



Content of Family Literacy Direct Service Grant Application

Narrative

Program Need

1. Describe the proposed service area and the need for family literacy services in that service area.

Help button text: *(Maximum length is 3000 characters) The answer must identify the counties the applicant proposes to serve. Identify the specific sections of the local area, counties, and population centers in which the applicant will locate its services. The applicant must provide sufficient relevant, up-to-date, quantitative and qualitative data from multiple cited sources to demonstrate the need for division-funded family literacy services in the proposed service areas. Data provided should include, but not be limited to, percentage of eligible parents/caregivers who receive federal or state public assistance, unemployment rate for eligible parents/caregivers, percentage of eligible parents/caregivers who do not have a secondary school diploma, percentage of eligible parents/caregivers who have less than a fifth grade reading level, and percentage of families who reside in underserved, low-income areas. The answer must also include an explanation of how the data demonstrate need and how the need for family literacy services aligns with the analysis of need in the local workforce plan. Data without explanation will be scored as an incomplete answer.*

2. Provide data and other evidence that there are a sufficient number of eligible families in the proposed service area who are interested and able to participate in all aspects of the four-component family literacy program.

Help button text: *(Maximum length is 2000 characters) The applicant must provide sufficient relevant, up-to-date, quantitative and qualitative data to demonstrate that there are enough eligible families in the proposed service area who are eligible for division-funded family literacy services and both interested and able to fully participate in all four components of the family literacy program. The answer must include an explanation of how the data were collected and how the data demonstrate sufficient interest and ability to participate. Data without explanation will be scored as an incomplete answer.*

Agency structure and capacity

1. Describe how the program administrator responsible for day-to-day oversight of the family literacy 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 length is 2000 characters) In addition to addressing all of the items listed in the question, the answer must also include information on the amount of time the program administrator has to fulfill these duties as well as evidence of support from the larger agency and/or board of directors to fulfill these duties. Applicants that are a consortium or coalition of agencies must describe how the main grantee will provide oversight and work with subgrantees to address the items listed.*

2. Describe how the agency will staff the family literacy program to meet all the requirements of the grant.

Help button text: *(Maximum length is 2000 characters) The answer must include a description of the organizational structure of the family literacy program. The answer must also provide evidence of sufficient staff, staff time, and resources to meet all the requirements of the grant, including orientation, assessment, data collection and entry, instruction including lesson planning and preparation time, professional development and program improvement, student support/case management services, and collaboration with partners in the community. The program must address how it will prevent gaps in service due to staff turnover. If the agency uses local funds/in kind staff time to support some of this work, the answer should include that information. Applicants that are a consortium or coalition of agencies must provide details for all agencies in the consortium/coalition.*

3. Describe how the agency will recruit, hire, and onboard qualified family literacy program staff.

Help button text: *(Maximum length is 1500 characters) Applicants should refer to Adult Education and Family Literacy Guidelines Section 200 for the division's requirements related to minimum staff qualifications. The answer must address the minimum qualifications required by the division and by the agency. The answer must address staff orientation, onboarding, and induction procedures at the agency 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 family literacy program staff have access to and sufficient time to participate in high-quality job-embedded professional development so that they are well trained to fulfill all of their roles and responsibilities in the family literacy program.

Help button text: (Maximum length is 1500 characters) The answer must address both required and optional professional development activities and address access to professional development provided through electronic means. Describe the professional development that family literacy program staff, including the individual responsible for program administration, will participate in to enable them to develop the skills necessary to work with parents and young children in the full range of instructional services. Describe staff professional development on and implementation of the six standards of [The Pennsylvania Family Engagement Birth through College, Career, Community Ready Framework](#). The six standards of the framework are referenced on pgs. 33-49 of the document. Applicants that are a consortium or coalition of agencies must provide details for all agencies in the consortium/coalition.

Program improvement and data

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

Help button text: (Maximum length is 2000 characters) A complete answer must address all items listed in the question. The answer should address the roles and responsibilities of all program staff members associated with data collection, review, entry, and reporting. Applicants that are a consortium or coalition of agencies must provide details for all agencies in the consortium/coalition.

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

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

3. Describe the applicant's plan to ensure that all adults and children in the family literacy program are assessed in compliance with Division of Adult Education assessment policies.

Help button text: (Maximum length is 2000 characters) Applicants should refer to Policies C.330 Early Childhood Assessment, D.100 Adult Learner Assessment, and D.160 Interactive Literacy Activities (ILA) Assessment. The answer should address the standardized assessments the applicant will use for adults and children and how they were selected, the internal policies and procedures to ensure appropriate training for staff and

timely and appropriate administration of assessments, and the use of both in person and remote administration of assessments. Applicants that are a consortium or coalition of agencies must provide details for all agencies in the consortium/coalition.

Program Delivery System

1. Describe how the program will identify and recruit eligible families who are interested and fully able to participate in the four-component family literacy program.

Help button text: (Maximum length is 2500 characters) *The answer must address both identification of target populations and recruitment of those families. The answer must include information on the partners that the applicant will work with for recruitment. Applicants that are a consortium or coalition of agencies must provide details on how they will coordinate recruitment efforts.*

2. Describe the orientation and intake process of eligible families.

Help button text: (Maximum length is 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 it will help potential families understand the expectations and requirements of the four-component program to determine if the program is appropriate for them. Applicants that are a consortium or coalition of agencies must provide details for all agencies in the consortium/coalition.*

3. Describe how the program will provide support services to address barriers to participation that meet the needs of eligible families and support their full participation in the four components of the family literacy program and persistence in the program. Describe the planning, coordination, cooperative arrangements, and links with other resources in the community (including schools, PA CareerLink Centers, job training programs, county assistance offices, Head Start, family centers, libraries, and social service agencies) to support the family literacy program and the success of the participating families.

Help button text: (Maximum length is 2500 characters) *The answer must include information on how the program will coordinate with federal, state, and local support services and not duplicate services. Include specific steps on how the agency will address barriers including, but not limited to, gender, race, national origin, color, disability, and age, that may prohibit families from participating in the program. Provide evidence the applicant sought support services through partnerships before investing grant funds for such services. Applicants that are a consortium or coalition of agencies must provide details for all agencies in the consortium/coalition and how they will coordinate support services with each other as well as will other resources.*

4. Describe how the program will provide educational counseling and other transition support services to participating parents/caregivers to support them in career exploration and to prepare them to transition out of adult basic education services into employment or postsecondary education or training, as appropriate.

Help button text: *(Maximum length is 2000 characters) The answer must address how the applicant will ensure that, as students' skills improve, they will be able to progress through the program levels and transition to postsecondary education/training or the workforce. Applicants that are a consortium or coalition of agencies must provide details for all agencies in the consortium/coalition.*

Adult Basic Education Instruction

1. Explain how the program will provide regularly scheduled, comprehensive, in-person, and remote instruction based on the College and Career Readiness Standards for Adult Education (CCRS) that supports literacy, numeracy, and digital literacy skills development and leads to educational gain.

Help button text: *(Maximum length is 2000 characters) The answer must describe how the program will use the College and Career Readiness Standards for Adult Education (CCRS) and English Language Proficiency Standards (ELPS) as appropriate and how the program will supplement real-time instruction with distance learning opportunities provided by the program. The answer must also describe instructional and educational practices that support adults in reading, writing; speaking; and mathematics; and English language acquisition, if applicable. Applicants that are a consortium or coalition of agencies must provide a description that encompasses all agencies in the consortium/coalition.*

2. Describe how instruction will support parents/caregivers to develop critical thinking, digital literacy, self-management, and employability skills.

Help button text: *(Maximum length is 2000 characters) The answer must address how instruction will be contextualized so that students gain the skills needed to transition to and complete postsecondary education and training programs, gain and advance in employment leading to economic self-sufficiency and exercise the rights and responsibilities of citizenship. Applicants that are a consortium or coalition of agencies must provide a description that encompasses all agencies in the consortium/coalition.*

Parent Education and Interactive Literacy Activities

1. Describe how the program will provide regularly scheduled, comprehensive, in-person, and remote parent education sessions and ensure that parents/caregivers participate in the sessions.

Help button text: *(Maximum length 1500 characters) The answer must fully address the requirements in Division Policy D.150 Parent Education and Interactive Literacy Activities and Guidelines Appendix C. Applicants that are a consortium or coalition of agencies must provide details for all agencies in the consortium/coalition.*

2. Describe how the program will provide regularly scheduled, facilitated, in-person, and remote interactive literacy activities that align with parent education content in full

compliance with Division Policy D.150 Parent Education and Interactive Literacy Activities and Guidelines Appendix C.

Help button text: *(Maximum length is 1500 characters) The answer must fully address the requirements in Division Policy D.150 Parent Education and Interactive Literacy Activities and Guidelines Appendix C. The answer must address the instructional modalities of the interactive literacy activities and how the ILA activities will align with parent education content. Applicants should describe implementation of the six standards of [The Pennsylvania Family Engagement Birth through College, Career, Community Ready Framework](#) to support parent education and ILA activities. The six standards of the framework are referenced on pgs. 33-49 of the document. Applicants that are a consortium or coalition of agencies must provide details for all agencies in the consortium/coalition.*

3. Describe how the program will supplement regularly scheduled, facilitated, real-time in-person and remote ILA activities with other ILA options.

Help button text: *(Maximum length is 1500 characters) The answer must address how the program will provide supplemental at-home and online ILA options that are focused on language and literacy development and how those ILA options support parents/caregivers to apply and practice techniques learned during facilitated, real-time ILA sessions. Applicants must describe how supplemental ILA activities will be documented and discussed during a subsequent parent education session. Applicants that are a consortium or coalition of agencies must provide details for the agencies in the consortium/coalition that plan to provide such instruction.*

4. Describe how the program will align parent education and ILA curricula with the [Pennsylvania Academic Standards](#) and [Pennsylvania Early Learning Standards](#).

Help button text: *(Maximum length is 1500 characters) The answer must address how the program will ensure that parent education and ILA instruction and activities align with the Pennsylvania Academic and Early Learning Standards. Applicants that are a consortium or coalition of agencies must provide details for the agencies in the consortium/coalition that plan to provide such instruction.*

Early Childhood Education

1. Indicate who will provide the early childhood education component for the pre-kindergarten children including infants, toddlers, and preschoolers in the program. Describe a sound operational plan to ensure that the program provides early childhood education in accordance with established early childhood best practices that are aligned with the [Pennsylvania Early Learning Standards](#).

Help button text: *(Maximum length is 2000 characters) The answer must identify and describe the entity that will provide the early childhood education component. If the program is providing the early childhood education component in house, the answer must describe the modalities the program will use to provide the component and how the program will*

ensure program staff is adequately trained to provide sufficient quality early childhood education. The answer must also include complete details of how the program will implement established early childhood educational best practices aligned with the [Pennsylvania Early Learning Standards](#) in curricula and activities. Applicants that are a consortium or coalition of agencies must provide details for all agencies in the consortium/coalition.

2. Describe the preschool reading readiness or evidence-informed instructional program designed to prepare children for success in a regular school program, including transition activities designed to provide continuity for children from pre-kindergarten to kindergarten.

Help button text: (Maximum length is 1500 characters) The answer must provide details of preschool evidence-based instruction and sound practices that will be implemented to support school readiness and transition from pre-K to kindergarten. Applicants that are a consortium or coalition of agencies must provide details for all agencies in the consortium/coalition.

3. Describe transition activities designed to provide continuity for children from kindergarten to first grade.

Help button text: (Maximum length is 1500 characters) The answer must address a variety of methods the program will use to ensure transition activities meet the needs of children progressing from kindergarten to first grade. Applicants that are a consortium or coalition of agencies must provide details for all agencies in the consortium/coalition.

Technology

1. Describe how the applicant will use a range of technology to enhance the availability and quality of its services and achieve family literacy activity outcomes and performance.

Help button text: (Maximum 2000 characters) The answer must address the use of technology in all aspects of services to families and administrative activities, including the use of technology to achieve families' access to services and program efficiency. Applicants that are a consortium or coalition of agencies must provide details for all agencies in the consortium/coalition.

2. Describe the applicant's plan to provide appropriate technology for staff and family use.

Help button text: (Maximum 1000 characters) The answer must address how the applicant determines the appropriate technology for staff and family use, how the applicant ensures that staff and families have access to and use the technology, and the applicant's plan for procure, maintain, and update technology to ensure continuous access to appropriate technology. Applicants that are a consortium or coalition of agencies must provide details for all agencies in the consortium/coalition.

3. Describe how the program will ensure that all staff have the skills necessary to use technology.

Help button text: *(Maximum 1000 characters) The applicants must explain the support it will provide to all staff in the program so that they can use the technology described in #2 to complete the activities described in the answer to #1 and to support families' acquisition and development of digital literacy and digital resiliency. Applicants that are a consortium or coalition of agencies must provide details for all agencies in the consortium/coalition.*

Summer Services

1. Describe activities that will ensure continuity of services during the summer months. Include the role of collaborators, such as libraries and school districts, in summer programming.

Help button text: *(Maximum length is 1500 characters) The answer must address types of modalities which the program will utilize for delivery of services and provide details of collaborative efforts with federal, state, and local organizations to support summer programming. Applicants that are a consortium or coalition of agencies must provide details for all agencies in the consortium/coalition.*

Past effectiveness in providing family literacy services

1. Describe the agency's experience providing a four-component family literacy program within the past three years.

Help button text: *(Maximum length 2500 characters) The answer must include a narrative with data to support the narrative. It must address the applicant's success in having families who completed its intake process enroll and persist in the program and its success in having families remain in the program long enough to achieve their goals. Applicants that are a consortium or coalition of agencies must provide details for all agencies in the consortium/coalition.*

2. Provide evidence that the four-component program described in #1 provided parent education and interactive literacy activities of sufficient quality, intensity, and duration to make sustainable changes in a family.

Help button text: *(Maximum length 1500 characters) The answer must include information that clearly establishes past effectiveness with eligible families in helping parents/caregivers and children share positive language and literacy focused interactions by learning together, parents/caregivers becoming true partners in their children's education, and parents/caregivers learn and play with their children as a family unit to develop strategies and techniques that contribute to their children's success in school and in life. Information may be qualitative and quantitative. Quantitative data 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.*

3. Provide evidence that the four-component family literacy program described in #1 provided adult education activities of sufficient quality, intensity, and duration for adults to achieve educational gain during program participation.

Help button text: *(Maximum length 1500 characters) The answer must include information that clearly establishes past effectiveness in helping parents/caregivers achieve the following outcomes: improving reading, writing, and mathematics skills; improving English language proficiency; transitioning from ESL to ABE; attaining a high school equivalency credential; transitioning to employment; transitioning to postsecondary education or training, as appropriate for the program. Information may be qualitative and quantitative. Quantitative data 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.*

4. Provide evidence that the four-component family literacy program described in #1 provided early childhood education services of sufficient quality, intensity, and duration through partnerships with ECE providers or in-house ECE activities.

Help button text: *(Maximum length 1500 characters) The answer must include information that clearly establishes past effectiveness with eligible ECE participants (i.e., children who are Pre-K age or younger) and shows that the applicant has provided high-quality preschool programming with focus on developmental skills essential to the participants' preschool years; sound early childhood curriculum with focus on best practices in development of participants' cognitive, physical, social, and emotional skills; and school-based curricula for children from birth to third grade. Information may be qualitative and quantitative. Quantitative data 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.*

Agency Information

Staff

List the staff of the family literacy program, including subgrantees if applicable, by position title, role(s), employment status, and percentage of total time on the family literacy 054 grant. Include volunteer classroom aides and tutors, if applicable. Provide evidence that staff members are highly qualified by listing the minimum qualifications for each position.

Help button text: *The information provided here must align with the information in the salary sections of the budget. However, if multiple individuals have the same position with the same roles, status, percentage of time on 054 grant, and minimum qualifications, only list the position once.*

- *Position title: Title on the agency's position description.*

- *Role(s): The entry for a position should include **all roles** that the person in the position fulfills for the family literacy program. In most programs, most positions fulfill multiple roles. All those roles should be listed in the second column. Do not list each role in a separate entry. Grantees must address all the required roles listed in the Adult Education and Family Literacy Program Guidelines.*
- *Status at Agency: Select the status that reflects the status of the position at the agency not for the family literacy program specifically. It is possible for a person to be full time at the agency but work only part time on family literacy activities. Select the status at the agency.*
- *% of total time on 054 grant: The percentage of each position’s overall time spent working on activities for the 054 family literacy 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 054 activities. On the other hand, a part-time teacher working 8 hours per week may spend 100 percent of their time on 054 activities.*
- *Minimum qualifications: Include only what the agency requires to hire a person for that position. Do not list the qualifications of the person currently holding the position. For example, if the agency requires clerical staff to have at least a high school diploma or equivalent, that is the information to include, even if the person currently doing clerical work has a bachelor’s degree. Do not describe the duties of the position.*

Position Title	Role(s) covered by the position	Status at agency	% of total time on 054 grant activities	Minimum qualifications required for this position max character 175
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Program Sites and schedule

Program Sites

Enter the name, street address, room number if applicable, city, and county of each site at which classes with some in-person instruction are located. For fully remote classes with no in-person option, enter Fully Remote in the Class Site column and Remote in the address column. Select the appropriate county. Click the “Add” button after each entry to continue to add locations. Once all locations have been entered, click “Save” before starting the Class Schedule section to populate the drop down menu for the first column in that section.

Program Site	Address	County
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Schedule

For each program site, list each component, delivery method, the weekly schedule for that component, the number of weeks that component will be offered during the program year, and the total hours. Multiple entries for a component are allowable. For example, if a program has several adult education classes, each class should be entered separately.

Program Site	Component	Delivery Method	Weekly schedule	Number weeks per year	Total hours for year
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Help button text:

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

Delivery Method:

- *Blended classes combine live real-time class sessions (remote or in-person) with online, asynchronous coursework. Students are required to attend real-time class sessions, typically once a week, and complete the remainder of their coursework online. In this delivery method, all students must complete the online asynchronous coursework, which is fully aligned with the classroom content and activities.*
- *Hyflex classes are real-time classes in which some students attend in person and some students attend remotely during the same class session. Students can attend either the in-person or remote session and have a similar learning experience.*
- *Hybrid classes are those that have regularly scheduled in person class sessions combined with regularly scheduled real-time remote class.*
- *Fully remote are classes that have no in-person option.*
- *Fully in-person are classes that have no remote option*

Agency Activity Summary

1. Enter a number or dollar amount in each open cell. If none, enter "0".

Help Button Text:

- *ABE = ABE Levels 1-4 and all ESL Levels 1-6.*
- *ASE/GED = only ABE Levels 5-6.*
- *Institutional amounts cannot exceed 20 percent of grant amount.*
- *Enter the total planned family enrollment of ABE, ASE/GED, and ECE (include both early childhood and school-age) students in the left hand column.*
- *Enter the number of adults and families in the columns indicated. The number of adults must be equal to or greater than the number of families. The numbers in the first four rows of the first column (Total Planned Enrollment) should match the first four rows of the third column (# Families).*
- *Amounts in the Requested Amount column should reflect the structure of the program.*

Activity	Total Planned enrollment	# Adults	# Families	# ESL Students	# Distance Learning Students	# Volunteer Instructors	Requested Amount
ABE Institutional	0	0	0	0	0	0	\$0

ASE/GED Institutional	0	0	0	0	0	0	\$0
ABE Community Based	0	0	0	0	0	0	\$0
ASE/GED Community Based	0	0	0	0	0	0	\$0
Early Childhood (Preschool)	0					0	\$0
Early Childhood (School Age)	0					0	\$0
Totals	0	0	0	0	0	0	\$0

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

Help Button Text: (Maximum 1500 characters) The answer must describe how the applicant determined the overall contracted enrollment, compare the proposed number to actual enrollment in the previous three program years, and explain any significant differences. In addition, the applicant must explain the distribution of proposed enrollment across the four activities as well as in the ESL subgroup column. Explain the proposed dollar amounts requested for each of the activities.

Subgrantee Activity Summary

If applicable, enter all subgrantees that will provide four-component family literacy services. If the subgrantee will enter its own data, enter the AUN.

Subgrantee Name	AUN	Total Planned Enrollment	Amount
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Counties Served

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

County Served	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 family literacy program. This person will be on the Division of Adult Education’s program contact list and will receive email notifications from the division. It should not be a grants administrator or other high-level management.*

Title

Name: (First, Middle, Last)

Address: (street)

(city)

(state)

Zip Code:

Telephone:

Email Address:

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

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

Assurances

Select Yes or No for each of the statements.

1. The applicant will abide by federal and state regulations that govern these grant funds.
2. The applicant has read and reviewed the most current versions of Division of Adult Education policies and guidelines and will abide by them.
3. The applicant will expend funds awarded under this grant only in a manner consistent with the supplement not supplant provision in WIOA section 241(a).
4. For Applicants requesting additional funds to provide in-house ECE
The applicant will use the additional funds only to support ECE services provided according to provisions in AC1.3 Early Childhood Education (ECE) of Division of Adult Education guidelines.

Budget

Salary

Function	Object	Role/Activity	Name	Degree	# Hours	\$/hour	Amount
1691	101	Assessment					
1692	102	Clerical					
2122	103	Data entry					
2160	104	Data review/quality					

2200	105	Digital literacy specialist					
2270	107	Employee opt out					
2300	108	Family recruitment					
2600	109	Fiscal administration					
2900	110	General grant administration					
	116	Human resources					
	190	IHPDS					
		Instruction – Adult Education					
		Instruction – Early Childhood Education					
		Instruction – PACT and Interactive Learning Activities					
		Instruction – Parent Education					
		Instructional Assistants (Childcare or Babysitting Staff Only)					
		Intake/orientation					
		Other					
		Paid classroom aide					
		Preparation					
		Professional development					
		Program coordination					
		Program director					
		Student support					
		Tutor training/coordination					

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

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

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

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

Benefits

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

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

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

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

Contracted Services

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

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

information for contracted professional and technical services. Select a cost function and object code from the dropdown menus. OC 330 may only be allocated to FC 2300. OC 350 may only be allocated to FC 2600. Enter the name of the contractor. The information in the Name column must be the name of the entity or person with whom the program is contracting. General descriptions are not acceptable. Enter a description of the services contracted for and enter the amount. Click on the "add" button after each entry. Repeat this sequence until all contracted services have been entered. PA CareerLink® infrastructure costs, if used, should be allocated to FC 2600/OC 390.

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

Building-related

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

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

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

Leased Equipment

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

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

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

Purchased Equipment

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

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

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

Program-related

Function	Object	Description	Amount
1691	530		
1692	540		
2122	550		
2160	580		
2200	610		
2270	640		
2300	650		
2600	810		
2900			

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

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

Restricted Indirect Costs

Function	Object	Amount
5000	900	

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

Budget Summary