



# Statewide Distance Integrated English Literacy and Civics Education Program Grant Content

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## Demonstrated effectiveness to determine eligibility

### Applicant(s)

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

### Evidence of demonstrated effectiveness

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

Reminder: Each individual agency in a consortium or coalition of agencies must be an eligible provider by itself (i.e., must be an organization that has demonstrated effectiveness in providing adult education and literacy activities) and must individually provide all of the data required to establish demonstrated effectiveness.

## Narrative

### Description of need

1. Describe the need for a Statewide Distance Integrated English Literacy and Civics Education program.

**Help button text:** *(Maximum 2500 characters) The applicant must provide relevant data to demonstrate the need for a fully remote integrated English literacy and civics education program in Pennsylvania. The answer must include data about immigration trends; demographics of the English language learners; educational attainment data for English language learners, including data on individuals with degrees and credentials in their native countries; and employment opportunities for immigrants in the Commonwealth.*

2. Describe how the activities proposed in this grant will address the need described in question #1.

**Help button text:** *(Maximum 2000 characters) The answer must draw a direct connection between the activities and services proposed in the grant and the need for those services described in the answer to question one above.*

### Agency structure and capacity

1. Describe how the Statewide Distance Integrated English Literacy and Civics Education Program coordinator responsible for day-to-day oversight of the program will provide leadership that will ensure quality of instruction, accurate data management, sound fiscal accounting, appropriate program improvement and professional development, and adherence to federal and state laws and regulations, and Pennsylvania Department of Education and Division of Adult Education policies and guidelines.

**Help button text:** *(Maximum 2000 characters) In addition to addressing all of the items listed in the question, the answer must also include information on the amount of time the Statewide Distance Integrated English Literacy and Civics Education Program coordinator has to fulfill these duties as well as evidence of support from the larger agency and/or board of directors to fulfill these duties. Applicants that are a consortium or coalition of agencies must describe how the main grantee will provide coordination and work with subgrantees to address the items listed.*

2. Describe how the applicant will staff the Statewide Distance Integrated English Literacy and Civics Education program funded under this grant to meet all of the requirements of the grant.

**Help button text:** *(Maximum 4000 characters) The answer must include a description of the organizational structure of the Statewide Distance Integrated English Literacy and Civics Education program. The answer must also provide evidence of sufficient staff, staff time,*

*and resources to meet all of the requirements of the grant, including intake, orientation, assessment, data collection and entry, instruction including lesson planning and preparation time, professional development and program improvement, student support/case management services, and collaboration with workforce development partners and other support services in the community. The answer must address the minimum qualifications required by the division and by the applicant for staff roles. The program must also address how it will prevent gaps in service due to staff turnover. If local funds/in kind staff time are used to support some of this work, the answer must include that information. Applicants that are a consortium or coalition of agencies must provide details for all agencies in the consortium/coalition and describe how staff from the various agencies will coordinate services as needed.*

3. Describe the applicant's staff onboarding and induction process to ensure that all staff are trained to fulfill all of their roles and responsibilities in the Statewide Distance Integrated English Literacy and Civics Education program.

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

4. Describe how the applicant will ensure that Statewide Distance Integrated English Literacy and Civics Education program staff have access to and sufficient time to participate in high-quality job-embedded professional development.

**Help button text:** *(Maximum 1500 characters) The answer must address both required and optional professional development activities and address access to professional development provided through electronic means, such as online professional development or other technologically enhanced professional development. Applicants that are a consortium or coalition of agencies must provide details for all agencies in the consortium/coalition.*

5. Describe how the applicant will use technology to improve program efficiency, and how it will ensure that all staff have the skills necessary to use the technology.

**Help button text:** *(Maximum 3000 characters) The answer must address the use of technology to improve program efficiency. The use of technology to enhance availability of services and to provide the integrated English literacy and civics education activities, integrated education and training activities, and other services to students will be addressed in other questions. The answer must explain the support the program will provide staff so they can use technology to complete these activities. Applicants that are a consortium or coalition of agencies must provide a description that encompasses all agencies in the consortium/coalition.*

## Program improvement and data

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

**Help button text:** *(Maximum 2000 characters) A complete answer must address all items listed in the question plus include information on the process and procedures for collecting data on and documenting the achievement of Measurable Skill Gain Types 4 and 5 and outcome measures for Civics Education programs as defined in the National Reporting System. The answer must address the roles and responsibilities of all program staff members associated with data collection, review, entry, and reporting. Applicants that are a consortium or coalition of agencies must provide a description that encompasses all agencies in the consortium/coalition.*

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

**Help Button text:** *(Maximum 2000 characters) Applicants must refer to Policy D.100 Adult Learner Assessment. The answer must identify the standardized assessments the applicant will use and explain how they were selected. The answer must also describe the internal policies and procedures the applicant will implement to ensure appropriate training for staff and timely and appropriate administration of assessments. Applicants that are a consortium or coalition of agencies must provide a description that encompasses all agencies in the consortium/coalition.*

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

**Help button text:** *(Maximum 2000 characters) Applicants must refer to the Adult Education and Family Literacy Guidelines Section 500 and 501 for information on division requirements related to program improvement. The answer must provide a clear, detailed explanation of how applicant staff will use data to monitor and evaluate the Statewide Distance Integrated English Literacy and Civics Education program performance and student outcomes and of how they will use the results to support continuous program improvement. Applicants that are a consortium or coalition of agencies must provide details on how they will work together to monitor program performance and ensure continuous program improvement within the consortium/coalition.*

## **Integrated English Literacy and Civics Education Program Design and Activities**

1. Describe how the applicant will structure the program to provide remote integrated English literacy and civics education activities that meet the need described in the Description of Need section, lead to substantial learning gains, and support students to achieve their academic, employment, and civic participation goals. Include details about the class levels to be provided, the instructional models and distance education delivery methods that will be used, the anticipated intensity of instruction, and other information that provides a clear picture of the planned program.

**Help button text:** (Maximum 4000 characters) *The answer must provide a clear picture of the overall structure of the proposed integrated English literacy and civics education program and activities as well as how it will address the identified need. Consideration will be given to whether the program structure and planned activities will support student access and learning gains through flexible schedules, intensity of instruction, and a range of distance learning options to increase the amount of learning. Applicants that are a consortium or coalition of agencies should provide details for all agencies in the consortium/coalition. Do not list specific classes with dates and times.*

2. Describe how the applicant will ensure that the Statewide Distance Integrated English Literacy and Civics Education program activities are integrated and coordinated with local workforce development systems and their functions to meet the purposes of section 243.

**Help button text:** (Maximum 4000 characters) *The answer must include examples of how the applicant will integrate the Statewide Distance Integrated English Literacy and Civics Education program activities with appropriate local workforce development systems and their functions to meet the purposes of section 243. Applicants that are a consortium or coalition of agencies must describe how they will work together to ensure capacity.*

3. Describe how the overall Statewide Distance Integrated English Literacy and Civics Education program structure, instruction, and support services will help students develop the workforce and digital literacy skills necessary to succeed in employment.

**Help button text:** (Maximum 3000 characters) *Workforce skills include basic academic skills, critical thinking skills, digital literacy skills, self-management skills, competencies in utilizing resources, using information; working with others; understanding systems; and the skills necessary for successful transition into and completion of postsecondary education or training, or employment; and other employability skills that increase an individual's preparation for the workforce. The answer must address all relevant aspects of the program. Applicants that are a consortium or coalition of agencies must provide a description that encompasses all agencies in the consortium/coalition.*

4. Describe the curriculum and instructional practices to be used in the integrated English literacy and civics education activities, including how the program will integrate the three components: literacy, English language acquisition, and instruction on the rights and responsibilities of citizenship and civic participation.

**Help button text:** *(Maximum 4000 characters) The answer must describe how the program will use the College and Career Readiness Standards for Adult Education (CCRS) and the English Language Proficiency Standards (ELPS) to ensure that the classes lead to educational advancement, including how it will use these standards within the context of the topics listed in the Integrated English Literacy and Civics Education (IELCE) Content guide to integrate the three components so that students gain the skills needed to transition to and complete postsecondary education and training programs, gain and advance in employment leading to economic self-sufficiency and exercise the rights and responsibilities of civic participation. The answer must provide evidence that the research-based instructional and educational practices the program uses will support adults in reading, including the essential components of reading instruction; writing; speaking; and English language acquisition; are effective; and are based on best practices derived from the most rigorous research available. Applicants that are a consortium or coalition of agencies must provide a description that encompasses all agencies in the consortium/coalition.*

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

**Help button text:** *(Maximum 2000 characters) The answer must address a variety of methods for determining student needs. The answer must also explain how programs address the needs of individuals with disabilities, including learning disabilities and differences. Applicants that are a consortium or coalition of agencies must provide a description that encompasses all agencies in the consortium/coalition.*

## **Student Identification and Support**

1. Describe the population the Statewide Distance Integrated English Literacy and Civics Education program will serve and how the program will recruit eligible individuals.

**Help button text:** *(Maximum 3000 characters) The answer must address identification of target populations, recruitment of those individuals, and how the applicant will help potential students to determine if the program is appropriate for them. The answer must address partnerships with other adult education programs, workforce partners, and social services agencies that serve this population. Applicants should refer to the Pennsylvania WIOA Combined State Plan to find out the groups identified as being target populations for the workforce system. Applicants that are a consortium or coalition of agencies must provide a description that encompasses all agencies in the consortium/coalition.*

2. Describe the student orientation and goal setting process in the Statewide Distance Integrated English Literacy and Civics Education program.

**Help button text:** *(Maximum 3000 characters) The answer must address the requirements of orientation described in the Adult Education and Family Literacy Guidelines Section 301.*

*The answer must also describe how the applicant will evaluate students' readiness for distance education and support students to have the digital literacy skills and technology resources necessary to participate in the program activities. Applicants that are a consortium or coalition of agencies must provide a description that encompasses all agencies in the consortium/coalition.*

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

**Help button text:** *(Maximum 2000 characters) The answer must include information on how the program will coordinate with federal, state, and local support services and not duplicate services. Applicants that are a consortium or coalition of agencies must provide a description that encompasses all agencies in the consortium/coalition.*

## **Integrated education and training**

This section will describe the applicant's plans for providing IETs. The applicant should not identify specific occupational trainings.

1. Describe how the applicant will identify the occupational training(s) that will be supported by the integrated education and training activity(ies) it will offer.

**Help button text:** *(Maximum 3000 characters) The answer must describe how the applicant will, in the first year of the grant cycle, identify an occupational training that is needed statewide, is appropriate for the Section 243 Integrated English literacy and civics education student population, and leads to employment opportunities statewide. The answer should also include a plan for ongoing review of need and selection of additional occupational trainings as needed across the three-year grant cycle.*

2. Describe how the applicant will provide at least one fully remote integrated education and training activity annually that is open to adults who are English language learners who were participants in Section 243 Integrated English Literacy and Civics Education programs in Pennsylvania.

**Help button text:** *(Maximum 3000 characters) The answer must provide sufficient detail to show that the applicant has the capacity and ability to provide fully remote integrated education and training activities for adults who are English language learners.*

3. Describe how the applicant will work with all Section 243 Integrated English Literacy and Civics Education Program grantees across the state to promote and recruit students for the integrated education and training activity(ies) it offers.

**Help button text:** *(Maximum 3000 characters) The answer must show how the applicant will provide the necessary information to Section 243 Integrated English Literacy and Civics*

*Education Program grantees and their students so the students can make informed decisions regarding participation.*

4. Describe how the applicant will work with all Section 243 Integrated English Literacy and Civics Education Program grantees across the state to assess students' readiness for the integrated education and training activity(ies)

**Help button text:** *(Maximum 3000 characters) The applicant must describe how it will inform Section 243 Integrated English Literacy and Civics Education Program grantees of the speaking, listening, reading, writing, and digital literacy skills students will need to enroll in the integrated education and training activity(ies) and how it will coordinate with the grantees to assess their students' readiness.*

5. Describe the applicant's plans to support individuals doing the occupational training to develop and maintain the knowledge and skills necessary to successfully work with English language learners.

**Help button text:** *(Maximum 2000 characters) The answer must provide sufficient detail to show that the applicant can support occupational trainers who have not previously worked with English language learners to develop the knowledge and skills to do so.*

## **Alignment with workforce**

The content of this section will also be reviewed for alignment with the Pennsylvania WIOA Combined State Plan by the State Board, which will also have the opportunity to provide recommendations to improve alignment.

1. Describe how the Statewide Distance Integrated English Literacy and Civics Education program proposed in this application aligns with and is responsive to the state needs identified in the State Plan especially as the needs relate to Pennsylvania's workforce, including the educational and skill levels of that workforce, and the knowledge and skills needed to meet the employment needs of Pennsylvania's employers.

**Help button text:** *(Maximum 1500 characters.) Refer to the Pennsylvania WIOA Combined State Plan: II. Strategic Elements (a) Economic, Workforce, and Workforce Development Activities Analysis. The answer must draw clear and direct connections between the activities proposed in this grant and the regional and local needs identified in the local plan.*

2. Describe how the activities proposed in this application align with and support the strategic vision and goals in the Pennsylvania WIOA Combined State Plan.

**Help button text:** *(Maximum 1500 characters) Refer to the Pennsylvania WIOA Combined State Plan II Strategic Elements (b) Strategic Vision and Goals. The answer must directly link the activities proposed in this grant application to the strategic vision and specific goals in the State Plan. The answer must provide specific examples.*

3. Describe how the activities proposed in this application serve the target populations of individuals with barriers to employment that are identified in the Pennsylvania WIOA Combined State Plan and how the program will support their success in gaining employment.

**Help button text:** *(Maximum 1500 characters) The answer must identify the target populations from the Pennsylvania WIOA Combined State Plan that can benefit from the Statewide Distance Integrated English Literacy and Civics Education grant activities and explain how the services proposed in this grant application will support those populations. The answer must provide specific examples that directly link proposed activities and services to skills necessary to gain employment.*

4. The Pennsylvania WIOA Combined State Plan describes how local workforce boards; entities carrying out WIOA core programs, including Title II adult education providers; other workforce development programs; PA CareerLink® partners; and other education providers will coordinate and align services. Describe how the services proposed in this grant application align with the proposed activities.

**Help button text:** *(Maximum 1500 characters) See the Pennsylvania WIOA Combined State Plan III. Operational Planning Elements. The answer must include a description of how the applicant will coordinate with the entities listed in the question for the development of career pathways appropriate for Statewide Distance Integrated English Literacy and Civics Education program participants. The answer must include information on co-enrollment with Title I programs and activities as appropriate. The answer may also include additional activities not mentioned in the State Plan but that your program believes it can provide.*

## **Past experience and effectiveness with distance education**

1. Describe the applicant's experience in the immediately preceding two program years in providing fully remote educational and support services to adults who were English language learners.

**Help button text:** *(Maximum 3000 characters) The answer must address the applicant's experience conducting intake, orientation, assessment, instruction, and support services through fully remote methods. The answer may also describe other methods used to provide distance education services to adults who were English language learners.*

2. Describe the applicant's success in the immediately preceding two program years in supporting student persistence in distance learning services that provided instruction to adults who were English language learners.

**Help button text:** *(Maximum 1500 characters) The answer must include narrative with quantitative data to support the narrative. It must address the applicant's success in having individuals who complete its intake process achieve participant status (i.e., reach 12 hours of service) and its success in having participants remain in the program long enough to*

*achieve their goals. Applicants that are a consortium or coalition of agencies must provide a description that encompasses all agencies in the consortium/coalition.*

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

**Help button text:** *(Maximum 4000 characters) The answer must include information that clearly establishes past effectiveness with English language learners related to all of the listed outcomes. Information may be qualitative and quantitative. The information provided must include the total numbers as well as percentages to make clear the full extent of the past effectiveness. In the case of a consortium or coalition of agencies, the answer must address the past effectiveness of each agency separately.*

## **Budget Narrative**

Describe how the funds requested will support the purpose of the Statewide Distance Integrated English Literacy and Civics Education grant. The description must provide clear evidence that the proposed expenditures are reasonable and necessary to meet the requirements of the program.

**Help button text:** *(Maximum 3000 characters) The answer must draw connections between the expenditures and the purpose and goals of the activities proposed in the grant narrative and agency information sections. Applicants that are a consortium or coalition of agencies must provide a description that encompasses all agencies in the consortium/coalition.*

## **Agency information**

### **Staff**

List all staff that will work on activities of the Statewide Distance Integrated English Literacy and Civics Education grant, including all administrative, direct services, and support staff, by position title, roles, employment status, and percentage of total time on the Statewide Distance IELCE grant. If the occupational trainer will be paid in part or in full with Statewide Distance IELCE grant funds, include the trainer. Include volunteers, classroom aides and tutors, if applicable. Provide evidence that staff members are highly qualified by listing the minimum qualifications for each position.

Position Name in agency	Roles covered by the position	Status at agency (dropdown list: full-time, part-time, volunteer)	% of time on Statewide Distance IELCE grant activities	Minimum qualifications required for this position (max. 175 characters)
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**Help button text:** *The information provided here must align with the information in the salary sections of the budget.*

- 1. Position title: Title on the agency's position description.*
- 2. Roles: The entry for a position must include **all roles** that the person in the position fulfills for the program. In most programs, most positions fulfill multiple roles. All of those roles must be listed in the second column. Do not list each role in a separate entry. Grantees must address all of the required roles listed in the Adult Education and Family Literacy Program Guidelines.*
- 3. Status at Agency: Select the status that reflects the status of the position at the agency not in the Statewide Distance IELCE program specifically. It is possible for a person to be full time at the agency but work only part time on Statewide Distance IELCE program activities. Select the status at the agency.*
- 4. % of total time on Statewide Distance IELCE grant: The percentage of each employee's overall time spent working on activities for the Statewide Distance IELCE grant activities. For example, the program administrator may be a full time employee at ABC Literacy Center but only spends 10% of their time working on the Statewide Distance IELCE activities. On the other hand, a part-time teacher working 8 hours per week may spend 100 percent of their time on Statewide Distance IELCE activities.*
- 5. Minimum qualifications: Include only what the agency requires to hire a person for that position. Do not list the qualifications of the person currently holding the position. For example, if the agency requires clerical staff to have at least a high school diploma or equivalent, that is the information to include, even if the person currently doing clerical work has a bachelor's degree. Do not describe the duties of the position.*

### Agency activity summary

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

	Total Planned Enrollment	# IET participants (subset)	Requested Amount
ABE Institutional			
ABE Community Based			
Totals			
Requested Amount			
Cost Per Student IELCE activity only			
Cost Per Student IET only			

**Help button text:** *The table will automatically calculate the amounts in the Totals row and in the Cost Per Student row. The number in the Total Planned Enrollment column is the number of students the agency plans to enroll in the Statewide Distance IELCE program annually. The number of students in the IET column is the subset of the students in the Total Planned Enrollment column who will enroll in an IET paid in whole or in part with funds from this grant. Do not include students who will enroll in IETs paid with other funds/provided by other agencies. Requested amounts must reflect the amounts the agency proposes to use to provide the related services. The requested amounts must adhere to the floors and ceilings explained in the Adult Education and Family Literacy Guidelines.*

2. Provide a detailed explanation for the numbers entered in the Agency Activity Summary table. (Maximum 2000 characters)

**Help button text:** *The answer must explain the proposed enrollment in the “Total Planned Enrollment” column and the “# IET participants (subset)” column. Explain the proposed dollar amounts requested for each of the activities.*

### **Subgrantee Activity Summary**

If applicable, enter all subgrantees that are to provide instructional services. If the subgrantees are entering their own data, you must enter the administrative unit number (AUN).

Subgrantee Name	AUN	Total Planned Enrollment	Subgrant Amount

### **Program Contact Information**

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

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

Title

Name: (First, Middle Initial, Last)

Address

City

State

Zip Code:

Telephone:

Email Address:

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

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

## Compliance and Assurances

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

**Help button text:** *(Maximum 2500 characters) The answer must address both the overall financial management system and internal controls as well as the adult education program administrator's roles and responsibilities in the process. Applicants that are a consortium or coalition of agencies must describe how the main grantee will provide coordination and work with subgrantees to ensure fiscally sound and compliant use of grant funds.*

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

**Help button text:** *(Maximum 1000 characters) The answer must address equitable access to and participation in the proposed services. See information on GEPA at <https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf>. Applicants that are a consortium or coalition of agencies must provide a description that encompasses all agencies in the consortium/coalition.*

Select Yes or No for each of the statements.

1. The grantee will expend funds awarded under this grant only in a manner consistent with the supplement not supplant provision in section 241(a).  
Yes/No
2. The grantee will abide by federal and state regulations that govern these grant funds.  
Yes/No
3. The grantee has read and reviewed the most current versions of Division of Adult Education policies and guidelines and will abide by them.  
Yes/No
4. The Section 243 Integrated English Literacy and Civics Education program provided under this grant will ensure that participants have access to at least one integrated education and training activity annually.  
Yes/No
5. The Section 243 Integrated English Literacy and Civics Education program provided under this grant will (1) prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency and (2) integrate with the local workforce development system and its functions to carry out the activities of the program.  
Yes/No
6. The grantee has cited all instances of artificial intelligence (AI) usage in its application.  
Yes/No

For the integrated education and training activity.

1. The occupational training included as part of the program will be provided by qualified providers.  
Yes/No

2. The grantee will ensure the occupational trainer has the knowledge and skills to work with English language learners.  
Yes/No

## Budget

### Salary

Function	Object	Role	Name	Degree	# Hours	\$/hour	Amount
1691	101	Assessment		HSD/HSE			
2122	102	Clerical		Associate degree			
2160	103	Data entry		Bachelor's degree			
2200	105	Data review/quality		Master's degree			
2270	110	Digital Literacy Specialist		Doctorate degree			
2300	116	Employee opt out		Other			
2600		Fiscal administration					
2900		General grant administration					
		Human resources					
		IELCE lesson planning/prep					
		IELCE program planning					
		IET lesson planning/prep					
		IET program planning					
		IHPDS					
		Instruction					
		Intake/orientation					
		Other					
		Paid classroom aide					
		Program coordinator/coordination					
		Program director					
		Staff professional development					
		Student recruitment					
		Student support					

**Salary Help Button:** Refer to the Adult Education and Family Literacy Guidelines Section 606, 607, and 608 for definitions of the function and object codes. Enter information for this part of the application one name at a time. Select a cost function and object code from the dropdown menus; use the appropriate object code for the employee's position. select a role to specify the work being done; For example, OC 105 Administrative Support Personnel can be "Clerical" in some function codes and "Data entry" in FC 2900. type in the name; choose the degree from the dropdown menu; enter the number of hours; and enter the hourly rate for each staff

member. The amount paid will be automatically calculated. Click on the "add" button to add that person to the list. Repeat this sequence until all staff has been entered.

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

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

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

### Benefits

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

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

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

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

### Contracted Services

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

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

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

### Building-Related

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

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

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

### Leased Equipment

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

**Leased Equipment Help Button:** Refer to the Adult Education and Family Literacy Guidelines Section 606, 607, and 608 for definitions of the function and object codes. Enter information for leased equipment. Select a cost function and object code from the dropdown menus; enter a

*brief description of the item; and enter the amount. Click on the "add" button after each entry. Repeat this sequence until all leased equipment items have been entered.*

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

### **Purchased Equipment**

Function	Object	Description	Unit Cost	Number of units	Amount	Location	Job title for computers
1691	790						
2122							
2160							
2200							
2270							
2300							
2900							

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

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

### **Program-Related**

Function	Object	Description	Amount
1691	530		
2122	540		
2160	550		
2200	580		
2270	610		
2300	640		
2600	650		
2900	810		

**Program-Related Help Button:** *Refer to the Adult Education and Family Literacy Guidelines Section 606, 607, and 608 for definitions of the function and object codes. Enter information for other program-related expenses. Select a cost function and object code from the dropdown menus; enter a description of the expense. The description must clearly and specifically describe the purpose of the expenditure. Do not simply restate the object code title and enter*

*the amount. Click on the "add" button after each entry. Repeat this sequence until all program-related expenses have been entered.*

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

### **Restricted Indirect Costs**

Function	Object	Amount
5000	900	

**Restricted Indirect Costs Help Button:** *Refer to the Adult Education and Family Literacy Guidelines Section 606, 607, and 608 for definitions of the function and object codes. Exclude the total in the Purchased Equipment section and the amount of subgrants above \$25,000 per subgrantee when calculating the restricted indirect costs.*