This guide is designed to help adult educators to get through the grant application process required by the Bureau of Adult and Community Education, Florida Department of Education. It provides information on the four stages of the process: planning the project, writing the proposal, submitting the application package, and receiving notification. Chapter 1 provides information on preliminary steps. It discusses state funds available for adult and community education projects and important elements to consider during the planning stage, including national and state priorities, innovation, needs assessment, cooperation/coordination, dissemination, and project continuation. Chapter 2 focuses on proposal content. Topics include the narrative, need for the project, plan of operation, goals, connecting goals and objectives, measurable and achieving objectives, timelines, personnel, reasonable costs, budget rationale, evaluation, facilities, abstract, appendixes, project completion, dissemination, documents needed, and project title. Chapter 3 offers suggestions on the post-application period. It discusses what to do if the project is rejected, renegotiated, or funded. Appendixes, amounting to approximately one-half of the guide, contain the following: titles of previously funded grant proposals; three domains of behavioral objectives; a verb list for stating objectives; sample tables for a plan of operation, vitae, and organizational charts; and 11 forms. (YLB)
A Guide to Writing
Adult Education Grant Proposals

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# A Guide to Writing Adult Education Grant Proposals

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Chapter 1
Before You Apply

What Do I Need To Know Before I Apply For A Grant?

What Funds Are Available?

How Do I Get Started?

What are the state and national priorities?

How do I identify innovative programs, materials, or methods?

How do I assess needs?

What are some ways of cooperating or coordinating with other agencies?

What is dissemination?

How can I sustain project activities beyond the funding period?
Chapter 1

What Do I Need To Know Before I Apply For A Grant?

Before you can apply for grant funding for a project, there are a number of preliminary steps that you must take. This guide has been designed to help you through the grant application process required by the Bureau of Adult and Community Education, State of Florida Department of Education. However, the information contained in this guide can be adapted for grant applications to federal agencies as well.

The guide has been organized to provide information on the four stages of this process: planning the project, writing the proposal, submitting the application package, and receiving notification. On the surface, these steps appear to illustrate a simple, chronological process; more realistically, however, the process is often a recursive one, with activities in one stage doubling back to a previous stage or with activities occurring in several stages simultaneously. Perhaps the recursive nature of this process is most evident between the planning and the writing stages. Often, once the writing is underway, problems emerge that may necessitate some change of plans. Occasionally, changes must be made on a grand scale. When a nightmare such as this occurs, it is usually due to a lack of thorough planning . . . and the result of inadequate planning is usually a "regret" letter from the funding agency.

This first section of the guide alerts you to the various state funds available for adult and community education projects and discusses the important elements that you must consider during the planning stage in order to produce a grant proposal that meets the requirements of the BACE (Bureau of Adult and Community Education).
What Funds Are Available?

Currently, two types of grant funds are available from the BACE for adult and community education projects.

- Section 353 of the Adult Education Act provides grant funds for the purpose of conducting special demonstration projects and teacher training projects in adult education. The money awarded by a Section 353 grant may be used only for the development phase of a project and cannot support an ongoing program.

- Section 321 of the Adult Education Act provides grant funds to offer supplemental financial support to adult education programs that target educationally disadvantaged adult populations.

Although each program has a different purpose, the approach to writing the grant proposal is the same.

How Do I Get Started?

The cardinal rule in applying for grants is to read carefully and thoroughly the "Request for Proposal" (RFP), i.e., the application packet sent to you by the BACE. The RFP states the guidelines that you must follow if you wish to be considered a serious applicant for funding. Your application packet, which includes the RFP, provides you with the following information:

- A letter of transmittal that summarizes the key points of the RFP.
- The BACE timeline that includes the deadline for the submission of proposals as well as the date that award notifications are mailed.
- A statement regarding the nature and purpose of the funding program.
- A listing, in order of importance, of the national and state priorities.
• An enumerated list of the criteria for reviewing grant applications.
• An explanation of the stages in the proposal review process.
• A sample of the evaluation form that is used by the review committee to assess your grant proposal.
• A glossary of terms used in the RFP.
• Information regarding budgets and payment methods.
• An explanation of complaint procedures.
• Various forms that must be completed and submitted with the grant proposal.

Priorities

What are the state and national priorities?

One of the most important sections in the RFP is the listing of national and state priorities. Your project should address at least one of the priorities on each level. Although these priorities change from time to time, the following are the priorities that have been targeted through 1993.

National Priorities

1. Expanding outreach services to those adults who are educationally disadvantaged.

2. Providing programs that involve use of innovative methods, including:
   a. programs for adults with handicaps;
   b. homeless adults;
   c. adults with limited English proficiency (LEP); and
   d. programs which promote innovative systems, materials, and those which have national significance or are of special value in promoting effective programs.

3. Training personnel engaged in or who are preparing to engage in the activities of adult education.
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State Priorities

1. Provision of educational services to adults who are functioning at grade levels below 5.9. Such services include basic reading, writing, and computational skills.

2. Provision of educational services to adults who are functioning at grade levels 6 through 8.9. Such services include intermediate reading, writing, computational skills, basic social sciences, and basic natural sciences.

3. Provision of adult education opportunities so students may continue their education to at least the level of completion of secondary school.

4. Provision of English as a Second Language courses for adults whose native language is other than English.

5. Improving family literacy through adult/child learning activities.

6. Workforce literacy including linkages with private sector employers and other agencies.

7. Provision of staff development and teacher training activities related to delivery of adult education and services.

8. Promotion of programs, projects, and activities which advance and expand curriculum development, planning, and evaluation and research.

9. Dissemination in adult education.

Innovation

How do I identify innovative programs, materials, or methods?

Since innovation is not only a state priority but also one of the evaluation criteria, you need to make sure that your proposed project is innovatively designed. If you feel that the project you envision lacks this
characteristic, there are several ways for you to get some idea of what innovative activities may include:

- Examine the titles of grants funded in previous years. (See Appendix 1 for a listing of some previous grant titles that were funded by the Florida DOE.)

- Check with people who have experience in this area, such as previous grant recipients, the Adult Education Director, individuals working in the Department of Education, or university professors.

- Scan conference programs and professional journals.

- Complete a review via E.R.I.C. to determine the types of innovative projects which have been conducted elsewhere in the nation?

### Needs Assessment

#### How do I assess needs?

A needs assessment is a prerequisite to writing your grant proposal. On the basis of your needs assessment you can identify a particular problem that relates to the priorities stated by the BACE for the type of grant you are seeking (e.g., special demonstration or teacher training projects).

Below is a list of questions that may help you with your needs assessment, which is necessary for building a positive case in the grant proposal.

- Do you know of a particular problem area that has not yet been uncovered or that has been ignored?

- Does your geographical proximity to a problem or observable need give you an advantage because of local familiarity or experience?

- Can you develop untapped resources, e.g., local industries, by convincing them to support a worthwhile community endeavor?
• Can you establish a cooperative venture that links the expertise of your institution with the capabilities of a broader-based, more diversely experienced organization in order to satisfy a community need?

• Have other similar projects been conducted in Florida or in the nation?

**Cooperation - Coordination**

What are some ways of cooperating or coordinating with other agencies?

The idea of cooperating or coordinating efforts with other agencies is not only one of the priorities listed by the state (priority #6), but the establishment of linkage is also one of the criteria on which your proposal will be judged. Therefore, you should actively seek out the participation of other agencies in the development and implementation of your project.

In order to mobilize different parts of the community to work with you, you need to be able to point to the benefits that their involvement will produce. (In other words, what's in it for them?) You can approach universities; businesses; hospitals; prisons; volunteer organizations, such as Literacy Volunteers of America; and other adult education programs in your county or in neighboring counties.

Further information on cooperating and coordinating with other agencies is included in Chapter 2, "How do I begin the narrative?"
Dissemination

What is dissemination?

Dissemination, state priority #9, is the act of circulating the outcomes of your project. The manner in which you propose to disseminate your findings or product is also one of the criteria on which your proposal will be evaluated, so you should give careful thought early on for effective and efficient ways of broadcasting the results of your project. Listed below are some methods for disseminating information.

- newsletters
- pamphlets
- journal articles
- conference reports
- seminars
- videotapes
- workshops
- training programs
- demonstrations
- slide shows
- audiocassettes
- presentations

For more information on dissemination, see "How will I build in dissemination of the project?" in Chapter 2 of this guide.

Project Continuation

How can I sustain project activities beyond the funding period?

Closely related to the concept of dissemination is the idea of "continuation" for your project, i.e., life of the program or product beyond the funding period. Obviously, the BACE would prefer to fund projects that will continue to have an effect after the grant funds are depleted. Below are a few examples of how you can build continuation into your project:

- Design a program so that operating expenses can be absorbed by your organization.
- Establish a program that becomes an essential part of an organization's life.
- Establish a joint program with another agency.

Projects that require considerable start-up costs but minimal operating costs are also good candidates for grant funds.
Chapter 2
Content of Your Proposal

What Should The Proposal Contain?

What Sections Do I Need to Address?

✓ What should I keep in mind while writing the proposal?

✓ How do I begin the narrative?

✓ What is my problem? or How do I write my NEED component?

✓ How do I tie my NEED to the PLAN OF OPERATION?

✓ What are achievable, realistic goals?

✓ How do I connect the goals and objectives?

✓ What are good, measurable objectives and how do I write them?

✓ How will the objectives be achieved? or How do I present my activities?
A Guide to Writing Adult Education Grant Proposals

✓ What timelines do I need to follow and how do I construct a timeline?

✓ Who is going to carry out the project? What qualifications do they have?

✓ How much money should I request?

✓ Are the costs reasonable and related to the proposed project?

✓ Is there adequate documentation for requested funds?

✓ Is my evaluation plan sound and thorough?

✓ Are the facilities and resources available?

✓ What is the abstract?

✓ What do I include as appendices or supporting documents?

✓ What will happen to the project/product after the grant is completed?

✓ How will I build in dissemination of the project?

✓ What other documents are needed?

✓ What should I title my project?
What Should The Proposal Contain?

The function of a proposal is to convince a committee of reviewers that the concept of your proposed project is innovative, that its methodology is logical, and that its content is meaningful. While the use of correct grammar and the adherence to the conventions of mechanics, punctuation, and spelling cannot be overemphasized in proposal writing, a grant is ultimately awarded on the merit of its content. Therefore, your proposal should be based on sound assumptions; it should build a justifiable case that explains and relates the needs of the granting agency (in this case, the Bureau of Adult and Community Education) to your proposed project; and it should support each need with solid, dependable evidence.

In writing the proposal, use clear, precise language that allows only one interpretation; keep your goals the focus of your message; and introduce only relevant information to support your claims. In addition to striving for clarity in your writing style, you should also aim for clarity in the physical layout of the proposal. Therefore, to make your proposal easier to read, provide your reader with some visual cues. Consistently organize your information under headings and subheadings and keep paragraphs to a moderate size. Use boldface (judiciously) to highlight key words or concepts. Use bullets and numbering or lettering systems to introduce and emphasize related points in a series and to help the reader follow your rationale. Finally, remember to proofread carefully. Serious or numerous grammatical and mechanical errors not only hinder clear communication, but they also reflect a lack of concern for professionalism.
What Sections Do I Need to Address?

As a document, a grant proposal is organized into three major sections:

- Front matter, which includes the cover page and abstract;
- Body, which is the substance of the proposal and is usually referred to as the "narrative";
- End matter, which includes the bibliography, appendices, and various forms required by the funding agency.

The order in which these sections are prepared, however, is different from their sequence of appearance in the final document. The components of the narrative are always prepared first. The components that are necessary for a proposal are often labeled with the following headings.

| Relationship of School (Organization) Mission to State and Federal Priorities |
| Statement of Need |
| Plan of Operation |
| Qualifications of Key Personnel |
| Budget Explanation |
| Budget |
| Evaluation |
| Adequacy of Resources |
| Requirements of the State/Federal Laws |

One way to determine the amount of emphasis to place on any section is to study the evaluation criteria. A typical project evaluation form (for 353 Grants) used by the Division of Vocational, Adult, and Community Education is reproduced in Exhibit 1. Notice that your proposal will be judged on a 100-point scale, with Content worth 40 points, Plan of Operation worth 45 points, and Budget worth 15 points. Also notice that the specific criteria within each of these three sections are worth either 5 or 10 points. Your objective as proposal writer is to make sure that your proposal addresses each criterion in such a way as to accumulate as many points as possible.
**353 PROJECT EVALUATION FORM**

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<th>Project Director</th>
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### Administrative Review

- 1. Proposal was received by BACE before deadline.
- 2. Application was complete (signature, etc.
- 3. Prior year reports up-to-date.
- 4. Debarment and Suspension Certification on file with BACE.

### General Comments


### CONTENT

50 Points

- (5 pts) 1. Proposed activity addresses identified state or national priorities.
- (15 pts) 2. The project involves the use of innovative methods, systems, materials, or programs.
- (10 pts) 3. Objectives are clearly defined and measurable.
- (10 pts) 4. A comprehensive and current needs assessment has been conducted and documented.
- (10 pts) 5. Are the goals and objectives of the project achievable and realistic?

Total Points


### General Comments


### Plan of Operation

#### 35 Points

1. (10 pts) The project personnel possess qualifications and experience to adequately carry out project activities.

2. (5 pts) Facilities and other resources are adequate to carry out the objectives of the project.

3. (5 pts) The project provides for cooperation and coordination with other agencies to strengthen the project and prevent duplication of effort.

4. (5 pts) The plan for evaluation of the effectiveness of the program and the extent to which objectives are met is included in the proposal.

5. (5 pts) The project provides for continuing activities and services after the completion of the project.

6. (5 pts) The format for dissemination of the product is complete and comprehensive.

#### Total Points

### General Comments

### Budget

#### 15 Points

1. (10 pts) Estimated cost is reasonable and related to the proposed activities**

2. (5 pts) There is adequate documentation in the proposal to support the budget.***

#### Total Points

### General Comments

Total points awarded to proposal out of a possible 100:

---

**Please nonprofit organizations must budget for a CPA audit within 60 days of project's close.**

***The proposed budget should include travel funds for a project directors meeting in Tulsa.***
What should I keep in mind while writing the proposal?

Before you begin writing any section, you should keep in mind several critical concerns for you as a communicator:

- The purpose of the document, which in the case of the proposals is to persuade your audience to support your proposed project.
- The needs of your audience, i.e., the committee of reviewers who are familiar with the general area of the grant program but who may not know the specific details of your proposed project.
- The inclusion of details that are necessary to support your purpose; each detail should be related to achieving the overall goal and objectives of the proposed project.

Each section in a proposal has a particular purpose to fulfill, with the flow of information running from the general to the specific. Information delivered in each section lays the foundation for subsequent sections, thus establishing a chain of reasoning. An approach to addressing each section is discussed below.

How do I begin the narrative?

The first component of the proposal narrative comes under the heading RELATIONSHIP OF SCHOOL (ORGANIZATION) MISSION TO STATE AND FEDERAL PRIORITIES. The purpose of this component is to quickly show your readers, the review committee, that the project your organization intends to carry out is in accord with the nature and purpose of the particular law (Section 353 or 321) that was enacted to provide the funds that you are seeking. In this component you should identify the specific link between your project and the national and state priorities that are published in the RFP. In addition, this component is a good place to introduce the reviewers.
to the fact that your project will be a cooperative and coordinated effort involving another agency. This component corresponds with item #1 under Content on the Project Evaluation Form: "Proposed activity addresses identified state or national priorities" and item #3 under Plan of Operation: "The project provides for cooperation and coordination with other agencies to strengthen the project and prevent duplication of effort."

Because this component generally requires only a short paragraph and provides the first link in the chain of reasoning, it should not be omitted. Below are two examples of this component, one ineffective and the other effective.

**INEFFECTIVE**

To strengthen the project and avoid duplication of effort, members of the local Regional Coordinating Council will be advised of project goals and input will be solicited from other educational agencies and service providers.

Although the statement above mirrors the language of one state priority, the language is not very specific nor is the scope of the statement comprehensive.

**EFFECTIVE**

The following proposed project was prepared collaboratively by the Kiskadee County School Adult Education Program and the Little Dickens Childcare Center. The ultimate purpose of the project is to promote linkages between county agencies and the private business sector engaged in, or able to become engaged in, special demonstration projects in adult education. By providing transportation and childcare for adult basic education students, if funded, this project will reduce the barriers to participation in ABE programs thereby enhancing the community's workforce.

Activities included in this project address National Priorities 1 and 2c and State Priorities 1, 2, 3, 6, and 9.
Notice that the priorities are referenced only by their numbers. Although this format is acceptable if you are constrained by space requirements (your proposal narrative, excluding appendices, cannot exceed 10 pages), writing them out is preferred because it shows consideration for the readers on the review committee.

Need for the Project

What is my problem? or How do I write my NEED component?

The second major component is often entitled NEED, although it may also appear under similar headings, such as NEED STATEMENT, NEEDS ASSESSMENT, or even PROBLEM STATEMENT. In this component you explain in detail to the reviewers what problem or problems exist; what, if anything, is being or has been done to solve the problems; and, finally, given the current problems and situation, what needs can be identified. This component, which is worth 5 points, corresponds to item #4 under Content on the Project Evaluation Form: "A comprehensive and current needs assessment has been conducted and documented."

In this component you should indicate the generality of the problem and the generalizability of the outcomes. Specify the way in which your project will contribute to the solution of an important problem. In writing this component, you must demonstrate your grasp of the field and your general organizational ability. Use clear, precise language to state your needs, for a vague statement may result in a negative impression about the usefulness of your solution. In addition, if your need statement does not distinguish important from unimportant information, your ability to manage the project efficiently may be questioned.

In a general way, you should try to relate the problem to the qualifications and expertise of your organization. You can do this by citing the experience your institution has achieved in documenting the problem or need, by referring to relevant activities conducted...
by your organization, or by pointing to the history of concern your institution has shown for the problem. (Be careful, however, not to confuse this section with the QUALIFICATION OF KEY PERSONNEL component, which is discussed in Chapter 2 of the guide under "Who is going to carry out the project?") Finally, in this section you should introduce the approach to solving the problem or fulfilling the need as well as the "need" for the chosen approach.

The NEED component in your proposal fulfills several purposes by demonstrating:

- the understanding of issues,
- the importance of the project to the larger society,
- a critical review of the pertinent literature,
- the timeliness and immediacy for the project,
- the innovativeness of the project,
- the generalizability of the results,
- the initial rationale for the plan of operation, and
- the relationship of the proposal "needs" to the guideline "needs."

The NEED component should address at least one of the issues of immediate concern listed in the RFP by the BACE. Credibility for the need can be established by citing primary resources (results of interviews, meetings, etc.) as well as secondary resources. All of the information in the NEED component should directly support the importance, the timeliness, and the innovativeness of the project.

When developing your NEED component, be absolutely clear about what the problem is, being careful not to overstate either the problem or your project's ability to solve it. If you state the problem in terms that are too general, then no solution you propose will be realistic or adequate. You should also keep in mind that the problem or need statement must be consistent with your objectives and procedures. Avoid using
jargon because it can hide the main theme of your argument.

There are a variety of ways in which you can strengthen your NEED component. Several possibilities are provided below.

- Supply statistical data.
- Include support statements by experts or others who may be in a position to confirm your assertions.
- Illustrate with concrete examples that tie the statement to "real world" needs and situations.
- Provide a literature review.
- Conduct surveys to gather feedback from others affected by the problem.
- Include descriptions of similar projects conducted elsewhere in the nation. You could obtain project descriptions via an "E.R.I.C. search".

Remember that most projects cannot honestly claim that theirs "will be the first significant contribution to...." More frequently, projects complement, extend, or update previous efforts. Keep in mind when you write this component that your identified needs must lead directly to your goals and objectives. Below are some examples of ineffective and effective need statements.

**INEFFECTIVE**

Administrators at the Bacon County Medical Center conducted a needs survey at the request of the principal investigator. They reported that at least 15 environmental and food service workers at the BCMC were willing to participate in the program.

**INEFFECTIVE**

The need for a comprehensive curriculum leading to a high school diploma is painfully evident in view of the high annual dropout rate.
The need for this project is created by the size of Four Egg County, which is the largest in Florida, and one of the nation’s most dynamic areas of population growth.

The first example relates only a willingness to participate in a particular program; it does not establish a need. The second provides no concrete data to support the needs and the claim that the need is "painfully evident" is stated too dramatically. Finally, the third example is a victim of a seeming irrelevancy; the mere size of a county does not establish a need.

Now look at some effective need statements.

A special survey (see Attachment I) was mailed to 115 Adult Secondary Education teachers currently using competency-based curriculum guides to ascertain other areas of improvement to be addressed during a revision of the guides to include supplemental materials to meet culturally divergent learning styles. The results of the survey revealed the following needs:

- To adapt some guides to new textbooks (old books out of print or going out of print);
- To combine several standards into one teaching unit where appropriate;
- To develop and include written standardized record-keeping instructions; and
- To include instructional enhancers that promote student retention.
The identified needs of literacy leaders, i.e., administrators, instructors, and advisors, fall into several categories as evidenced through a study of Florida literacy providers entitled, "Identifying the Leadership Training Needs of Florida's Adult Literacy Leadership." Emerging data and preliminary findings of this study being conducted by the Florida State University (FSU) for the DOE reveal that while advisors, administrators, and instructors believe they possess certain degrees of competency in areas relevant to their work, they recognize a critical need to increase their knowledge, skills, and abilities to perform their jobs effectively.

In the initial phase of this study, the Principal Investigators met at the Florida Literacy Coalition Conference with representatives from across the state in a workshop session to survey the perceived education and training needs of literacy providers. That session along with responses and emerging results of three separate surveys of instructors, administrators, and advisors (see Appendix) indicate several categories of need across several levels of Florida's literacy leadership. They include:

- Recruitment and selection of personnel
- Organizational leadership
- Fiscal development and management
- Program and curriculum development
- Human and public relations, and marketing strategies
- Interagency coordination and collaboration
- Decision-making, communication, and motivational strategies
- Trends and recent developments in literacy education
- Public policy issues
- New technology/computer-assisted instruction
- A knowledge base in adult education
Notice how both effective need statements are persuasive because they identify specific problems and provide concrete details that have emerged from their needs assessments, which in both cases were conducted with surveys.

**Plan of Operation**

How do I tie my NEED to the PLAN OF OPERATION?

After you have convinced your reader that a need can be met by your project, you must identify the overall goals of your project, specify the objectives that will allow you to achieve your stated project goals, and explain the specific activities that will enable you to meet your objectives. This information is best presented in the PLAN OF OPERATION component, usually the most extensive component in the proposal. The ideas you present in this component should be tightly linked to your identified need as well as to each other. In other words, the activities must be evidently associated with your objectives; the objectives must be clearly designed to fulfill your goals; and your goals must be realistically compatible to answer the need.

**Goals**

What are achievable, realistic goals?

The presentation of your goals is generally the first subcomponent of your PLAN OF OPERATION and should be identified with a subheading, **Project Goals**.

Goals are general statements, generally long-term in perspective, that explain to your reader the ultimate purpose of the project. Therefore, you should consider the importance of the goals from the funding agency's point of view. The review committee will examine the goals to determine:

- whether the project is relevant to BACE interests,
- whether the project will accomplish something significant.
• whether the outcomes will help solve the identified problems, and
• whether the goals are realistic and achievable.

The extent to which you convince your reader that your goals can be achieved corresponds to item #5 under Content of the Project Evaluation Form: "The goals of the project are achievable and realistic." This item is worth 10 points.

The goals of the project should be closely linked to the identified needs. Goals should be phrased to indicate action, e.g., to increase, to prepare, to educate, to train, etc. It is a good idea to confine yourself to one or two goal statements, for a lengthy list of goals is often a sign that the writer has not given sufficient thought to the project. The appearance of too many goals may also indicate that some of the statements should more accurately be presented as objectives, which, unlike goals, are specific and concrete, often measurable, and usually focus on short-term or intermediate accomplishments.

The following suggestions may help you avoid several pitfalls that commonly occur during the construction of goal statements.

• Do not make exaggerated claims regarding your project. For example, a literacy project that is targeted toward homeless adults in Tampa cannot realistically have as one of its goals the eradication of illiteracy in the Tampa area. Instead, a plausible goal might be to improve the ability of illiterate homeless to function more successfully in society.

• Do not confuse the problem with the goal.

• Do not confuse goals, which explain what will be done, with procedures, which describe how the goals and objectives will be accomplished. For example, "to conduct a survey" is a procedure, while "to train adult educators" is a goal.

• Do not use "hazy" or imprecise terms to define your goals.
Below are several examples of both unrealistic and realistic project goals.

<table>
<thead>
<tr>
<th>UNREALISTIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>To develop competency-based learning guides with industry-specific components to be used in workplace literacy classes for 1,000 employees and potential employees at the Boyd Bromley Conference Center.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNREALISTIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>The goal of the proposed project is to provide 5 workshops for members of the instructional staff in the writing and use of competency-based curricula.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNREALISTIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of minority participation in the competency-based adult education program.</td>
</tr>
</tbody>
</table>

Notice that the first example above is marred by the hazy wording ("industry specific components") and the exaggerated claims ("workplace literacy of 1,000 employees"). The second example is ineffective because it confuses the goal (what will be done, e.g., "to develop skills") with the procedure (how it will be done, i.e., "to provide 5 workshops"). The third example illustrates the confusion of a goal statement with a problem statement. Written as a goal, Example 3 might read, "To encourage minority participation."

Compare these unrealistic goal statements with the more realistic ones below.

<table>
<thead>
<tr>
<th>REALISTIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>The goal is to establish a remote learning center in a storefront to serve a community which has, in the past, been underserved in spite of a high concentration of adults with increasing basic education needs.</td>
</tr>
</tbody>
</table>
REALISTIC

The goal of this project is to improve the workplace literacy skills of hospital dietary personnel.

Notice that the realistic project goals are succinctly stated. When organizing your goal statements into the narrative, present them in such a way that they are obvious to the review committee. One way to prevent your goals from being buried in the middle of text and to make them stand out is to use bullets (if the goals are of equal importance) or a numbering system (if their chronology or their relative importance should be understood).

How do I connect the goals and objectives?

Following the Project Goals subsection is the second subcomponent of the PLAN OF OPERATION, entitled Overall Approach. Its purpose is to explain in general terms how each goal will be accomplished. You should include a brief description of the participants (your target population), a justification for their selection, and an explanation of the type of program (e.g., training, dissemination, etc.) your project involves. In addition, you should explain how you plan to ensure that activities developed for the project will continue after the initial grant project is over.

The third subcomponent of the PLAN OF OPERATION is often labeled Implementation Plan. This purpose of this subsection is to deliver a systematic, detailed explanation regarding the implementation of the project goals. When you write this subcomponent, it is beneficial to restate each goal and to group under it the related objectives and activities. In the discussion of each activity, you should provide the details regarding implementation, sources of documentation or products, time frame, and responsible personnel.

To make your plan further accessible to the reviewers, at the conclusion of the PLAN OF OPERATION com-
ponent you may want to include such visual support as tables that summarize concisely the Implementation Plan for each goal, a timeline for the implementation of activities, and an organizational chart that shows the flow of authority and responsibility.

Measurable Objectives

What are good, measurable objectives and how do I write them?

In addition to stating your goals, which orient the review committee to the conceptual purpose of the project, you should define the objectives associated with each goal.

Objectives are statements that identify the specific, concrete, and measurable ways in which general goals are realized. Therefore, make sure your objectives are directly derived from the goals. There are usually more objectives than there are goals; however, do not include unnecessary objectives, such as project management objectives, and keep them as brief as possible. The accuracy and clarity of these statements in relationship to the stated goals is worth 10 points and corresponds with item #3 under Content of the Project Evaluation Form: "Objectives are clearly defined and measurable."

Objectives are generally of four types: process, product, behavioral, and performance. Each type is discussed below.

- **Process objectives** should be included only when they are critically important. Include a process objective if it is essential for explaining the benefits of the project, if the process directly explains any procedures or the need for any resources, or if the process has significance in the evaluation component (discussed later in this section of the guide, "Is my evaluation plan sound and thorough?"). When you write process objectives be sure to indicate who will perform the process, what activity or performance will result from the process, and how the process will be evaluated.
• **Product objectives** are included when an outcome of the project results in a concrete product, such as a training manual or film. When writing the product objective, identify the product, its producer, its availability, the method of evaluation, and its evaluator.

• **Behavioral objectives** relate to one of the three behavioral domains: cognitive, affective, and psychomotor. (See Appendix 2 for an explanation of the three domains as they relate to constructing objectives.) A behavioral objective should include answers to the following questions:
  - What is the expected behavior?
  - Who will perform the behavior?
  - Under what circumstances and with what techniques will the behavior be observed?
  - How will the behavior be measured?

• **Performance objectives** are more specific than behavioral objectives. In addition to the specifications required for behavioral objectives, performance objectives also include an estimate of the time necessary to elicit the specified behavior and an indication of the expected proficiency level of the performer. Because performance objectives are more specific than behavioral objectives, they are more desirable.

When designing your objectives, consider whether or not they meet the following criteria. My objectives:

• can be obtained but are not trivial.
• can be matched with specific completion dates. (See "What timelines do I need to follow and how do I construct a timeline?" later in this chapter for more discussion of this topic.)
• specify the expected results in concrete terms.
• will result in measurable performance.
• if stated in clear, concrete terms, could serve as a checklist for accomplishments upon completion of the project.
As an added illustration of writing measurable objectives, consider the following example.

| On or before June 30, 199x, the Project Director will develop and submit to the Director, Division of Vocational, Adult, and Community Education, a camera-ready copy (manuscript) of a program guide for the "Legal Assistant Program." The standards and format for the program guide will be consistent with the Division's publication titled, "Guidelines for Writing Florida Vocational Program Guides." |

Note the following about this objective:

- This example is a **precise statement** of intended results that can be measured; it includes only one intended result.

- The **conditions** under which the results will be measured or observed are indicated by this sentence in the above objective: "The format for the program guide will be consistent with..."

- **When** the result is to be achieved is indicated by "On or before June 30, 199x...."

- The **criteria** to be used in measuring the results are stated as "... standards will be consistent with the Division's .... Program Guides."

- The **responsibility** for reporting the accomplishment is stated as "The Project Director will develop and submit to the Director...."

- **Who or what will display** the required results of performance is stated as "A camera ready copy ..."

Appendix 3 of this guide provides a helpful list of verbs that you can use to express objectives.
How will the objectives be achieved? or
How do I present my activities?

You explain to the reviewers how your objectives will be achieved through your activities detailed in the Implementation Plan, a subcomponent of the PLAN OF OPERATION. This information is worth 10 points and corresponds with item #2 under Content on the Project Evaluation Form: "The project involves the use of innovative methods, systems, materials, or programs."

Remember that the general information concerning your activities has been presented in the preceding subcomponent, Overall Approach. The purpose of the Implementation Plan, however, is two-fold: to establish the linkage of the activities with particular objectives and to explain your activities in detail.

After the introduction, move to a discussion of your method. Identify the participants of the project, the process and criteria for their selection, and your method for gaining their cooperation. To increase the clarity of your plan, group your activities under the objectives with which they are associated. When you are addressing this section, double check to make sure that your predicted outcomes (objectives) match your activities. There should be an objective related to each procedure and each procedure should be related to an objective, avoiding any possible contradictions between the two. Furthermore, the objectives and activities should correspond in their innovativeness, creativity, and scope.

Below is an example of an effective format for presenting the information in the Implementation Plan.
Exhibit #2  Example of an Implementation Plan

Goal #1:
To provide Adult Basic Education and GED instruction in Flamingo County, in nontraditional settings, to overcome the barriers of childcare, distance, and occupational conditions through an unusual delivery system.

Objective #1.1:
To offer at least five ABE and GED classes per week to forty adults from five communities previously underserved by adult education classes through the services of a mobile classroom (converted school bus), as measured by the attendance records of the teacher/coordinator.

Activity #1.1.1:
Convert into a mobile adult education classroom a bus allocated by the Flamingo County School District.

In coordinated efforts with Champion Hardware, the Flamingo County Adult Education Division will convert the school bus into a mobile classroom with six study carrels, two computer carrels, a small teacher working area, and a partitioned childcare space for four children by August 15, 19XX.

Activity #1.1.2:
Equip the mobile classroom created in activity #1.1.1.

In collaboration with Sam's Discount Warehouse (which will donate some supplies and computer equipment), the project director will equip the mobile classroom by August 31, 19XX. The study carrels will be supplied with notebook, pencils, reference resources, and instructional materials. Each computer carrel will be equipped with a Macintosh computer and instructional software. One printer that is capable of servicing both computers will be situated conveniently. The childcare space will be supplied with books and educational toys.

Activity #1.1.3:
Advertise the mobile classroom program.

The advertising campaign will be developed by the project manager. Taking advantage of free public service announcements, the program will be advertised on local television network, independent, and local-access cable channels and on local radio stations. In addition, the program will be advertised in local newspapers. The advertising campaign will span the period of August 15 to August 31, 19XX.

After you have a completed list of activities, you should then arrange them visually. The first type of visual support that you can create with this information is a table that summarizes the implementation plan. You should create a separate table for each goal. Because the body of the proposal (the narrative) carries a limit of ten pages, this table should be presented as an appendix. (See Appendix 4 for an example of an effective table format for your Implementation Plan.) Although your summary table may be placed in an appendix, it should be referenced at this point in the narrative.
Timelines

What timelines do I need to follow and how do I construct a timeline?

Once your tables are complete, then you can use them to arrange all of the activities on a visual timeline, such as a GANTT chart, to enhance the clarity of your plan. Timelines are important because they correlate each activity with the time necessary to satisfactorily complete the project. Devising and illustrating a timeline also forces you to determine which activities are interrelated. This detailed analysis may also unearth potential difficulties that might have been hidden in a less clearly specified proposal.

When scheduling the start of your project on the timeline, don’t forget to allow enough time for review and notification of award by the BACE. Your development of the timeline should consider other contingencies as well, such as hiring; the agendas of cooperating agencies; secretarial, editorial, and duplicating time; and vacations and holidays.

The timeline should show activities arranged in a logical sequence, organized by event, time, and function. Regardless of the method you use to present your work schedule (e.g., timeline, flow chart), you should include each activity and its starting and completion dates. Moreover, you need to include the due dates for preliminary and final drafts of reports or major products as well as the dates of scheduled meetings, trips, reviews, and other critical events.

One popular time chart that is relatively simple to construct is the GANTT chart. This type of chart lists each activity described in the Plan of Operation in a column on the left of the page. To the right of each activity, under a grid that indicates either the number of months or weeks required for the project (depending on the length of your project), the beginning and ending dates of the corresponding activity are plotted to show the duration of the activity. These points are joined by a horizontal right arrow. Triangles can be substituted for the arrow to designate a product or benchmark event; if this method is used, the timeline is usually referred to as a MILESTONE chart.
One example of a timeline can be found in your RFP. It usually appears as the first page of the RFP guidelines. Below are two additional examples of timelines.

### Exhibit #3  Examples of Timelines

#### Project Timeline

<table>
<thead>
<tr>
<th>Activity</th>
<th>Jul</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>Jun</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity #1.1.1: Convert into a mobile adult education classroom a bus allocated by the Flamingo County School District.</td>
<td></td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td></td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td></td>
</tr>
<tr>
<td>Activity #1.1.2: Equip the mobile classroom created in activity #1.1.1.</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td></td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
</tr>
<tr>
<td>Activity #1.1.3: Advertise the mobile classroom program.</td>
<td></td>
<td></td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
</tr>
</tbody>
</table>
Who is going to carry out the project?
What qualifications do they have?

The review committee needs to know specifically who will be involved in the project. The qualifications of key personnel should indicate that they have the appropriate background and experience required to carry out the project successfully. This information is worth 10 points and corresponds with item #1 under Plan of Operation on the Project Evaluation Form: "The project personnel possess qualifications and experience to adequately carry out project activities." You should summarize the most relevant qualifications of your project’s key personnel in this component.

If the scale of the project is small, this information may be included as a subcomponent in the PLAN OF OPERATION following the Implementation Plan; however, if you are proposing a large-scale project, you may decide to create a separate component entitled QUALIFICATIONS OF KEY PERSONNEL.

An effective way to organize your staffing plan is to write one short paragraph for each staff member. Begin with the staff member’s title (e.g., Project Director, Technical Assistant, etc.) and then list the member’s responsibilities and qualifications. Always include the names of staff members if they are known at the time you compose your proposal. The vitae of key personnel are usually included in an appendix. (See Appendix 5 for an example of an effective one-page vitae.) It is recommended by the American Psychological Association (APA) that proposals include a vita for each staff member involved in the project.

Below are examples of uninformative and informative qualification statements.
A Guide to Writing Adult Education Grant Proposals

**Uninformative**

The personnel selected to participate in this project will be screened, and only those with proper professional preparation and credentials will be included.

**Uninformative**

Key Staff

- Dr. Letta Readmore
  Professor, Principal Investigator
- Dr. Mitch Michell
  Professor, Co-Principal Investigator
- Ms. Cindy Jones
  SCMC Administrator
  County Medical Center
- Edward North
  Principal, Hayes Center

Notice that the first example gives no names and, thus, indicates that project leadership has not been secured. The second example, while it provides specific names, offers no information regarding qualifications.

Now look at the example of an informative QUALIFICATIONS OF KEY PERSONNEL component.
Informative

The Research Associate/Project Manager.
Dr. Sharon Easter, is a key individual in this project. Her day-
to-day involvement is central and critical to management,
consultation, organization, writing and networking. Her re-
sponsibilities are delineated in Appendix B.

University Consultants.
A college-wide university team involving a cross section of
relevant departments will give their expertise and availability
to the project as consulting planners, writers, product re-
viewers, and workshop facilitators. Areas involved:

- Adult Education Program Development
- Human Resource Development
- Adult Literacy
- Language and Communication
- Professional Development (Florida Center for Professional Development)
- Instructional and Program Design (Center for Effective Instruction)

Project Partners.
A team of individuals representing LEAs, volunteer groups,
and libraries has been established to participate and advise the project from their agency perspectives. This initial
group is expected to increase as the project develops.

To clarify the verbal information you provide about the project staff, an organizational chart that illustrates the flow of authority and responsibility for carrying out the various project activities can be included in the appendix. This chart, while optional, is especially helpful to the review committee if your project staff is large, if the lines of responsibility may be confusing, or if there is a high degree of interaction with other agencies. If you decide to include an organizational chart in the appendix, don’t forget to introduce it in the narrative. (See Appendix 6 for an example of an organizational chart.)
How Much?

How much money should I request?

The purpose of the budget is to translate the project into monetary terms. Do not postpone the development of the budget until the last minute because changes are either difficult or impossible to make after the grant has been awarded. Moreover, your ability to submit a realistic budget also reflects your ability to plan and manage your entire project. Therefore, keep your budget within the "ballpark." You should also be aware that some restrictions may be imposed on the manner in which you distribute your money. For example, Section 321 grants currently require that at least 95% of your requested funds be allocated for instructional purposes.

You should always seek assistance from the financial staff at your institution or agency to ensure that all costs have been adequately budgeted, properly apportioned, and clearly itemized.

Reasonable Costs

Are the costs reasonable and related to the proposed project?

Proposals must present budgets that request funds that are not only reasonable (within the ballpark) but that are also directly needed to conduct your project. Your ability to meet these criteria is worth 10 points and corresponds with item #1 under Budget on the Project Evaluation Form: "Estimated cost is reasonable and related to the proposal activities."

An acceptable ballpark figure is one that is not only reasonable but one that is determined within the larger context of the funding agency: that is, how much does the funding agency have available for distribution among projects? If you know that the BACE has a total of $800,000 that must be distributed among a number of projects, you should not expect a project requesting funds of $600,000 to be approved. Other examples of unreasonable requests include asking for unwarranted salaries (e.g., $60,000 for one person) or amounts that are unjustifiable considering the extent of the participation
A Guide to Writing Adult Education Grant Proposals

(e.g., $100,000 to train 20 people). Although the amount of money that is granted to a project depends upon the quality of the proposal, it is probably realistic to say that an upper limit of $55,000 - $65,000 exists for 353 projects. An average award rate falls between $15,000 and $30,000.

Before you present your budget in an itemized format, you should include in your proposal a component entitled BUDGET EXPLANATION. The purpose of this component is to justify your budget in narrative form. In addition, it is here that you can show how the continuation efforts that you have built into your project contribute to the cost effectiveness of your budget. This component is also the proper place to explain any abbreviations on the itemized form or requests for funds that you feel need special justification.

<table>
<thead>
<tr>
<th>Rationale</th>
<th>Is there adequate documentation for requested funds?</th>
</tr>
</thead>
</table>

Your ability to document the need for the grant funds is worth 5 points and corresponds with Item #2 under Budget on the Project Evaluation Form: "There is adequate documentation in the proposal to support the budget."

Proposals that show only a "bottom line" figure are usually not approved. When determining what to itemize, use your common sense. For example, if an item, such as supplies (paper, pens, typewriter ribbons), costs less than $100, you would not need to itemize. Once again, you should consult with your institution's financial personnel if you have any problems or questions.
Is my evaluation plan sound and thorough?

The purpose of evaluation is to determine the worth of your program. The information derived from a systematic evaluation serves the interests of three particular groups:

- The project staff can use the information before the end of a project to decide whether modifications are necessary to accomplish all objectives.
- The organization that has received the grant may use the evaluation to decide whether to continue the project after the grant money has been exhausted.
- And the BACE deserves to know at the end of the grant period whether its investment was wise.

The extent to which your evaluation plan is thorough and sound is worth 5 points and corresponds with item #4 under Plan of Operation on the Project Evaluation Form: "The plan for evaluation of the effectiveness of the program and the extent to which objectives are met is included in the proposal."

Therefore, your plan of evaluation should show the review committee that you have provided a way to assess the effectiveness of your materials, activities, administrative arrangements, and role-determined tasks in meeting your stated objectives. Moreover, your plan should establish who will gather the data for evaluation and specify when the data will be collected.

Although there are several broad types of evaluation, the two most common are formative and summative. A formative evaluation is designed to generate information that can be used to improve a project during its operation and is, therefore, of most interest to the project staff. A summative evaluation, on the other hand, is intended to produce evidence of the success of the project. Both the grant recipient institution and the funding agency are primary audiences for the summative evaluation.
In the introduction to this subsection, you should first discuss the focus and purpose of the evaluation (i.e., summative and/or formative) and describe what evidence will be evaluated (not how it will be evaluated). Next, you must specify the sources of the evidence. These sources might include the participants, tests, surveys, interviews, observations, files, and correspondence, among others. Hand-in-hand with this information goes a description of the instruments you will use to collect the evidence. If you plan to use instruments that already exist, comment on their validity, reliability, availability, and cost. If you are developing your own instruments, explain how you will test them for validity and reliability. It is a good idea to include in an appendix a copy of any instrument you have used.

You should also tie the steps in the evaluation plan to your timeline, specifying when your evidence will be collected. Finally, you should mention the person responsible for conducting the evaluation.

Below is a sample format for the evaluation section.

**Objective 1:**
To increase voluntary oral participation at training sessions

**Evaluative Measures**

1. **Quantitative data**: Frequency and length of voluntary comments or questions at training sessions.
2. **Qualitative data**: Attitudes of trainees regarding oral participation at training sessions.

**Data Collection Methods**

1. Observe, count, and time instances of trainee-initiated dialog (You need to explain in more detail.)
2. Interviews with trainees (You need to explain in more detail.)

*Quantitative data refers to information that can be counted, e.g., the number of times something occurs.

**Qualitative data simply refers to information that cannot be counted, such as perceptions and attitudes.
Generally, formative evaluations of projects that propose to develop products are more complicated to design than those that propose to implement training programs. For example, if you intend to develop training materials, such as a videotape, how might you evaluate your work in progress?

- Have the script evaluated by colleagues familiar with the subject matter you are presenting.
- Field test the product at conferences or workshops.
- Present to members of the potential target audience for feedback.

Below are excerpts of inadequate and adequate evaluation statements. Notice that the inadequate statements lack detail while the adequate evaluation statements provide much more specific information.

<table>
<thead>
<tr>
<th>Inadequate</th>
<th>Adequate - Formative Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Periodic review with the project coordinator and Director of Adult Education will determine the extent to which the objectives are being met.</td>
<td>Upon satisfactory completion of the guides, the project coordinator will meet with the four area Coordinators for Adult and Community Education and the Director of Adult and Community Education for final approval of the guides. To evaluate the project's effectiveness the Director of Adult and Community Education, during the 19XX-XX school year, will conduct a survey to determine teacher/student satisfaction with the learning guides, plus compare 19XX graduate records with 19XX records in an attempt to establish a correlation between improved student performance and the use of culturally diverse teaching strategies.</td>
</tr>
</tbody>
</table>

Each of the core concepts, vocabulary, elocution, listening, reading, and writing, will be measured by appropriate modalities independent of each other.
Adequate - Formative Evaluation

The development of the education and training model will be characterized by ongoing evaluation as can be seen in the plan of operation. Check points and opportunity structures for participant feedback will be incorporated following each activity phase. Intermittent participant review follows key elements and provides for informed transition from one activity to another within each phase. Project and staff will develop a framework for field participant review and feedback at midpoint of the project.

Further, project staff will utilize state and national forums/conferences and other collaborative regional and national review and networks to incorporate evaluative comments from state and national leaders in the field of adult literacy.

Adequate - Summative Evaluation

The plan which results from this proposal will be evaluated in its entirety by the team of university experts whose areas of expertise are covered by the activities herein. To complement the evaluation by experts, the plan will undergo final review and evaluation by the participant network of administrators, instructors, and advisors who implement DOE projects.

Facilities

Are the facilities and resources available?

This component, ADEQUACY OF RESOURCES, is worth 5 points and corresponds to item #2 under Plan of Operation on the Project Evaluation Form: "Facilities and other resources are adequate to carry out the objectives of the project."

Your mission here is to convince the reviewers that your facilities, equipment, supplies, and other resources are readily available and satisfactory for performing the activities of your project. Descriptions of special facilities that are tailored to fit the project should be included in the narrative, while standard descriptions are placed in an appendix.

If you intend to use equipment or facilities that belong to another institution, include a letter of authorization that indicates when they will be available for your
use. And if there is ever a charge for the equipment or facilities that you plan to use, don't forget to itemize them in your budget. You should be aware, however, that grant funds cannot be used to purchase "capital" equipment, such as computers, projectors, etc., but they can be earmarked for materials, such as software, tapes, books, and the like.

Below is an example of a statement that ensures the adequacy of resources.

**Example**

The University of South Florida is especially suited to implement the proposed project. The project will be housed in the College of Education, Department of Adult and Vocational Education. Major responsibility for implementing the project is with the Adult Education program area. Interdepartmental cooperation will assure appropriate utilization of resources college-wide.

The project will be implemented with substantial support from the following:

The Florida Center for Professional Development (CPD). CPD is responsible for developing, coordinating, and managing educational outreach activities and bringing together outstanding resources from the University and beyond to meet current and evolving needs of individuals in Florida and the nation.

Center for Effective Instruction (CEI). Through the College of Education, CEI provides development and dissemination services and training in several educational areas. Adult education, adult literacy, and vocational education are areas in which the Center has strong components and considerable expertise.
Abstract

What is the abstract?

Although the abstract appears as one of the first pages of your proposal, it must be written last. The abstract is actually a summary of the significant points of your proposal and gives the review committee some insight into your project.

Because of its important purpose and the inherent constraints -- an abstract may not exceed one page and must be double-spaced -- you should take extra care in composing it. An abstract that deviates from the prescribed format or that does not adhere to the single-page limit (the BACE has received proposals with abstracts as long as five pages!) reflects a negative image on your management capabilities.

Paraphrase broadly but accurately the following information from the narrative:

- need
- goals
- objectives
- procedures
- key terms

Remember that the abstract is usually the first page to be read by the review committee. It is this first impression, good or bad, that the reviewers carry with them as they read the details of your proposal.

Below are examples of unacceptable and acceptable abstracts.
UNACCEPTABLE

School Board Summary
Vocational, Adult And Community Education

"Unraveling Social Differences"

Adult Education Grant For Section 353 Of The Adult Education Act 19xx-19xx

Project Purpose:
- To increase minority participation in the competency-based adult education program by:
  - Revising the curriculum guides to include instructional strategies that promote minority student retention.
  - Training adult education teachers to recognize cultural traits.
  - Unraveling social differences to present effective educational concepts.

Description:
One part-time educator will insure completion of program objectives.

Eighty adult education teachers will receive in-service training in developing and implementing culturally diverse teaching strategies.

Twenty of the eighty teachers will use the material generated during inservice training:
- To revise the current curriculum guides to include instructional enhancers.
- To combine standards where appropriate.
- To rewrite guides that were based on textbooks that have gone out of print.

Budget: $16,931.
- Salary and benefits .... $16,361.
- Travel .... $250.
- Printing .... $320.
- No cost to School Board

Although much of the information in this example should be appropriately included in an abstract, some necessary information, such as efforts made toward establishing interagency cooperation or coordination, dissemination, and evaluation, has not been mentioned. In addition, this abstract contains information unnecessary in an abstract, such as the breakdown of the budget.
As Florida and the nation persist in their efforts to raise literacy levels, a variety of activities and programs have been developed, the most prolific of which have been those programs directed at the eradication of basic and functional illiteracy in those requiring literacy services. By comparison, comprehensive programs which address the professional development of individuals who provide these services, i.e., those who administer, advise, or instruct in literacy programs, have been considerably fewer. It is toward that perceived deficit that this proposal is directed.

This proposal incorporates the development of a comprehensive education and training model specifically designed to address the needs of adult literacy education instructors and administrators and the boards and councils who advise adult literacy programs sponsored through the Department of Education (DOE) and to identify volunteer and paid, public and private options for meeting education and training needs statewide. The model will be comprehensive in that it will address multiple categories of programmatic needs and responses. It will be applicable to multiple levels of need and will incorporate several points at which providers may enter and exit the education and training process. As a comprehensive unit, it will comprise a master plan for developing adult literacy leadership over the three years following development of the model.
What do I include as appendices or supporting documents?

Appendices (or appendixes) are used to present information that you feel is essential for the reviewers to know, but that is not directly relevant to your proposal narrative. However, any item that appears in an appendix must be either described or referenced in the narrative itself. Some items that may appear as an appendix include the following:

- summary tables
- vitae of key personnel
- organizational charts
- organizational history
- letters of endorsement
- samples of instruments
- clearances to administer tests
- samples of intended product development
- product brochures
- management guidelines (other than those included in the Plan of Operation component)
- a capability statement (if your school or organization is new or not well known)

A capability statement usually covers three areas: history, resources, and credibility. If it is at all possible, shape the information to match your proposed project.

In relating the history of the organization, indicate when it was founded, the source of its funds, and its guiding philosophy, mission, or goals. In addition, discuss the experience of the organization, highlighting its significant programs and achievements.

The organizational resources that you should mention include the administrative structure, the qualifications and background of the staff, the channels for financial and procedural accountability, and any
special equipment owned or managed by the organization.

There are several ways to establish your organization's credibility. You can list memberships in national organizations, cite publications that refer to your organization's work, and mention achievement of accreditation or other standards. You should also point out any endorsements or commendations your organization may have received from officials, other organizations or agencies, community groups, or newspaper editorials.

---

**Project Completion**

What will happen to the project/product after the grant is completed?

Your answer to this question is worth 10 points and is correlated with item #5 under Plan of Operation on the Project Evaluation Form: "The project provides for continuing activities and services after the completion of the project." This information is usually included in the BUDGET EXPLANATION component. (For some ideas on how to ensure continuation of the project, see "How can I sustain project activities beyond the funding period?" in Chapter 1 of this guide.)

For further ideas on project continuation, see the section below that discusses dissemination techniques.

---

**Dissemination**

How will I build in dissemination of the project?

Dissemination is the act of circulating the outcomes of your project. The manner in which you propose to disseminate your findings or product is worth 10 points and corresponds with item #6 under Plan of Operation on the Project Evaluation Form: "The format for dissemination is complete and comprehensive." This component may be addressed either in the PLAN OF OPERATION or, if it is extensive, in a separate section labeled DISSEMINATION. In either
case, the activities involved in dissemination should be scheduled on the timeline.

To determine the most appropriate and effective dissemination approach, you first need to decide who will benefit from learning the results of your project and how they will use this knowledge. For example, if your purpose is simply to inform others in the field about the operation and results of your project, then dissemination can be achieved through publications, such as newsletters, pamphlets, and journal articles, or by reports given at conferences or meetings. However, if you want others to use the results in some particular way, then the dissemination may be approached through workshops or training programs; on-site demonstrations; or slide shows, videotapes, or audiocassettes that explain how to use or adapt your program. If the result of your project is a product, then you must decide who will benefit from receiving it and how it will be delivered.

Regardless of the approach you favor, you must also consider the personnel it will require to carry it out effectively as well as any costs that must be included in the budget.

A few examples of dissemination statements are given below.

Example

Dissemination for this project will be accomplished through presentations at the FAEA/FACE and Florida Literacy Coalition conferences. In addition, information on the project will be mailed to parties requesting it.

Example

Materials developed during the conduct of the project will be sent to the Bureau Chief, Mopan Private Industry Council, the Center for Adult Literacy, the ACE Network and area coordinators for ABE. Dissemination from those points will be made on the basis of each agency's particular use and needs.
What other documents are needed?

The RFP that you receive from the BACE will include various documents that you or your organization must complete and submit with the proposal. For example, the RFP for grants awarded under Section 353 contains three documents that must accompany the proposal.

- General Statement of Assurances
- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion: Lower Tier Covered Transactions
- Certification Regarding Drug-Free Workplace Requirements: Grantees Other Than Individuals

Each of these documents carries its own instructions and generally requires only signatures and dates.

What should I title my project?

Choose your title carefully. You need to use your imagination when you create your title; however, do not let your creativity get out of hand. A title that is flippant or funny is often not taken seriously. Instead, a good title is short and descriptive, reflecting the primary goal of the project.

A few practices that you should probably AVOID when you create your title include the following:

- Beginning your title with the words "A Project To ."
- Using acronyms.
- Including foreign terms.
What Do I Do After The grant Proposal Is Complete?

What Happens If ...

✓ The project is not funded?
✓ The project is renegotiated?
✓ The project is funded?
Chapter 3

What Do I Do After The Grant Proposal Is Complete?

Once you have finished writing the proposal and completing all of the forms, you should re-read the RFP one more time to make sure that you haven't forgotten anything. Check the application and forms for all required signatures and then organize your proposal and the forms in the appropriate sequence which is specified in the RFP. Once you have your packet organized, make at least three copies of the original. The BACE requires the original plus two copies; the other copy is for your file. Make sure that the copies are of good, READABLE quality. (See Appendix 7 for a sample of an illegible document that was submitted for consideration.) Finally, write a short letter of transmittal that indicates what is in the packet.

Mailing the Proposal

Where Do I Send This Packet and What Happens From Here?

Once you have organized your application packet and double-checked to make sure that all elements have been included and are in the proper sequence, send your package, by either mail or courier service, to the BACE. Check the letter of transmittal that accompanies the RFP for the proper address. Make sure you allow enough time for delivery so that your application reaches the BACE in Tallahassee no later than the close of the business day on which it is due. The deadline usually appears in two places: in the RFP transmittal letter and in the "Timelines" section of the RFP Guidelines. Proposals that do not make the deadline are not considered.

It is a good idea, however, to get a "Return Receipt Request" when you mail your proposal so that you will know for sure whether the BACE receives your packet on time.
After you have delivered your proposal, you can take a break for a couple of weeks (you'll need the rest). The entire review process generally takes about one month. Don't call the BACE regarding your status; you will receive a letter in the mail.

What Happens If The Project Is Not Funded?

If your project is not approved for funding, don't give up and throw the proposal (which should represent weeks of hard work and contain your brightest ideas!) in the trash. Instead, you should seek feedback that will help you revise and refine your proposal for resubmission.

The best source of constructive criticism comes from the funding agency's reviewer comments. Examine their evaluations carefully, looking for answers to the following questions.

- What did I do that I shouldn't have done?
- What did I forget to do?
- Was the primary problem with the concept itself or with the presentation of the concept?
- Which components/subcomponents of the proposal were a problem and why?
- Where do the reviewers share a consensus regarding problem areas?

With the answers to these questions, meet with the rest of your project staff and begin revisions.

Depending on the circumstances, you may also want to look for other possible funding agencies.
What Happens If The Project Is Renegotiated?

Occasionally, the review committee may find your proposal interesting and would like to approve your project, but either there are not enough funds available to grant the amount you requested or the reviewers believe that you could carry out your project on a smaller budget. If a situation should arise where you are asked to negotiate funding, do not compromise lightly. One of the biggest mistakes you could make is to agree to a reduced budget without reducing the scope of the project.

If you are asked to negotiate, avoid making major modifications on the spur of the moment. Instead, ask the funding agency to supply you with a list of the items that are to be reduced before any negotiations take place. With this list in hand, you can then determine how to reduce the scope of the project so that it is in line with the lower budget. In addition, ask the financial personnel at your institution to help you revise your budget.

Occasionally, the funding agency may want to negotiate to enlarge the scope of a project. When you negotiate an item that requires the addition of duties, don't forget to increase the budget appropriately.

If the negotiation is successful, make sure that all changes are put in writing before the grant agreement is finalized.
What Happens If The Project Is Funded?

If you receive a notification of approval, you can celebrate; but you should not start spending any money until you receive official confirmation from the grant program administrator authorizing the expenditure of funds.

Of course, you will be expected to manage the project in the manner that you set forth in your proposal. However, the letter of award notification may set additional management procedures. For example, the letter of approval will specify the amount of funds awarded, the project period, and any special restrictions imposed by the Florida DOE. In addition, you can expect the DOE to monitor the management of your project. The DOE will check on the performance of your project activities to ensure that you are making adequate progress toward achieving the goals that you stated in your proposal. The agency will also monitor your compliance with any existing applicable statutes, rules, and regulations.

In effect, your approved proposal constitutes a contract, i.e., you are obliged to carry out the project in the manner you proposed and for the amount of money you proposed. Any major alterations to your proposal must be approved before putting them into practice. The types of changes that require funding agency approval are outlined in the RFP under the heading "AMENDMENTS."

Products developed via these projects, such as manuals, brochures, video or cassette tapes, are considered public domain since they were developed with public funds. Consequently, products should not be copyrighted.

You are required to acknowledge that products, materials, and documents were developed via funding under the provisions of the Adult Education Act, Public Law 100-297. The legislative requirement is quoted below:
When issuing statements, press releases, requests for proposals, bid solicitations, and other documents describing projects or programs funded in whole or in part with Federal money, all grantees receiving Federal funds including but not limited to State and local governments, shall clearly state (1) the percentage of the total cost of the program or project which will be financed with Federal money and (2) the dollar amount of Federal funds for the project or program.

You are required to file a final project report within 30 days after the closing date for the project, using the appropriate form, which is available from the BACE. In addition, five copies of each product that you have developed during the course of the project must accompany your final report unless you have applied for and received an exemption from the Bureau Chief.

When the project is complete, do not delay on carrying out your dissemination plans.

If you built continuation into your project, make sure that you fulfill the promises that you made in your proposal.
A Guide to Writing Adult Education Grant Proposals

APPENDICES

- Appendix 1: Titles Of Previously Funded Grant Proposals
- Appendix 2: The Three Domains Of Behavioral Objectives
- Appendix 3: Verb List For Stating Objectives
- Appendix 4: Sample Tables For A Plan Of Operation
- Appendix 5: Sample Vitae
- Appendix 6: Sample Organizational Charts
- Appendix 7: Illegible Documents
- Appendix 8: Additional Resources
- Appendix 9: Forms
Appendix 1

Titles Of Previously Funded Grant Proposals

Section 353 Projects
A Guide to Writing Adult Education Grant Proposals

Funded 353 Projects
1988-89

<table>
<thead>
<tr>
<th>Title</th>
<th>Grantee</th>
<th>Grant Amount</th>
</tr>
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<tbody>
<tr>
<td>Neighborhood Literacy &amp; Job Placement Program</td>
<td>ACTION, Inc., Tampa</td>
<td>$70,000</td>
</tr>
<tr>
<td>Reach Out for Literacy</td>
<td>Broward County Schools</td>
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<tr>
<td>&quot;You Can!&quot; Literacy Plan</td>
<td>Central Florida Community College</td>
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<td>Leadership Training and Development for Low-Income Women</td>
<td>City of Tallahassee</td>
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<td>Model Family Education Center</td>
<td>Daytona Beach Community College</td>
<td>$43,400</td>
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<tr>
<td>Adult Ed. - Dropout Recovery Project</td>
<td>Florida Atlantic University</td>
<td>$48,380</td>
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<tr>
<td>Reading, &quot;Ritting. &quot;Rithmetic and Recipes</td>
<td>Florida Community College at Jacksonville</td>
<td>$25,260</td>
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<td>PLATO Literacy Program</td>
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<td>Local Literacy Planning Module</td>
<td>Florida Literacy Coalition</td>
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<td>Technical Assistance in Implementing the Adult Literacy Plan</td>
<td>Florida State University</td>
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<td>Operation College</td>
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<td>Reading Guidebook for Parents</td>
<td>Hillsborough County Schools</td>
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<td>Adult Basic Literacy: Teacher Resource Packet and Training Workshop</td>
<td>Indian River Community College</td>
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<td>Comprehensive Curriculum -- ABE Elderly</td>
<td>Leon County Schools</td>
<td>$21,185</td>
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<td>Outreach Childbirth Education</td>
<td>March of Dimes Birth Defects Foundation, Tampa</td>
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<td>The Gadsden Senior Citizens Project Specialized Survival Demonstration Project</td>
<td>North Florida Educational Development Corporation</td>
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<td>Project Tell</td>
<td>Orange County Schools</td>
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<td>Operation Storefront/Adult Literacy Outreach</td>
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<td>Literacy Volunteers of Washington County</td>
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### A Guide to Writing Adult Education Grant Proposals

**Funded 353 Projects**

**1989 - 1990**

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<th>Title</th>
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<tr>
<td>Competency-Based Adult Education High School Credit Curriculum Revision Project</td>
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<td>Project LIFE: Literacy is for Everyone</td>
<td>Broward County Schools</td>
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<td>Statewide Communications Strategies</td>
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<td>The Social and Economic Impact of Adult and Community Education Programs</td>
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<td>ESOL Adult Assessment System</td>
<td>Dade County Schools</td>
<td>$30,000</td>
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<tr>
<td>Connections</td>
<td>Daytona Beach Community College</td>
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<td>Focus on Workplace Literacy Programs</td>
<td>Florida Atlantic University</td>
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<td>Educate Before You Medicate</td>
<td>Florida Community College at Jacksonville</td>
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<td>Literacy is a Family Affair</td>
<td>Florida Literacy Coalition, Inc.</td>
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<td>Partnerships in Literacy</td>
<td>Florida Literacy Coalition, Inc.</td>
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<td>Gulf County Literacy Volunteers Project</td>
<td>Gulf County Commission</td>
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<td>I Can Read Well (An Occupational Advantage)</td>
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<td>Activities and Materials - ABE Elderly</td>
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<td>Immigration Stress: Families in Crisis</td>
<td>Leon County Schools</td>
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<td>Outreach Childbirth Education</td>
<td>March of Dimes Birth Detects Foundation, Tampa</td>
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<td>Adults NEWS Project (Newspapers Educating Willing Students)</td>
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<td>Competency-Based ABE/ESOL Curriculum Development</td>
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<td>$40,000</td>
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<td>Probationers’ Educational Growth</td>
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<td>Sigma Enhancing Educational Development</td>
<td>Phi Beta Sigma Fraternity, Jacksonville</td>
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<td>Family Literacy: An Interagency Demonstration Project</td>
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<td>Surviving and Succeeding as an LEP Family</td>
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<td>Family Reading Partners: A Whole Language Intergenerational Literacy Training Component Development</td>
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### Funded 353 Projects
#### 1990-91

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<td>Literacy Involves Family Teams (LIFT)</td>
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<td>Project TEACH</td>
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<td>Comprehensive Student Retention Support Group System for Adult Learners</td>
<td>Escambia County Schools and Pensacola Junior College</td>
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<td>Computer Assisted Instruction for Adult Basic Students</td>
<td>Flagler County Schools</td>
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<td>Workplace Literacy Training and Dissemination Project</td>
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<tr>
<td>Adult and Community Education Societal and Economic Impact and Evaluation of GED for At-Risk Students</td>
<td>Florida State University</td>
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<td>Comprehensive Education and Training Model for Florida's Adult Literacy Leadership</td>
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<td>Statewide Communication Strategies – Lifeline</td>
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<td>Teaching Adults with Learning Disabilities</td>
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<td>Training for Volunteers for Adult Literacy Programs in Dade County</td>
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<td>ABE Demonstration Project</td>
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<td>Family Literacy</td>
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<td>Foundations Skills Based ABE Curriculum Project</td>
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<td>Probationers' Educational Growth II</td>
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<td>Bridging the Gap: A Workplace Literacy Model for Developmentally Disabled Adults</td>
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<td>REACH and TEACH: An Early Intervention Family Literacy Model for Agencies Serving &quot;At-Risk&quot; Families</td>
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<td>CBAE Capitalizing on Culture</td>
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<td>Workplace Literacy for Hotel/Motel Workers</td>
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<td>Project PASS (Personalized Academic Success Strategies)</td>
<td>Seminole Community College</td>
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<td>Project Turn Around</td>
<td>Seminole Community College</td>
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<td>Competency-Based Adult Education</td>
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<tr>
<td>A Class Act</td>
<td>Wakulla County Schools</td>
<td>$40,000</td>
</tr>
</tbody>
</table>
Appendix 2

The Three Domains
Of Behavioral Objectives
COGNITIVE DOMAIN  
*mental processes*

- Example:  
  Given a newspaper article, the student will identify the prefixes and suffixes it contains.

AFFECTIVE DOMAIN  
*attitudes, emotions, values, and interests*

- Example:  
  In a discussion of local political issues, the student will show an increased sense of responsibility as a citizen by discussing possible ways citizens can influence local decisions.

PSYCHOMOTOR DOMAIN  
*neuromuscular coordination*

- Example:  
  Given lined paper and a pencil, the student will print the alphabet both in capital and lower case letters.

NOTE: Objectives do not always fall exclusively in one domain or another. Both the examples in the affective and psychomotor domains require cognitive processes, recall of certain facts. However, the objectives are concerned with affective and psychomotor outcomes.
COGNITIVE LEVELS

KNOWLEDGE
recall of facts

COMPREHENSION
restating knowledge

APPLICATION
applying or using information
in a new situation

ANALYSIS
examining parts of a communication
and the relationship between parts

SYNTHESIS
putting together information in
a unique or novel way to
solve a problem

EVALUATION
making judgment based on
given criteria
Appendix 3

Verb List For Stating Objectives
Unfortunately, there are many words open to misinterpretations. These are words that should be avoided if an objective is to possess a measurable quality.

Consider the following examples of words in this light:

<table>
<thead>
<tr>
<th>to know</th>
<th>to grasp the significance of</th>
</tr>
</thead>
<tbody>
<tr>
<td>to understand</td>
<td>to enjoy</td>
</tr>
<tr>
<td>to really understand</td>
<td>to believe</td>
</tr>
<tr>
<td>to appreciate</td>
<td>to have faith in</td>
</tr>
<tr>
<td>to fully appreciate</td>
<td>to realize</td>
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</tbody>
</table>

Thus, the objective that communicates best will be one that which describes the outcome well enough to preclude misinterpretation.

The verbs used in objectives in the cognitive domain often indicate the level of thought at which students are functioning. The following list is provided to help the educator recognize levels of thought and to write objectives that address the various levels of skill in the cognitive hierarchy. (Bloom's taxonomy of thinking skills are arranged from basic to expert: (1) knowledge [most basic], (2) comprehension, (3) application, (4) analysis, (5) synthesis, and (6) evaluation)

For convenience, examples of infinitives are listed under headings that correspond with Bloom's Taxonomy. You should understand, however, that the lists are not comprehensive and that they provide merely possible suggestions for infinitives. In addition, some verbs may be used in more than one category. For example, the term identify can be used in various ways. It is appropriate in each of the following:
- **Knowledge:**
  Identify the correct definition of a term.

- **Understanding:**
  Identify examples of the principle.

- **Application:**
  Identify proper grammar usage.

- **Analysis:**
  Identify the parts of a sentence.

**Knowledge**

Objectives that focus on the knowledge level aim to measure the recall of specific facts or previously learned material.

<table>
<thead>
<tr>
<th>to count</th>
<th>to point</th>
<th>to relate</th>
</tr>
</thead>
<tbody>
<tr>
<td>to define</td>
<td>to provide</td>
<td>to repeat</td>
</tr>
<tr>
<td>to distinguish</td>
<td>to quote</td>
<td>to review</td>
</tr>
<tr>
<td>to draw</td>
<td>to read</td>
<td>to state</td>
</tr>
<tr>
<td>to indicate</td>
<td>to recall</td>
<td>to tabulate</td>
</tr>
<tr>
<td>to list</td>
<td>to recite</td>
<td>to trace</td>
</tr>
<tr>
<td>to name</td>
<td>to recognize</td>
<td>to underline</td>
</tr>
<tr>
<td>to observe</td>
<td>to record</td>
<td>to write</td>
</tr>
</tbody>
</table>

**Comprehension**

Objectives that focus on the comprehension level aim to measure the ability to grasp the meaning of material or to restate material that has already been learned.

<table>
<thead>
<tr>
<th>to associate</th>
<th>to distinguish</th>
<th>to locate</th>
</tr>
</thead>
<tbody>
<tr>
<td>to classify</td>
<td>to edit</td>
<td>to predict</td>
</tr>
<tr>
<td>to compare</td>
<td>to estimate</td>
<td>to rephrase</td>
</tr>
<tr>
<td>to compute</td>
<td>to extrapolate</td>
<td>to restate</td>
</tr>
<tr>
<td>to conclude</td>
<td>to give in own words</td>
<td>to rewrite</td>
</tr>
<tr>
<td>to contrast</td>
<td>to infer</td>
<td>to summarize</td>
</tr>
<tr>
<td>to describe</td>
<td>to interpret</td>
<td>to translate</td>
</tr>
<tr>
<td>to differentiate</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Objectives that focus on the application level aim to measure the ability to apply or use learned material in new and concrete situations.

<table>
<thead>
<tr>
<th>Application</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>to apply</td>
<td>to analyze</td>
</tr>
<tr>
<td>to calculate</td>
<td>to classify</td>
</tr>
<tr>
<td>to choose</td>
<td>to compare</td>
</tr>
<tr>
<td>to complete</td>
<td>to construct</td>
</tr>
<tr>
<td>to conduct</td>
<td>to deduce</td>
</tr>
<tr>
<td>to demonstrate</td>
<td>to detect</td>
</tr>
<tr>
<td>to discover</td>
<td>to diagram</td>
</tr>
<tr>
<td>to employ</td>
<td>to differentiate</td>
</tr>
<tr>
<td>to examine</td>
<td>to discriminate</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>to illustrate</td>
<td>to distinguish</td>
</tr>
<tr>
<td>to implement</td>
<td>to divide</td>
</tr>
<tr>
<td>to increase</td>
<td>to examine</td>
</tr>
<tr>
<td>to install</td>
<td>to explain</td>
</tr>
<tr>
<td>to modify</td>
<td>to group</td>
</tr>
<tr>
<td>to order</td>
<td>to identify</td>
</tr>
<tr>
<td>to practice</td>
<td>to illustrate</td>
</tr>
<tr>
<td>to predict</td>
<td>to infer</td>
</tr>
<tr>
<td>to prepare</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>to produce</td>
<td>to investigate</td>
</tr>
<tr>
<td>to purchase</td>
<td>to outline</td>
</tr>
<tr>
<td>to relate</td>
<td>to point out</td>
</tr>
<tr>
<td>to repair</td>
<td>to reduce</td>
</tr>
<tr>
<td>to show</td>
<td>to relate</td>
</tr>
<tr>
<td>to solve</td>
<td>to separate</td>
</tr>
<tr>
<td>to transfer</td>
<td>to summarize</td>
</tr>
<tr>
<td>to use</td>
<td>to transform</td>
</tr>
<tr>
<td>to utilize</td>
<td></td>
</tr>
</tbody>
</table>
**Synthesis**

Objectives that focus on the synthesis level aim to measure the ability to put together information in unique or novel way to solve a problem.

- to arrange
- to assemble
- to build
- to combine
- to compose
- to construct
- to create
- to design
- to develop
- to formulate
- to generalize
- to integrate
- to modify
- to originate
- to organize
- to plan
- to prepare
- to prescribe
- to produce
- to propose
- to put together
- to synthesize

**Evaluation**

Objectives that focus on the evaluation level aim to measure the ability to make value judgments based on given criteria.

- to appraise
- to argue
- to assess
- to compare
- to contrast
- to decide
- to determine
- to estimate
- to evaluate
- to grade
- to judge
- to rank
- to rate
- to recommend
- to regulate
- to select
- to test
- to validate
Appendix 4

Sample Tables for Plan Of Operation Table

<table>
<thead>
<tr>
<th>Table 1</th>
<th>Table 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Column 1</td>
<td>Column 2</td>
</tr>
<tr>
<td>Column 3</td>
<td>Column 4</td>
</tr>
<tr>
<td>Column 5</td>
<td>Column 6</td>
</tr>
<tr>
<td>Column 7</td>
<td>Column 8</td>
</tr>
</tbody>
</table>

---

Note: This table is a placeholder and should be replaced with actual data as provided in the document.
Exhibit #4  Sample Plan of Operation Table

This format presents one objective on each page. In addition, strategies, completion dates, and evaluative criteria are included with the objective.

Note that the name of the agency appears as a running footer. Also, note that the page number and total number of pages are indicated.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Advisory Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>An advisory committee will be created and facilitated to meet on a regular basis to conceptualize, monitor, and evaluate the activities of the project.</td>
<td></td>
</tr>
</tbody>
</table>

| Identity and locate persons representing various adult literacy providers to serve on the committee. | December 99 |
| Identity and locate persons representing various adult education agencies (universities, volunteer groups, County Public Schools, etc.) to serve on the committee. | December 99 |
| Establish a regular meeting schedule. | January 99 |
| Involve committee members in meaningful decision-making. | Ongoing |
| Develop and distribute agendas and minutes for each committee meeting. | Ongoing |
| Recognize committee members for their contributions. | September 99 |
| Involve the committee to identify teachers eligible for training. | January 99 |
| Involve committee members to identify formative evaluation criteria. | February 99 |

List of members
Agendas and minutes
This format presents several objectives on the same page. The horizontal layout enables the reader to understand the strategies and evaluation process.

The page number, total number of pages, and agency are also included.

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>STRATEGY FOR IMPLEMENTATION</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0 To recruit 1,000 members of the targeted ABE/ESOL population within ___ County.</td>
<td>1.1 Inter-agency relationships will be strengthened and refined.</td>
<td>1.1.1 Program records will reflect a minimum of 1,000 enrolled in the ABE/ESOL program.</td>
</tr>
<tr>
<td></td>
<td>1.2 Broadcast media will be fully utilized for recruitment and information about the program.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.3 Workplace literacy programs will be established.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.4 Expansion of literacy programs to incarcerated adults.</td>
<td></td>
</tr>
<tr>
<td>2.0 To retain 600 members of the ABE/ESOL program in ___ County.</td>
<td>2.1 Volunteers will be utilized at literacy delivery sites.</td>
<td>2.1.1 Program records will reflect a minimum of 600 students continued within the ABE/ESOL to complete personal objectives.</td>
</tr>
<tr>
<td></td>
<td>2.2 Individual short term objectives will be addressed to meet long range goals.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.3 Coordination with agencies and businesses to establish support services.</td>
<td></td>
</tr>
<tr>
<td>3.0 To place students in the appropriate instructional setting.</td>
<td>3.1 Necessary personnel will be trained to administer state approved placement test.</td>
<td>3.1.1 Personnel will be trained in August and September, 1991.</td>
</tr>
<tr>
<td></td>
<td>3.2 As soon as practical after enrollment, every ABE/ESOL student will be administered a state approved placement test.</td>
<td>3.2.1 Test results will be on file.</td>
</tr>
</tbody>
</table>
Appendix 5

Sample Vitae
Exhibit #6   Sample Vitae

I. C. SPOTTS  
224 My Street  
Ourtown, FL 31270  

Education-Certification  
- Master of Arts in Adult Education, University of South Florida, 1973  
- Bachelor of Arts in Sociology, Louisiana State University, 1963  
- Florida Certification: Administration, Junior College, English, Sociology  

Professional Experience  
Twenty-five years' experience in education as county-level administrator, principal, federal project director, and teacher. Teaching experience includes full time in secondary and post-secondary/adult education; part time at Mashburn Junior College.  

Highlights include the following:  
- 1984 - present  
  DIRECTOR, Adult and Community Education, School Board of Winter County  
  Responsibilities:  
  - Administration of programs in adult literacy, high school diploma and GED, vocational education, personal interest classes and lifelong learning.  
  - Supervision of eight school centers with 536 instructors and 150+ off-campus locations and county-wide staff.  
  - Project director for numerous successful federal and state grants with individual value from $9,000 to $141,000.  
- 1982-1984  
  PRINCIPAL, Bay Community School  
- 1978-1981  
  FEDERAL PROJECT ADMINISTRATOR, Career Education  
- 1968-1978  
  TEACHER  
  Responsibilities:  
  - Adult basic education, communication skills, GED, English high school credit, and English for Speakers of Other Languages. At Mashburn Junior College, parenting and human relations.  

Related Experience  
- PRESIDENT, Bay CONCERN  
- PRESIDENT ELECT, State Administrators of Community Education  
- REGIONAL TASK FORCE MEMBER, Literacy Volunteers  
- MEMBER, Community Coordinating Council  
- MEMBER, numerous professional organizations on the national, state, and local levels, having served as board member and officer.
Appendix 6

Sample Organizational Charts
Exhibit #7 Sample Table - Staff Relationships

Flamingo County School District

<table>
<thead>
<tr>
<th>Director of Adult and Community Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. C. spots</td>
</tr>
<tr>
<td>Co-Director (25%)</td>
</tr>
<tr>
<td>Project Name</td>
</tr>
<tr>
<td>U. R. Reading</td>
</tr>
<tr>
<td>Co-Director (25%)</td>
</tr>
<tr>
<td>Project Name</td>
</tr>
<tr>
<td>Staff Secretary (50%)</td>
</tr>
<tr>
<td>Consultants and Trainers</td>
</tr>
<tr>
<td>Writing Teams (3 teachers on each 2 teams)</td>
</tr>
</tbody>
</table>
Exhibit #8  Sample Table - Organizational Relationships

Organizational Relationships
Collaboration and Coordination

- Flamingo County School District
  Director of Adult and Community Education

- Project Name Co-Directors

- Project Advisory Committee

- Flamingo Literacy Council

- Learn to Read, Inc.

- Local Office
  Job Service of Florida
Appendix 7

ILLEGIBLE Documents

Pages from Actual Grant Proposals as Submitted for Review
SUMMARY

Literacy, Neighborhood Improvement and Housing Tenant Self-Sufficiency

This Proposal combines neaehood Adult Literacy Centers in central city and rural areas with low-income illiterate adult
housing tenant self-sufficiency development. This will enhance the
involvement of central city and rural neighborhood residents in adult
literacy. The project will emphasize on-site literacy activities and
employ them for a year-long outreach effort to identify and
illiterate adults and refer them to the Jacksonville Public Library,
Computers and Literacy, Lead to Read Literacy
literacy provider for basic and
functional illiterate instruction. Outreach workers will be
recruited from within the individual neighborhood and
tenant associations.

A second component of the outreach effort will identify a
number of 120 adults in low-income housing tenants and work sites.
A committee of Jacksonville Literacy Foundation representatives,
assigned with the Jacksonville Public Library Adult

The operation will be self-funded, providing the capability of
the Jacksonville Employment Development Department to
fund the Volunteer Literacy and Tenant Advocacy Program. This
program is also innovative in that it targets both government and
community-based organizations to help fund the

The program will be funded in part by the outreach effort of
producers. We are self-sufficient enough to that an
improvement throughout the area of rural and inner
community outreach period. This will improve the self
sufficiency to the extent of the project in

PROJECT NARRATIVE

I. Introduction

This 353 Adult Education project proposes to conduct grassroots neighborhood and federal housing project outreach and educational development for the illiterate adult through the training and involvement of the Neighborhood Leadership Council and the Tenant Advisory Council. The project is innovative in that it takes what basically is a federal initiative, development of housing tenant self-sufficiency, and black grant programs, and makes the opportunity to improve educational skills through the skillful deployment of adult literacy and community-based organization development.

Key organizational players, the organization’s purpose and role in the project and community-based organization team record and funding includes:

1. Neighborhood Development Program - funded by the model center for Development Grant program from neighborhood fund, the neighborhood leadership through projects and programs with it neighborhood associations. The examples of the involvement and program include community

2. Neighborhood Association - recently comprised of a resident

3. Neighborhood Grant - an issue for grant

The "..." has been funded by the federal government for ..." (high risk) (see attached support letter)

II. Neighborhood Association - 1 recently comprised of a resident

The "..." has been funded by the federal government for ..." (high risk) (see attached support letter)
Appendix 8

Additional Resources


### Appendix 9

**Forms**

<table>
<thead>
<tr>
<th>Description of Form</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grant Application Forms, DVE Form 461</td>
<td>92-93</td>
</tr>
<tr>
<td>Project Budget Summary and Disbursement Report. DOE Form: FA 399</td>
<td>94</td>
</tr>
<tr>
<td>Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion -- Lower Tier Covered Transactions</td>
<td>95</td>
</tr>
<tr>
<td>Consultation Certificate</td>
<td>96</td>
</tr>
<tr>
<td>Certification Regarding Lobbying for Grants and Cooperative Agreements</td>
<td>97</td>
</tr>
<tr>
<td>Certification Regarding Drug-Free Workplace Requirements - Grantees Other than Individuals</td>
<td>98</td>
</tr>
<tr>
<td>General Statement of Assurances</td>
<td>99</td>
</tr>
<tr>
<td>Project Selection Form - Section 321 (used by the review committee)</td>
<td>100-101</td>
</tr>
<tr>
<td>Quarterly Report Forms - Section 353 Projects</td>
<td>102-103</td>
</tr>
<tr>
<td>Project Amendment Form, ESE Form 411</td>
<td>104</td>
</tr>
<tr>
<td>Final Report Form, DVE 525</td>
<td>105</td>
</tr>
</tbody>
</table>
These forms should be included in Section 321 and Section 353 grant applications.
Exhibit #11  Grant Application Forms
continued  DVE Form 461

<table>
<thead>
<tr>
<th>Form</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DVE Form 461</td>
<td>Grant Application Form</td>
</tr>
</tbody>
</table>

![Grant Application Form Image]

![Grant Application Form Image]

![Grant Application Form Image]
This form should be included in Section 321 and Section 353 grant applications. In addition, it should be used with any project amendments.
This form should be attached to each grant application for Section 353 or Section 321 funds.
Exhibit #14 Consultation Certificate

This form should be attached to each grant application for Section 353 or Section 321 funds.

CONSULTATION CERTIFICATE

We, as the Authorized Representative of the applicant agency (hereinafter referred to as the Applicant) and the local educational agency defined in Section 304 of the Adult Education Act and Appendix A of Florida’s Program Plan Adult Education 1989-1993 (hereinafter referred to as the LEA), do hereby certify that in the development of this project proposal the Applicant has consulted with the LEA and that the Applicant has provided a copy of the completed application to the LEA to allow the LEA to submit comments pertaining to the application to the Florida Department of Education.

<table>
<thead>
<tr>
<th>Date</th>
<th>Signature of Authorized Representative of the Applicant Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Signature of Authorized Representative of the Local Educational Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Exhibit #15  Certification Regarding Lobbying for Grants and Cooperative Agreements

This form should be attached to each grant application for Section 353 or Section 321 funds.

Certification Regarding Lobbying for Grants and Cooperative Agreements

Submission of this certification is required by Section 1352, Title 31 of the U.S. Code and is a prerequisite for making or entering into a grant or cooperative agreement over $100,000.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - L.I.I., "Disclosure Form to Report Lobbying," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact on which the Department of Education relied when it made or entered into this grant or cooperative agreement. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

<table>
<thead>
<tr>
<th>Organization Name</th>
<th>PRI/Award (or Application) Number or Project Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name and Title of Authorized Representative</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sign here</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Exhibit #16  Certification Regarding Drug-Free Workplace Requirements - Grantees Other than Individuals

This form should be attached to each grant application for Section 353 or Section 321 funds.
Exhibit #17  General Statement of Assurances  
(a two-page form)

This form should be attached to each grant application for Section 353 or Section 321 funds.

---

General Statement of Assurances

Assurance is hereby given

1. That the program supplementated by the requested Federal funds will be administered in accordance with the Adult Education Act (Public Law 100-297), as amended; the Florida Adult General Education Act (Chapter 12, Florida Statutes), Title 34 Code of Federal Regulations section 612; Florida's Program Plan for the State-Assummed Adult Education Program, and the application in which this statement is appended.

2. That the amount of funds provided under this program and used for property acquire with program funds will be on an equal basis or prior agency, organization, or individual (hereafter referred to as the agency), and that the agency will account for such funds and property.

3. That the agency will use fiscal control and fund accounting procedures that meet the proper government of, and accounting for, Federal funds obtained by the agency under this proposal.

4. That the agency will report to the Florida Department of Education as necessary be necessary to enable the Department of Education to monitor reasonably necessary to ensure that the Department is performed in the manner the program, and that the agency will maintain such records required under Section 7.1 of the General Federal Grants Act, and provide access to these records to the Department denoted necessary to perform such duties.

5. That the agency will provide reasonable opportunity for the participation of students, students, and other interested agencies, organizations, employees, and individuals in the planning for and optimum use of this program.

6. That any evaluation, evaluation, periodic program data or report relating to this program will be made readily available to members of the public.

7. That the agency has all current, effective procedures for identifying and determining the nature and limitations of any educational and vocational programs participating in the program significant information from educational research, demonstration, and similar projects, and of adopting, when appropriate, prevailing educational practices developed through such projects.

8. That all project components and contracts portion decreases the agency will comply with Title VII of the Civil Rights Act of 1964, applicable Court Orders, Section 504 of the Rehabilitation Act of 1973, and Title IX of the Education Amendments of 1972.

9. Evidence of compliance consist a policy statement of the nature and purpose of the breed (s) to the Department of Education.

10. That the amount of non-Federal funds expended for education provided by the agency will be maintained at the same level as they would have been had no Federal funds been appropriated and that the availability of services previously demonstrated with respect to project areas will be maintained.

11. That the amount of non-Federal funds expended for education provided by the agency will be maintained at the same level as they would have been had no Federal funds been appropriated and that the availability of services previously demonstrated with respect to project areas will be maintained.

---

Signature of Authorized Representative

[Signature]
### Exhibit #18 Project Selection Form - Section 321
(used by the review committee)

**SECTION 321 GRANT APPLICATION REVIEW COMMITTEE—PROJECT SELECTION CRITERIA**

- Please answer “Yes” or “No” to each of the following questions, based on your review of the attached grant application. Space for comments will be provided on the reverse of this form.
- **Name of District/Agency:**

<table>
<thead>
<tr>
<th>Yes / No</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Does the program expressively address the needs of the Adult Education Act?</td>
</tr>
<tr>
<td></td>
<td>2. Does the program specifically address the needs of adults who are over-educated and need a need of retraining, specifically?</td>
</tr>
<tr>
<td></td>
<td>a. Adults functioning at 6th grade level or below?</td>
</tr>
<tr>
<td></td>
<td>b. Adults functioning at grade level five through ninth?</td>
</tr>
<tr>
<td></td>
<td>c. Adults with limited English abilities?</td>
</tr>
<tr>
<td></td>
<td>d. Adults in rural areas which are sparsely populated?</td>
</tr>
<tr>
<td></td>
<td>e. Underserved adults?</td>
</tr>
<tr>
<td></td>
<td>f. Adults in correctional facilities?</td>
</tr>
<tr>
<td></td>
<td>3. Does the proposed project place special emphasis on meeting unit basic education needs?</td>
</tr>
<tr>
<td></td>
<td>4. Does the proposed project provide for:</td>
</tr>
<tr>
<td></td>
<td>a. Classes, curriculum, instruction, facilities?</td>
</tr>
<tr>
<td></td>
<td>b. Staffing of position?</td>
</tr>
<tr>
<td></td>
<td>c. Teacher training?</td>
</tr>
<tr>
<td></td>
<td>5. Does the applicant agency specify cooperative arrangements which the program and agency included on DPF page 2, are “Yes” of the application?</td>
</tr>
<tr>
<td></td>
<td>6. Does the program indicate that resources other than those reported under a grant program are available to help meet the identified needs?</td>
</tr>
<tr>
<td></td>
<td>a. Office?</td>
</tr>
<tr>
<td></td>
<td>b. Other Federal grants?</td>
</tr>
<tr>
<td></td>
<td>c. Other: Specify</td>
</tr>
<tr>
<td></td>
<td>7. Are the strategies to be used for each program, instructional plan, and are designed to lead to accomplishment of the objectives?</td>
</tr>
<tr>
<td></td>
<td>8. Does the program contain specific measurable objectives which are related to the identified needs?</td>
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<td>9. Does the program describe:</td>
</tr>
<tr>
<td></td>
<td>a. Levels of instruction with emphasis on low level students?</td>
</tr>
<tr>
<td></td>
<td>b. Numbers of adult students to be served?</td>
</tr>
<tr>
<td></td>
<td>c. Staffing, planning, procedures?</td>
</tr>
<tr>
<td></td>
<td>d. Types of instructional delivery systems?</td>
</tr>
<tr>
<td></td>
<td>e. Length of student improvement and/or change?</td>
</tr>
<tr>
<td></td>
<td>f. The program indicates plans for maximum use of adult students with emphasis on adults functioning at low levels?</td>
</tr>
<tr>
<td></td>
<td>10. Does the program indicates plans for inclusion of adults with emphasis on adults functioning at low levels?</td>
</tr>
<tr>
<td></td>
<td>11. Does the program indicate plans for inclusion of adults with emphasis on adults functioning at low levels?</td>
</tr>
<tr>
<td></td>
<td>12. Does the program indicate plans to include the management of an ATEC staff?</td>
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<tr>
<td></td>
<td>13. Does the program indicate how the overall adult education program will be managed by the institution to be conducted under a grant?</td>
</tr>
<tr>
<td></td>
<td>14. In your professional opinion, does the proposed project fulfill the requirements of the plan of the applicant agency to maintain the award of funds under Section 321?</td>
</tr>
</tbody>
</table>
Exhibit #18  Project Selection Form - Section 321  
continued  (used by the review committee)

- [ ] 13. In the opinion of the agency, the "local adult education agency" as defined by Section 322(2) of the Adult Education Act?
- [ ] 14. If the answer to question 13 is "NO," has the applicant agency completed with the compliance requirements stated in Section 321 of the Act?
- [ ] 17. Is the requested budget within the resource allocation to the county in which the applicant agency is located?

COMMENTS: (If more space is needed, please use the space provided on the reverse side of this page.)

Please fill in the spaces in blue or black ink, signature included.

☐ I recommend approval of the proposal for the requested amount.

☐ I recommend approval of the proposal in the amount of $______.

☐ I recommend disapproval of the proposal due to the reasons stated in the Reviewer's comments above.

Signature of Reviewer
These forms are completed at the end of each quarter and submitted to the BACE.

| FLORIDA DEPARTMENT OF EDUCATION |
| DIVISION OF VOCATIONAL EDUCATION |
| BUREAU OF ADULT AND COMMUNITY EDUCATION |

SECTION 353 PROJECT QUARTERLY REPORT

<table>
<thead>
<tr>
<th>Applicant Agency:</th>
<th>Project Director:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Title:</td>
<td>Project Number:</td>
</tr>
<tr>
<td>Quarterly Report Number: (Circle)</td>
<td>Date Submitted:</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
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</tbody>
</table>

Quarterly Reports Directions

Use this form for quarterly reports which are due September 30, 1990, December 31, 1990, and March 31, 1991. Please complete all items and use substantiating data to support report judgments. If comments require additional pages, please key answers to the appropriate question by number [i.e., 9 (continued)]. Quarterly reports will help the agency continually evaluate progress, point out needed changes in procedures and keep activities on the time frame allotted. The report will also serve as a monitoring guide for the on-site visits of each project. Submit three copies of the report to the Chief, Bureau of Adult and Community Education, Florida Department of Education, Tallahassee, Florida 32399-0400.

DVE 462
Exp. 03/31/91

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## EXHIBIT #19
Quarterly Report Forms, pages 2 & 3
continued

#### SECTION 353 PROJECTS QUARTERLY REPORT

1. Are the project needs and objectives being met by the strategies and activities as stated in the project narrative?  
   - Yes  
   - No  
   - Partially  
   - Not at all  
   - Substantiating data and comments.

2. Is the identified target population being reached?  
   - Substantiating data and comments.

3. Have needs been identified which were not addressed in the project proposal?  
   - Substantiating data and comments.

4. Are the new needs now being addressed?  
   - Substantiating data and comments.

5. Are local resources being used as indicated in the project proposal?  
   - Substantiating data and comments.

---

### SECTION 353 PROJECT QUARTERLY REPORT

6. Are the dissemination procedures being addressed as stated in the proposal?  
   - Substantiating data and comments.

7. Any project evaluations and evaluation reports being completed as stated?  
   - Substantiating data and comments.

8. Is the budget as requested or amended, properly funding the project's needs?  
   - Substantiating data and comments.

9. Other comments about the project's progress. Use a separate page if needed.
These forms are completed when budget amendments are necessary. They are submitted to the BACE with an FA 399 form.
This form is submitted with a final report for each Section 353 project.

---

**Final Report Form**

**DVE 525**

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<table>
<thead>
<tr>
<th>Project Director:</th>
<th>Project Number:</th>
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<table>
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<tr>
<th>Agency Address:</th>
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<table>
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<tr>
<th>Project Title:</th>
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<tr>
<th>Project Allocation:</th>
<th>Type of Project:</th>
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| $                   | Special Demonstration  
Teacher Training |

**Final Report Directions**

Section 353 projects must be awarded by the state agency to the U.S. Division of Adult Learning for review. The state agency must also report the results and outcomes of these projects. In order for the Department to meet its commitment, it will be necessary for each project director to submit five copies of a final report to the Chief, Bureau of Adult and Community Education, Florida Department of Education, Tallahassee, Florida 32399-0400 within 30 days following the completion or termination of the project. The final report should follow the format indicated below and be limited to no more than three single-spaced, typed pages, not including the appendix.

**Final Report Format**

1. **Target population served:** (Use numbers if possible.)
2. **Objectives:**
3. **Activities:**
4. **Evaluations:** (Include processes used, conclusions about accomplishments or lack thereof, and reasons.)
5. **Recommendations:**
6. **Dissemination plans:**
7. **Appendix:** (Include instructional materials, products, forms, surveys and/or other materials developed as a result of the project.)

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**DVE 525**
Exp. 01/31/90
Notes