pittsylvania County	10774	323	$120,980	$13,809		$134,789
12 Total		47191	1415	$529,904	$60,485	$125,000	$715,389
13	Brunswick County	3898	117	$43,770	$4,996		$48,766
13	Halifax County	7553	227	$84,812	$9,681		$94,493
13	Mecklenburg County	5881	176	$66,037	$7,538		$73,575
13 Total		17332	520	$194,619	$22,215	$84,906	$301,740
14	Amelia County	2447	73	$27,477	$3,136		$30,613
14	Buckingham County	4668	140	$52,417	$5,983		$58,400
14	Charlotte County	2644	79	$29,689	$3,389		$33,078
14	Cumberland County	2010	60	$22,570	$2,576		$25,146
14	Lunenburg County	2569	77	$28,847	$3,293		$32,140
14	Nottoway	2867	86	$32,193	$3,675		$35,868

	County						
14	Prince Edward County	2715	81	$30,487	$3,480		$33,967
14 Total		19920	596	$223,680	$25,532	$90,118	$339,330
15	Charles City County	1282	38	$14,395	$1,643		$16,038
15	Chesterfield County	23362	701	$262,330	$29,943		$292,273
15	Goochland County	3378	101	$37,931	$4,330		$42,261
15	Hanover County	7164	215	$80,444	$9,182		$89,626
15	Henrico County	25055	752	$281,340	$32,113		$313,453
15	New Kent County	1806	54	$20,279	$2,315		$22,594
15	Powhatan County	4284	129	$48,105	$5,491		$53,596
15	Richmond City	29842	895	$335,093	$38,248		$373,341
15 Total		96173	2885	$1,079,917	$123,265	$125,000	$1,328,182
16	Caroline County	4033	121	$45,286	$5,169		$50,455
16	Fredericksburg City	2411	72	$27,073	$3,090		$30,163
16	King George County	1704	51	$19,134	$2,184		$21,318
16	Spotsylvania County	9839	295	$110,481	$12,610		$123,091
16	Stafford County	7980	239	$89,607	$10,228		$99,835
16 Total		25967	778	$291,581	$33,281	$102,296	$427,158
17	Lancaster County	1736	52	$19,493	$2,225		$21,718
17	Northumberland County	1962	59	$22,031	$2,515		$24,546
17	Richmond County	2148	64	$24,120	$2,753		$26,873
17	Colonial Beach Town	587	18	$10,000	$752		$10,752
17	Westmoreland County	2603	78	$29,229	$3,336		$32,565
17 Total		9036	271	$104,873	$11,581	$68,198	$184,652
18	Essex County	1559	47	$17,506	$1,998		$19,504
18	Gloucester County	4717	142	$52,967	$6,046		$59,013
18	King and Queen County	1183	35	$13,284	$1,516		$14,800
18	West Point Town	241	7	$10,000	$309		$10,309
18	King William County	1245	37	$13,980	$1,596		$15,576
18	Mathews County	1107	33	$12,430	$1,419		$13,849
18	Middlesex	1388	42	$15,586	$1,779		$17,365

	County						
18 Total		11440	343	$135,753	$14,663	$73,039	$223,455
19	Colonial Heights City	1627	49	$18,269	$2,085		$20,354
19	Dinwiddie County	4603	138	$51,687	$5,900		$57,587
19	Greensville County + Emporia City	3541	106	$39,762	$4,538		$44,300
19	Hopewell City	3852	116	$43,254	$4,937		$48,191
19	Petersburg City	6093	183	$68,418	$7,809		$76,227
19	Prince George County	4065	122	$45,646	$5,210		$50,856
19	Surry County	1090	33	$12,240	$1,397		$13,637
19	Sussex County	1648	49	$18,505	$2,112		$20,617
19 Total		26519	796	$297,781	$33,988	$103,408	$435,177
20	Chesapeake City	18170	545	$204,029	$23,288		$227,317
20	Franklin City	1686	51	$18,932	$2,161		$21,093
20	Isle of Wight County	3917	118	$43,984	$5,020		$49,004
20	Norfolk City	27741	832	$311,501	$35,555		$347,056
20	Portsmouth City	14032	421	$157,564	$17,985		$175,549
20	Southampton County	3003	90	$33,720	$3,849		$37,569
20	Suffolk City	9567	287	$107,427	$12,262		$119,689
20	Virginia Beach City	26985	810	$303,012	$34,586		$337,598
20 Total		105101	3154	$1,180,169	$134,706	$125,000	$1,439,875
21	Hampton City	13420	403	$150,692	$17,200		$167,892
21	James City County + Williamsburg City	4677	140	$52,518	$5,994		$58,512
21	Newport News City	16279	488	$182,796	$20,864		$203,660
21	Poquoson City	672	20	$10,000	$861		$10,861
21	York County	2813	84	$31,587	$3,605		$35,192
21 Total		37861	1135	$427,593	$48,524	$125,000	$601,117
22	Accomack County	7087	213	$79,579	$9,083		$88,662
22	Northampton County	2275	68	$25,546	$2,916		$28,462
22 Total		9362	281	$105,125	$11,999	$68,855	$185,979
Grand Total		820641	24617	$9,247,249	$1,051,801	$2,255,000	$12,554,050

Data Source: U.S. Census Bureau. (2010). *American Community Survey*.

APPENDIX E: FUNCTIONING LEVEL TABLE

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS			
Literacy Level	**Basic Reading and Writing**	**Numeracy Skills**	**Functional and Workplace Skills**
Beginning ABE Literacy ***Test Benchmark:*** TABE (9–10) scale scores (grade level 0–1.9): Reading: 367 and below Total Math: 313 and below Language: 389 and below CASAS scale scores: Reading: 200 and below Math: 200 and below Writing: 200 and below Wonderlic GAIN scale scores: English: 200-406 Math: 200-314	Individual has no or minimal reading and writing skills. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument. At the upper range of this level, individual can recognize, read, and write letters and numbers but has a limited understanding of connected prose and may need frequent re-reading. Can write a limited number of basic sight words and familiar words and phrases; may also be able to write simple sentences or phrases, including very simple messages. Can write basic personal information. Narrative writing is disorganized and unclear, inconsistently uses simple punctuation (e.g., periods, commas, question marks), and contains frequent errors in spelling.	Individual has little or no recognition of numbers or simple counting skills or may have only minimal skills, such as the ability to add or subtract single digit numbers.	Individual has little or no ability to read basic signs or maps and can provide limited personal information on simple forms. The individual can handle routine entry level jobs that require little or no basic written communication or computational skills and no knowledge of computers or other technology.
Beginning Basic Education ***Test Benchmark:*** TABE (9–10) scale scores (grade level 2–3.9): Reading: 368–460 Total Math: 314–441 Language: 390–490 CASAS scale scores: Reading: 201–210 Math: 201–210 Writing: 201–225 Wonderlic GAIN scale scores: English: 407-525 Math: 315-522 MAPT scale scores: All tests: 200-299	Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety, but individual shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization).	Individual can count, add, and subtract three digit numbers, can perform multiplication through 12, can identify simple fractions, and perform other simple arithmetic operations.	Individual is able to read simple directions, signs, and maps, fill out simple forms requiring basic personal information, write phone messages, and make simple changes. There is minimal knowledge of and experience with using computers and related technology. The individual can handle basic entry level jobs that require minimal literacy skills; can recognize very short, explicit, pictorial texts (e.g., understands logos related to worker safety before using a piece of machinery); and can read want ads and complete simple job applications.

APPENDIX E: FUNCTIONING LEVEL TABLE (CONTINUED)

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS			
Literacy Level	**Basic Reading and Writing**	**Numeracy Skills**	**Functional and Workplace Skills**
Low Intermediate Basic Education ***Test Benchmark:*** TABE (9–10) scale scores (grade level 4–5.9): Reading: 461–517 Total Math: 442–505 Language: 491–523 CASAS scale scores: Reading: 211–220 Math: 211–220 Writing: 226–242 Wonderlic GAIN scale scores: English: 526-661 Math: 523-669 MAPT scale scores: All tests: 300-399	Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with a main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self and peer edit for spelling and punctuation errors.	Individual can perform with high accuracy all four basic math operations using whole numbers up to three digits and can identify and use all basic mathematical symbols.	Individual is able to handle basic reading, writing, and computational tasks related to life roles, such as completing medical forms, order forms, or job applications; and can read simple charts, graphs, labels, and payroll stubs and simple authentic material if familiar with the topic. The individual can use simple computer programs and perform a sequence of routine tasks given direction using technology (e.g., fax machine, computer operation). The individual can qualify for entry level jobs that require following basic written instructions and diagrams with assistance, such as oral clarification; can write a short report or message to fellow workers; and can read simple dials and scales and take routine measurements.
High Intermediate Basic Education ***Test Benchmark:*** TABE (9–10) scale scores (grade level 6–8.9): Reading: 518–566 Total Math: 506–565 Language: 524–559 CASAS scale scores: Reading: 221–235 Math: 221–235 Writing: 243–260 WorkKeys scale scores: Reading for Information: 75–78 Applied Mathematics: 75–77 Wonderlic GAIN scale scores: English: 662-746 Math: 670-775 MAPT scale scores: All tests: 400-499	Individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context and can make some minimal inferences about familiar texts and compare and contrast information from such texts but not consistently. The individual can write simple narrative descriptions and short essays on familiar topics and has consistent use of basic punctuation but makes grammatical errors with complex structures.	Individual can perform all four basic math operations with whole numbers and fractions; can determine correct math operations for solving narrative math problems and can convert fractions to decimals and decimals to fractions; and can perform basic operations on fractions.	Individual is able to handle basic life skills tasks such as graphs, charts, and labels and can follow multistep diagrams; can read authentic materials on familiar topics, such as simple employee handbooks and payroll stubs; can complete forms such as a job application and reconcile a bank statement. Can handle jobs that involve following simple written instructions and diagrams; can read procedural texts, where the information is supported by diagrams, to remedy a problem, such as locating a problem with a machine or carrying out repairs using a repair manual. The individual can learn or work with most basic computer software, such as using a word processor to produce own texts, and can follow simple instructions for using technology.

APPENDIX E: FUNCTIONING LEVEL TABLE (CONTINUED)

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS			
Literacy Level	**Basic Reading and Writing**	**Numeracy Skills**	**Functional and Workplace Skills**
Low Adult Secondary Education ***Test Benchmark:*** TABE (9–10): scale scores (grade level 9–10.9): Reading: 567–595 Total Math: 566–594 Language: 560–585 CASAS scale scores: Reading: 236–245 Math: 236–245 Writing: 261–270 WorkKeys scale scores: Reading for Information: 79–81 Applied Mathematics: 78–81 Wonderlic GAIN scale scores: English: 747-870 Math: 776-854 MAPT scale scores: All tests: 500-599	Individual can comprehend expository writing and identify spelling, punctuation, and grammatical errors; can comprehend a variety of materials such as periodicals and nontechnical journals on common topics; can comprehend library reference materials and compose multiparagraph essays; can listen to oral instructions and write an accurate synthesis of them; and can identify the main idea in reading selections and use a variety of context issues to determine meaning. Writing is organized and cohesive with few mechanical errors; can write using a complex sentence structure; and can write personal notes and letters that accurately reflect thoughts.	Individual can perform all basic math functions with whole numbers, decimals, and fractions; can interpret and solve simple algebraic equations, tables, and graphs and can develop own tables and graphs; and can use math in business transactions.	Individual is able or can learn to follow simple multistep directions and read common legal forms and manuals; can integrate information from texts, charts, and graphs; can create and use tables and graphs; can complete forms and applications and complete resumes; can perform jobs that require interpreting information from various sources and writing or explaining tasks to other workers; is proficient using computers and can use most common computer applications; can understand the impact of using different technologies; and can interpret the appropriate use of new software and technology.
High Adult Secondary Education ***Test Benchmark:*** TABE (9–10): scale scores (grade level 11–12): Reading: 596 and above Total Math: 595 and above Language: 586 and above CASAS scale scores: Reading: 246 and above Math: 246 and above Writing: 271 and above WorkKeys scale scores: Reading for Information: 82–90 Applied Mathematics: 82–90 Wonderlic GAIN scale scores: English: 871-1000 Math: 855-1000 MAPT scale scores: All tests: 600-700	Individual can comprehend, explain, and analyze information from a variety of literacy works, including primary source materials and professional journals, and can use context cues and higher order processes to interpret meaning of written material. Writing is cohesive with clearly expressed ideas supported by relevant detail, and individual can use varied and complex sentence structures with few mechanical errors.	Individual can make mathematical estimates of time and space and can apply principles of geometry to measure angles, lines, and surfaces and can also apply trigonometric functions.	Individual is able to read technical information and complex manuals; can comprehend some college level books and apprenticeship manuals; can function in most job situations involving higher order thinking; can read text and explain a procedure about a complex and unfamiliar work procedure, such as operating a complex piece of machinery; can evaluate new work situations and processes; and can work productively and collaboratively in groups and serve as facilitator and reporter of group work. The individual is able to use common software and learn new software applications; can define the purpose of new technology and software and select appropriate technology; can adapt use of software or technology to new situations; and can instruct others, in written or oral form, on software and technology use.

APPENDIX E: FUNCTIONING LEVEL TABLE (CONTINUED)

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH AS A SECOND LANGUAGE LEVELS			
Literacy Level	**Listening and Speaking**	**Basic Reading and Writing**	**Functional and Workplace Skills**
Beginning ESL Literacy ***Test Benchmark:*** CASAS scale scores: Reading: 180 and below Listening: 180 and below BEST Plus: 400 and below (SPL 0–1) BEST Literacy: 0–20 (SPL 0–1) TABE CLAS-E scale scores:* Total Reading and Writing: 225-394 Total Listening and Speaking: 230-407	Individual cannot speak or understand English, or understands only isolated words or phrases.	Individual has no or minimal reading or writing skills in any language. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument.	Individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words, such as name and other personal information; may recognize only common signs or symbols (e.g., stop sign, product logos); can handle only very routine entry-level jobs that do not require oral or written communication in English. There is no knowledge or use of computers or technology.
Low Beginning ESL ***Test benchmark:*** CASAS scale scores Reading: 181–190 Listening: 181–190 Writing: 136–145 BEST Plus: 401–417 (SPL 2) BEST Literacy: 21-52 (SPL 2) TABE CLAS-E scale scores:* Total Reading and Writing: 395-441 Total Listening and Speaking: 408-449	Individual can understand basic greetings, simple phrases and commands. Can understand simple questions related to personal information, spoken slowly and with repetition. Understands a limited number of words related to immediate needs and can respond with simple learned phrases to some common questions related to routine survival situations. Speaks slowly and with difficulty. Demonstrates little or no control over grammar.	Individual can read numbers and letters and some common sight words. May be able to sound out simple words. Can read and write some familiar words and phrases, but has a limited understanding of connected prose in English. Can write basic personal information (e.g., name, address, telephone number) and can complete simple forms that elicit this information.	Individual functions with difficulty in social situations and in situations related to immediate needs. Can provide limited personal information on simple forms, and can read very simple common forms of print found in the home and environment, such as product names. Can handle routine entry level jobs that require very simple written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge and experience with computers.

APPENDIX E: FUNCTIONING LEVEL TABLE (CONTINUED)

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH AS A SECOND LANGUAGE LEVELS			
Literacy Level	**Listening and Speaking**	**Basic Reading and Writing**	**Functional and Workplace Skills**
High Beginning ESL ***Test benchmark:*** CASAS scale scores Reading: 191–200 Listening: 191–200 Writing: 146–200 BEST Plus: 418–438 (SPL 3) BEST Literacy: 53–63 (SPL 3) TABE CLAS-E scale scores:* Total Reading and Writing: 442-482 Total Listening and Speaking: 450-485	Individual can understand common words, simple phrases, and sentences containing familiar vocabulary, spoken slowly with some repetition. Individual can respond to simple questions about personal everyday activities, and can express immediate needs, using simple learned phrases or short sentences. Shows limited control of grammar.	Individual can read most sight words, and many other common words. Can read familiar phrases and simple sentences but has a limited understanding of connected prose and may need frequent re-reading. Individual can write some simple sentences with limited vocabulary. Meaning may be unclear. Writing shows very little control of basic grammar, capitalization and punctuation and has many spelling errors.	Individual can function in some situations related to immediate needs and in familiar social situations. Can provide basic personal information on simple forms and recognizes simple common forms of print found in the home, workplace and community. Can handle routine entry level jobs requiring basic written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge or experience using computers.
Low Intermediate ESL ***Test Benchmark:*** CASAS scale scores: Reading: 201–210 Listening: 201–210 Writing: 201–225 BEST Plus: 439–472 (SPL 4) BEST Literacy: 64– 67 (SPL 4) TABE CLAS-E scale scores:* Total Reading and Writing: 483-514 Total Listening and Speaking: 486-525	Individual can understand simple learned phrases and limited new phrases containing familiar vocabulary spoken slowly with frequent repetition; can ask and respond to questions using such phrases; can express basic survival needs and participate in some routine social conversations, although with some difficulty; and has some control of basic grammar.	Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety but shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization).	Individual can interpret simple directions and schedules, signs, and maps; can fill out simple forms but needs support on some documents that are not simplified; and can handle routine entry level jobs that involve some written or oral English communication but in which job tasks can be demonstrated. Individual can use simple computer programs and can perform a sequence of routine tasks given directions using technology (e.g., fax machine, computer).

APPENDIX E: FUNCTIONING LEVEL TABLE (CONTINUED)

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH AS A SECOND LANGUAGE LEVELS			
Literacy Level	**Listening and Speaking**	**Basic Reading and Writing**	**Functional and Workplace Skills**
High Intermediate ESL ***Test Benchmark:*** CASAS scale scores: Reading: 211–220 Listening: 211–220 Writing: 226–242 BEST Plus: 473–506 (SPL 5) BEST Literacy: 68-75 (SPL 5) TABE CLAS-E scale scores:* Total Reading and Writing: 515-556 Total Listening and Speaking: 526-558	Individual can understand learned phrases and short new phrases containing familiar vocabulary spoken slowly and with some repetition; can communicate basic survival needs with some help; can participate in conversation in limited social situations and use new phrases with hesitation; and relies on description and concrete terms. There is inconsistent control of more complex grammar.	Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self and peer edit for spelling and punctuation errors.	Individual can meet basic survival and social needs, can follow some simple oral and written instruction, and has some ability to communicate on the telephone on familiar subjects; can write messages and notes related to basic needs; can complete basic medical forms and job applications; and can handle jobs that involve basic oral instructions and written communication in tasks that can be clarified orally. Individual can work with or learn basic computer software, such as word processing, and can follow simple instructions for using technology.
Advanced ESL ***Test Benchmark:*** CASAS scale scores: Reading: 221–235 Listening: 221–235 Writing: 243–260 BEST Plus: 507–540 (SPL 6) BEST Literacy: 76-78 (SPL 6) ** TABE CLAS-E scale scores:* Total Reading and Writing: 557-600 Total Listening and Speaking: 559-600	Individual can understand and communicate in a variety of contexts related to daily life and work. Can understand and participate in conversation on a variety of everyday subjects, including some unfamiliar vocabulary, but may need repetition or rewording. Can clarify own or others' meaning by rewording. Can understand the main points of simple discussions and informational communication in familiar contexts. Shows some ability to go beyond learned patterns and construct new sentences. Shows control of basic grammar but has difficulty using more complex structures. Has some basic fluency of speech.	Individual can read moderately complex text related to life roles and descriptions and narratives from authentic materials on familiar subjects. Uses context and word analysis skills to understand vocabulary, and uses multiple strategies to understand unfamiliar texts. Can make inferences, predictions, and compare and contrast information in familiar texts. Individual can write multi-paragraph text (e.g., organizes and develops ideas with clear introduction, body, and conclusion), using some complex grammar and a variety of sentence structures. Makes some grammar and spelling errors. Uses a range of vocabulary.	Individual can function independently to meet most survival needs and to use English in routine social and work situations. Can communicate on the telephone on familiar subjects. Understands radio and television on familiar topics. Can interpret routine charts, tables and graphs and can complete forms and handle work demands that require non-technical oral and written instructions and routine interaction with the public. Individual can use common software, learn new basic applications, and select the correct basic technology in familiar situations.

APPENDIX F: APPLICATION CHECKLIST

All items in the application must be submitted in the order listed below.

Note: The budget workbook should be submitted electronically as described on page 9, and then all documents identified below should be printed, assembled as indicated below, and submitted to the appropriate address on page 4.

Form/Document	Requirements	Total Pages	Completed	DOE Use Only
Application Checklist	This checklist completed, verifying pages included	1	☐	
Contact Sheet	From budget workbook; including all signatures required	1	☐	
Master Form	From budget workbook; summary of regional budget	1	☐	
Request for Additional Administrative Funding	Written justification for administrative funding beyond the allowable 5% (AEFLA and C & I)	2 (maximum)	☐	
Regional Three-year Plan		20 (maximum)	☐	
	Needs Assessment		☐	
	Program Management and Instructional Standards		☐	
	Recruitment, Retention, and Reporting		☐	
	Career Pathways		☐	
	Professional Development		☐	
Table 1: History of Program Performance	Electronic form, found in the Grants and Funding section of OAEL's Web site, must be completed.	2 (maximum)	☐	
First Year Application for Funding		10 (maximum)	☐	
	Measurable Goals and Objectives		☐	
	Program Design		☐	
	Capacity and Commitment		☐	
	Budget Narrative		☐	
Table 2: Schedule of Adult Education and Literacy Classes	Electronic form, found in the Grants and Funding section of OAEL's Web site, must be completed.	Varies	☐	
Memoranda of Understanding (MOU)	Copies of MOU establishing the regional partnership signed by all executive officers of participating agencies	Varies	☐	
Appendix		Varies	☐	
	State Assurances *(Printed Name, Signature, Initials, and Date)*	4	☐	
	Disclosure of Lobbying Activities (OMB 0348-0046) *(Printed Name, Signature, and Date)*	1	☐	
	Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters; and Drug-Free Workplace Requirements (ED 80-0013 12/98) *(Printed Name, Signature, and Date)*	1	☐	
	Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion-Lower Tier Covered Transactions (ED 80-0014 09/90) *(Printed Name, Signature, and Date)*	1	☐	
	Other as needed	Varies	☐	