



NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
H. Martin Lancaster, President

February 6, 2007

RESPOND BY: April 2, 2007

MEMORANDUM

TO: Basic Skills Directors
Volunteer/Community-Based Organization Directors
Other Eligible Agencies

FROM: Randy Whitfield, Ed.D.
Associate Vice President of Academic and Student Services
Basic Skills Department

SUBJECT: Basic Skills Program Plans and Applications for 2007 – 2008

Although the Workforce Investment Act of 1998 has not been reauthorized, the Basic Skills State Leadership Advisory Board decided to require full plans and applications this year to give programs that have not previously been funded the opportunity to apply for all grants. All program plans and applications will be due this year on April 2, 2007, for program year 2007-2008. **Four copies plus the originals must be submitted.**

The following plans and applications are available for funding:

*Basic Skills Program Plan and Application
English Literacy/Civics Education Plan and Application
Comprehensive Family Literacy Program Plan and Application
Pathways to Employment Program Plan and Application
Basic Skills Distance Learning for Project IDEAL

*To receive general funding for your Basic Skills / literacy program, you must complete the Basic Skills Program Plan and Application. All other applications are optional.

Enclosed are copies of all five grants plus a glossary. Training for grant writing will occur on February 27, 2007. You will receive information regarding the training soon.
Enclosures: 6

cc: Presidents
Senior Continuing Education Administrators

CC07-033
Paper & Email copies

*North Carolina Community College System
Academic and Student Services Division
Basic Skills Section*

**BASIC SKILLS PROGRAM PLAN AND APPLICATION
2007-2008**

College/Agency/Organization

Date

Person(s) completing this application

Telephone Number

Address

Email Address

Instructions: *If you have questions concerning the Program Plan and Application, please call Dr. Randy L. Whitfield at (919) 807-7132. Respond to each question and mail to the address listed below. **The original application and four copies must be received by April 2, 2007. (Not postmarked)***

Dr. Randy L. Whitfield
Associate Vice President of Basic Skills
North Carolina Community College System
5016 Mail Service Center
Raleigh, NC 27699-5016

CERTIFICATION

The plan, as submitted, constitutes the basis for the administration and operation of the Basic Skills Program established pursuant to Adult Education and Family Literacy Act regulations, the State Plan for Basic Skills, and the State Board of Community Colleges' policies, rules, and regulations.

To Be Completed by Community College Programs

(Community Based Organizations do not have to complete this section.)

_____	_____
Signature of Vice President/Dean of Continuing Education	Date
_____	_____
<i>Signature of President</i>	<i>Date</i>
_____	_____
<i>Signature of Chairman of the Board</i>	<i>Date</i>

To Be Completed by Community Based Organizations

(Community colleges do not have to complete this section.)

_____	_____
Signature of Executive Director	Date
_____	_____
<i>Signature of President of the Board</i>	<i>Date</i>

To Be Completed by Community Colleges and Community Based Organizations

As Evidence of Joint Planning

(Funding will not be approved if this section is not completed.)

The following signatures certify that community college and community-based organization personnel have met and jointly planned their programs for the 2007-2008 program years.

Signature of Community College Basic Skills Director

Date

Signature of Community-Based Organization Executive Director

Date

DIRECTIONS FOR COMPLETING THE BASIC SKILLS PROGRAM PLAN AND APPLICATION

1. Complete sections I - VI of the Program Plan and Application.

Section I, Needs of the Populations

Describe the needs of the populations you plan to serve in sections A-C.

Section II, Past/Future Effectiveness

Describe your program's past effectiveness in sections A-M. Do not omit any section.

Section III, Program Information

Describe information regarding your program by answering all questions, A-D. Do not omit any question.

Section IV, Estimated Future Program Information

Describe your program's anticipated future effectiveness by completing sections A-C. Do not omit any section.

Section V, Evidence of Collaboration

Describe your collaborative planning process and ongoing collaborations with other agencies/organizations.

Section, VI, Budget and Cost Effectiveness

Give a detailed description of your program's estimated budget needs. Use additional pages, if necessary.

2. Refer to the *Glossary* for definitions of key words and terms.

3. Have appropriate officials sign and date the program certifications.
4. **Optional:** Complete the Comprehensive Family Literacy, the English Literacy/Civics, the Project IDEAL, and/or the Pathways to Employment Plan and Application
5. **Send the original and four copies of your Plan and Application to Dr. Randy Whitfield no later than 5:00 p.m. on April 2, 2007.**

PROGRAM PLAN AND APPLICATION

2007-2008

- I. Identify the needs of the population to be served by this program.**
 - A. Check the populations you plan to serve:
 - Individuals with multiple barriers to educational enhancement, including individuals with limited English proficiency (ABE, ESL, AHS, GED);
 - Mentally handicapped adults (Compensatory Education);
 - Correctional and other institutionalized adults;
 - Low income students;
 - Single parents and displaced homemakers;
 - Parents;
 - Workers;
 - Others
 - B. Describe the needs in your service area of each population you plan to serve.
 - C. Describe the steps you take to ensure equitable access and equitable participation by addressing special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation including barriers based on gender, race, color, national origin, disability or age.
- II. Describe your past effectiveness in program year 2005-2006 and your plans for future effectiveness in 2007-2008 to meet the needs for each of the following program practice elements:**

- A. The program has established measurable goals for participant outcomes.
- B. The program can demonstrate its past effectiveness in improving the literacy skills of adults and families.
- C. The program is committed to serving individuals most in need of literacy services, including individuals who are low-income or have minimal literacy skills.
- D. The program is of sufficient intensity and duration for participants to achieve substantial learning gains.
- E. The program uses instructional practices that research has proven to be effective in teaching adults.
- F. Educational activities are built on a strong foundation of research and effective educational practice.
- G. Programs use computers and other advances in technology, as appropriate.
- H. Students have an opportunity to learn in “real life” contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship.
- I. The program is staffed by well-trained instructors, administrators, and counselors.
- J. The program coordinates its activities with other available resources in the community, including postsecondary schools, elementary and secondary schools, One-stop centers, job training programs, and social service agencies.
- K. The program offers flexible schedules and support services (such as child care and transportation) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs.
- L. The program has a high-quality information management system that has the capacity to report participant outcomes and to monitor program performance.
- M. The community has a demonstrated need for additional English as a Second Language (ESL) programs.

III. Provide the following information about your program by answering the questions A-D:

- A. How many students did you serve? (Use LEIS or LiteracyPro data.)

Program Area	2005-2006
Adult Basic Education (ABE)	
GED/AHS	
English as a Second Language (ESL)	
Total	

Of the total number of Adult Basic Education (ABE) students, how many Compensatory Education students did you serve in 2005-2006? _____

B. What was your retention rate in 2005-2006?

Directions: Divide the number of students who completed a level or goal plus the number who remained in the program at the same or higher level of instruction by the total enrollment for 2005-2006 to get the % of retention rate. (Community Colleges may use the 75% retention rate.)

2005-2006	
_____	A. # Completed level or goal
_____	B. # Remained same level
_____	Total of A + B
_____	<u>Total of (A) and (B)</u> =
_____ %	Total
Enrollment	Retention
Rate	

C. Describe your assessment system. (What tests or other assessment measures did you use?)

D. Describe your effectiveness in meeting the core indicators which apply to your program:

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

IV. Provide the following estimated future information about your program by answering the questions A-C:

A. Discuss any changes you plan to implement in your program during the 2007-2008 program year.

B. How many students do you plan to serve?

Program Area	2007-2008
Adult Basic Education (ABE)	
GED/AHS	
English as a Second Language (ESL)	
Total	

Of the total number of Adult Basic Education (ABE) students, how many Compensatory Education students will you serve in 2007-2008? _____

(Remember that we now count CED students as a part of ABE.)

C. Describe your anticipated future effectiveness in meeting the core indicators which apply to your program.

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

V. Evidence of Collaboration.

A. Describe the community college/community-based organization joint planning meeting(s) and activities.

B. Describe any collaborative efforts with other organizations including, but not limited to, One-Stop Career Centers, Vocational and Continuing Education, Vocational Rehabilitation, Higher Education, Department of Social Services, Employment Security Commission, local churches, etc.) Describe how your program complements, not duplicates, other programs.

VI. Budget and Cost Effectiveness (For Community-Based Organizations Only)

Budget Category		Federal Funds Requested
<p align="center"><i>Salaries, Instructional</i></p> <ul style="list-style-type: none"> • Full-time (Describe positions.) • Part-time (Describe positions.) • Explanation: 		Total: \$
	\$	
	\$	
<p align="center"><i>Educational Materials and Supplies</i></p> <ul style="list-style-type: none"> • Explanation: 		\$
<p align="center"><i>Equipment</i></p> <ul style="list-style-type: none"> • May not purchase equipment unless it is an integral part of the grant and is pre-approved by the grantee. • Explanation 		\$
<p align="center"><i>Contractual Services</i></p> <ul style="list-style-type: none"> • Explanation 		\$
<p align="center"><i>Staff Travel</i></p> <ul style="list-style-type: none"> • Explanation: 		\$
<p align="center"><i>Student Travel</i></p> <ul style="list-style-type: none"> • Explanation 		\$
<p align="center"><i>Staff Training</i></p> <ul style="list-style-type: none"> • Explanation 		\$
<p align="center"><i>Other Cost</i></p> <p>Note: Administrative Costs (Salaries Supportive and Other Expenses) cannot exceed more than 5% of total grant.</p> <p>Administrative Costs, Salaries Supportive</p> <ul style="list-style-type: none"> • Salaries, Supportive, Full-time (Describe positions.) • Salaries, Supportive, Part-time (Describe positions.) • Explanation <p align="center"><i>Administrative Costs, Other Expenses</i></p>		Total: \$
	\$	
	\$	

<ul style="list-style-type: none"> • Other Expenses (office supplies, postage, etc.) • Explanation 	\$	
<p style="text-align: center;"><i>Note:</i></p> <ul style="list-style-type: none"> • <i>How much funding do you expect to receive from other sources during the 2007-2008 program year?</i> • What was your total budget last year? Include state, federal and funds from other sources. 		\$ \$
<i>Total Federal Funds Requested:</i>		\$

*North Carolina Community College System
Academic and Student Services Division
Basic Skills Section*

**ENGLISH LITERACY/CIVICS GRANTS
PLAN AND APPLICATION
2007-2008**

College/Agency/Organization

Date

Person(s) completing this application

Telephone Number

Address

Email Address

Instructions: *If you have questions concerning the EL/Civics Grants Plan and Application, please call Karen Brown at (919) 807-7140 or email her at kbrown@nccommunitycolleges.edu. Respond to each question and mail to the address listed below. **The original application and four copies must be received by April 2, 2007. (Not postmarked)***

Karen Brown
Coordinator ABE/ESL
North Carolina Community College System
5016 Mail Service Center
Raleigh, NC 27699-5016

CERTIFICATION

This funding is for English Literacy/Civics programs to

- Conduct local research
- Develop curriculum materials
- Conduct pilot programs integrating English Literacy and Civics Education
- Develop innovative ways to expand programs and integrate them with Civics Education

The plan, as submitted, constitutes the basis for the administration and operation of the adult education and family literacy programs to provide "integrated English literacy and civics education services to immigrants and other limited English proficient populations." These programs are established pursuant to Adult Education and Family Literacy Act regulations, the State Plan for Basic Skills, and the State Board of Community Colleges' policies, rules, and regulations.

To Be Completed by Community College Programs (Community-Based Organizations do not have to complete this section.)	
_____	_____
Signature of Basic Skills Director	Date
_____	_____
Signature of Vice President/Dean of Continuing Education	Date
_____	_____
<i>Signature of President</i>	<i>Date</i>
_____	_____
<i>Signature of Chairman of the Board</i>	<i>Date</i>

To Be Completed by Community-Based Organizations

(Community colleges do not have to complete this section.)

Signature of Executive Director

Date

Signature of President of the Board

Date

COMPONENTS OF PROPOSAL

(Identification of and instructions for completing the components of the proposal are given on the following pages. Be certain that all components listed are included in your proposal according to the information given under each component heading.)

Abstract

The abstract is a very brief summary of pertinent information found in the proposal. The importance of the abstract cannot be overstated in that it introduces each reviewer to the proposal. It can have the effect of arousing interest or creating doubt on the quality of the proposal.

Limit to one, double-spaced page.

Body of the Proposal

The Body of the Proposal consists of several sections which give the reader a clear view of the problem and how it is to be approached. The content of these sections, along with the other parts of the proposal, gives evidence that the applicant agency has the capabilities for carrying out the proposed project and contributing to the increased effectiveness of Basic Skills programs in North Carolina.

A. Problem

This should be a general statement of the problem, followed by supporting statements concerning its significance to Basic Skills programs in North Carolina, the need for the project, the rationale upon which the project is based, and a summary of pertinent, related information.

Objectives

The objectives of the project must be listed and stated in very clear terms. They should serve as a guide for the entire project and should be listed in such a way as to determine whether the methods and procedures proposed for accomplishing the objectives are appropriate. The objectives can be in the form of questions to be answered, products to be developed, hypotheses to be tested, etc. The objectives should present a clear flow of thought from the statement of the problem.

Procedures

This section of the proposal indicates what is to be done and how the proposed project is to be conducted. It provides information regarding the design, the populations to be studied, the sequence of activities of the proposed project, and the procedures of analyzing and interpreting relevant data. The procedures used to accomplish each objective, answer each question, develop each product, etc., should be clear.

Evaluation

The plan should be specific about how, when, and by whom the evaluation procedures will be conducted.

Dissemination Plan

The dissemination plan proposes methods and procedures to be followed in making the results of the project known to the educational community. The plan may propose written articles to be disseminated, and/or workshops, conferences, and/or seminars to be conducted as the project progresses and when it has ended. Applicants are encouraged to consider innovative dissemination methods.

Time Schedule

This section describes the timetable by which major parts of the project are to be completed. A time schedule can consist of flow charts, calendars, a personal schedule, or similar methods. The time schedule should clearly state major activities and/or deliverables with the expected completion and/or delivery date.

Past/Future Effectiveness

Describe your past effectiveness in program year 2005-2006 and your plans for future effectiveness in 2007-2008.

If your program had an EL/Civics grant in 2005-2006, indicate how many students were served.

II. Describe your program's ability to meet the needs for each of the following program practice elements:

- N. The program has established measurable goals for participant outcomes.
- O. The program can demonstrate its past effectiveness in improving the literacy skills of adults and families.
- P. The program is committed to serving individuals most in need of literacy services, including individuals who are low-income or have minimal literacy skills.
- Q. The program is of sufficient intensity and duration for participants to achieve substantial learning gains.
- R. The program uses instructional practices that research has proven to be effective in teaching adults.
- S. Educational activities are built on a strong foundation of research and effective educational practice.
- T. Programs use computers and other advances in technology, as appropriate.

- U. Students have an opportunity to learn in “real life” contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship.
- V. The program is staffed by well-trained instructors, administrators, and counselors.
- W. The program coordinates its activities with other available resources in the community, including postsecondary schools, elementary and secondary schools, One-stop centers, job training programs, and social service agencies.
- X. The program offers flexible schedules and support services (such as child care and transportation) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs.
- Y. The program has a high-quality information management system that has the capacity to report participant outcomes and to monitor program performance.
- Z. The community has a demonstrated need for additional English as a Second Language (ESL) programs.

Note: The Body of the Proposal should not constitute more than 10, double-spaced, typewritten pages in a twelve-point font. (Proposals longer than the length or in less than a twelve-point font will not be considered for funding.)

Program Resources

The resources for the project are described under the following two headings:

A. Personnel

The qualifications of personnel should be described in sufficient detail to indicate competence for the type of participation proposed for each.

B. Learning Setting

Describe the learning setting. The adequacy of necessary facilities, equipment, and services available to conduct the project must be indicated.

Budget and Cost Effectiveness

The schedule for the proposed costs of the project must be given on the enclosed budget form. The budget is, at best, an estimate of costs; therefore, provision is made for necessary adjustments within the total allotment after a project is approved and started.

Budget and Cost Effectiveness

Budget Category		Federal Funds Requested
<p align="center"><i>Salaries, Instructional</i></p> <ul style="list-style-type: none"> • Full-time (Describe positions.) • Part-time (Describe positions.) • Explanation: 		Total: \$
	\$ \$	
<p align="center"><i>Educational Materials and Supplies</i></p> <ul style="list-style-type: none"> • Explanation: 		\$
<p align="center"><i>Equipment</i></p> <ul style="list-style-type: none"> • May not purchase equipment unless it is an integral part of the grant and is pre-approved by the grantee. • Explanation 		\$
<p align="center"><i>Contractual Services</i></p> <ul style="list-style-type: none"> • Explanation 		\$
<p align="center"><i>Staff Travel</i></p> <ul style="list-style-type: none"> • Explanation: 		\$
<p align="center"><i>Student Travel</i></p> <ul style="list-style-type: none"> • Explanation 		\$
<p align="center"><i>Staff Training</i></p> <ul style="list-style-type: none"> • Explanation 		\$
<p align="center"><i>Other Cost</i></p>		Total: \$

<p><i>Note: Administrative Costs (Salaries Supportive and Other Expenses) cannot exceed more than 5% of total grant.</i></p> <p><i>Administrative Costs, Salaries Supportive</i></p> <ul style="list-style-type: none"> • Salaries, Supportive, Full-time (Describe positions.) • Salaries, Supportive, Part-time (Describe positions.) • Explanation <p><i>Administrative Costs, Other Expenses</i></p> <ul style="list-style-type: none"> • Other Expenses (office supplies, postage, etc.) • Explanation 	<p>\$</p> <p>\$</p> <p>\$</p>	
<p><i>Total Federal Funds Requested:</i></p>		<p>\$</p>

BASIC SKILLS PROGRAM PLAN AND APPLICATION GLOSSARY

Individuals with multiple barriers to educational enhancement (ABE, ESL, AHS, GED)

Individuals enrolled in Adult Basic Education (ABE), English as a Second Language (ESL), Adult High School (AHS) or General Educational Development (GED) classes with more than one of the following barriers such as (but not limited to): students receiving financial assistance from Federal, State or local government agencies, including Temporary Assistance for Needy Families (TANF), food stamps, refugee cash assistance, old-age assistance, general assistance and aid to the blind or totally disabled (Social Security benefits, unemployment insurance and employment-funded disability are not included under this definition); low educational achievement level; public school dropout; physical or mental impairment, including a learning disability, that substantially limits or restricts one or more major life activities, including walking, seeing, hearing, speaking, learning, and working.

- See “Mentally handicapped adults” below for definition of mental impairment.
- Learning disabilities is a general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. These disorders are intrinsic to the individual, presumed to be due to central nervous system dysfunction, and may occur across the life span. Problems in self-regulatory behaviors, social perception, and social interaction may exist with learning disabilities but do not by themselves constitute a learning disability. Although learning disabilities may occur concomitantly with other handicapping conditions (for example, sensory impairment, mental retardation, serious emotional disturbance) or with extrinsic influences (such as cultural differences, insufficient or inappropriate instruction), they are not the result of those conditions or influences. (National Joint Committee on Learning Disabilities, 1994, p. 16)

Mentally handicapped adults

Adults with mental retardation or adults with traumatic brain injury; Compensatory Education is the North Carolina Community College program for adults with mental retardation or traumatic brain injury.

- Mental Retardation refers to substantial limitations in present functioning, usually resulting in a developmental disability. It is characterized by significantly subaverage intellectual functioning, existing concurrently with related limitations in two or more of the following applicable adaptive skills areas: communication, self-care, home living, social skills, community use, self-direction, health and safety, functional academics, leisure and work.
- Traumatic Brain Injury (TBI) is an injury to the brain caused by external physical force and which may produce a diminished or altered state of consciousness resulting in an impairment of cognitive abilities or physical functioning. These impairments may be either temporary or permanent and cause partial or total functional disability or psychological maladjustment.

Correctional and other institutionalized adults

Adults in correctional facilities including: prison; jail; reformatory; work farm; detention center; or halfway house, community-based rehabilitation center, or other similar institutions designed for the confinement or rehabilitation of criminal offenders.

Other institutionalized adults are those individuals in mental health institutions, group homes, etc.

Low income students

Adults in this category include students receiving financial assistance from Federal, State or local government agencies, including Temporary Assistance for Needy Families (TANF), food stamps, refugee cash assistance, old-age assistance, general assistance and aid to the blind or totally disabled.

Single parents and displaced homemakers

- A **single parent** is someone who has sole custodial support of one or more dependent children from self-report or documentation.
- A **displaced homemaker** is a person who has been providing unpaid services to family members in the home and has been dependent on the income of another family member, but is no longer supported by that income.

Parents

The term “parents” refers to any individual who has custodial support of one or more dependent children.

Workers

Individuals who are employed either part-time or full-time.

Goals for participant outcomes

Individual goals for achievement set by students.

- Higher level of independent living
- Increase daily living skills
- Learn basic functional skills
- Learn to read (nonreader)
- Improve reading skills/comprehension
- Improve communication skills (oral &/or written)
- Improve math skills
- ABE Level I completion
- ABE Level II Completion
- Adult High School diploma
- General Educational Development (GED)
- Enter this community College System
- Enter other postsecondary education/training program
- Get off public assistance
- Get a job
- Get a better job or promotion
- U.S. citizenship
- Improve basic skills for personal satisfaction and increased self-confidence
- Student defined goal _____

Measurable goals for participant outcomes

Goals that can be measured such as moving from one Basic Skills level to another, attainment of GED/Adult High School diploma, learning to read, or increasing score on parenting test. The following are examples of goals that are not measurable the way they are stated: increasing self esteem, improving parenting skills, learning better job skills, etc.

Past effectiveness in improving literacy skills

Effectiveness may be measured in terms of student outcome gains, numbers served, quality of program, etc.

Individuals who are most in need

Individuals who are most in need are defined by Title II of the Workforce Investment Act as the following: low income students, individuals with disabilities, single parents and

displaced homemakers, individuals with barriers to educational enhancement, and criminal offenders in correctional institutions and other institutionalized individuals.

Sufficient intensity and duration

Programs that are of sufficient intensity and duration meet a minimum of three hours per week and last long enough for 60% of all students to make progress within a program year based on one of the following:

1. Progress based on test scores.
 - a. Students show growth on at least one post-test.
 - b. Students pass at least one GED test or AHS unit.
2. Portfolios of students' work which document improved student performance.
3. Documentation of mastery of employability/life skills.
4. Documented reports of student accomplishments.

Instructional practices that research has proven to be effective in teaching adults and educational activities that are built on a strong foundation of research and effective educational practice

Effective instructional practices include, but are not limited to, the following: teaching reading through a combination of activities such as word recognition, phonics, and context clues; connecting reading, writing, and math skills to everyday life activities; using a variety of methods and materials that are appropriate to adults. Educational activities which are not effective include, but are not limited to, the following: having students complete every page of every workbook, using only one set of workbooks, not connecting classroom activities to everyday life, etc.

Effective educational activities include, but are not limited to, the following: assessing students needs and abilities before placing them into programs of instruction, involving others in decision-making, using group or individualized learning when appropriate, providing educational counseling for students, providing classes/tutoring sessions that are of sufficient intensity and duration for students to make progress, matching learning styles to instructional activities, etc.

Programs use computers and other advances in technology

Programs using computers and other advances in technology include, but are not limited to: access to computers for student use; use of distance learning programs such as public television and Internet courses; etc.

“Real life” contexts

Teaching in “real life” contexts means connecting learning that is in the classroom to activities in everyday life. Examples include: teaching percentages then helping students figure out prices of merchandise on sale (10% off, 20% off, etc.); teaching students how to read using menus from restaurants; teaching writing by having students write a letter to a friend or a letter to a newspaper editor.

Well-trained instructors, administrators, and counselors

Instructors, administrators, and counselors who have documentation of or credentials of specialized training in adult learning and a minimum of 12 hours of preservice/in-service training per year. (This includes participation in workshops, conferences, courses, etc.)

Individuals with disabilities or other special needs

Individuals who have mental disabilities such as mental retardation or traumatic brain injury; individuals who have physical disabilities such as hearing impaired, speech impaired, vision impaired, or learning disabilities, etc.

High quality information management system

A computerized student tracking system that not only stores student information at the local level, but also connects to a centralized statewide data collection system. The two information management systems currently used in North Carolina are LEIS (Literacy Education Information System) and LiteracyPro.

Meeting the needs of English as a Second Language (ESL) students

Providing special learning programs/classes for students with English as a Second Language; using interpreters, when appropriate, to respond to need in community; providing linkage between ESL students and other services/programs in the community.

Duplicated Headcount

The number of students served in all programs during the program year. In this headcount, some students may be counted more than one time because they may have begun classes on one level and moved to another. For example, a student could have started the program year in an advanced English as a Second Language class, progressed to Adult Basic Education, and ended the year in an Adult High School diploma program. In the duplicated headcount, that student would be counted three times.

Unduplicated Headcount

The total number of students served during the program year. In this headcount, even if a student participated in several different programs such as English as a Second Language, Adult Basic Education, and Adult High School, that student would only be counted one time.

Assessment System

An assessment system is more than just one test that is used. It is a process of determining students needs based on formal and informal testing and then linking that student to programs and courses of study based on the results. The assessment system should include for most, but not all, students a standardized reading, math, or writing test designed for adults and informal assessments such as instructor observation, portfolio assessment, informal inventories, etc. The assessment system should include a discussion of how often students are assessed, how the assessments link to curriculum, and how programs are evaluated based on student assessments.

Demonstrated improvements in literacy skills levels in reading, writing, and speaking the English language, numeracy, problem-solving, English language acquisition, and other literacy skills

Demonstrated improvements are advancements from one literacy level to the next. The following are the literacy levels according to the United States Department of Education:

- ABE Beginning Literacy
- ABE Beginning Basic Education
- ABE Intermediate Low
- ABE Intermediate High
- Adult Secondary Low
- Adult Secondary High
- ESL Beginning Literacy
- ESL Beginning
- ESL Intermediate Low
- ESL Intermediate High
- ESL Low Advanced
- ESL High Advanced

Placement in, retention in, or completion of, postsecondary education, training, unsubsidized employment or career advancement

- Placement in postsecondary education or training means enrolling in a postsecondary educational or occupational skills training program that does not duplicate other services or training received, regardless of whether the prior services or training were completed.
- Placement in unsubsidized employment means obtaining a job for pay (part-time or full-time) while enrolled.
- Retention in postsecondary education means completing at least one course or program.
- Retention in unsubsidized employment means remains employed in the third quarter after exiting the program.
- Completion of postsecondary education or training means finishing a course or program.
- Career advancement means receiving an increase in pay or responsibility.

Receipt of a secondary school diploma or its recognized equivalent

Learner obtains certification of attaining passing scores on the General Educational Development (GED) tests, or who obtains a diploma, or state recognized equivalent, documenting satisfactory completion of secondary studies (high school or adult high school diploma.)

*North Carolina Community College System
Academic and Student Services Division
Basic Skills Section*

**PATHWAYS TO EMPLOYMENT FOR WORK FIRST CLIENTS
PROGRAM PLAN AND APPLICATION
2007-2008**

College/Agency/Organization

Date

Person(s) completing this application

Telephone Number

Address

Email Address

Instructions: *If you have questions concerning the Program Plan and Application, please call Dr. Randy L. Whitfield at (919) 807-7132. Respond to each question and mail to the address listed below. **The original application and four copies must be received by April 2, 2007. (Not postmarked)***

Dr. Randy L. Whitfield
Director of Basic Skills
North Carolina Community College System
5016 Mail Service Center
Raleigh, NC 27699-5016

CERTIFICATION

The plan, as submitted, constitutes the basis for the administration and operation of the Basic Skills Program established pursuant to Adult Education and Family Literacy Act regulations, the State Plan for Basic Skills, and the State Board of Community Colleges' policies, rules, and regulations.

To Be Completed by Community College Programs (Community-Based Organizations do not have to complete this section.)	
_____	_____
Signature of Vice President/Dean of Continuing Education	Date
_____	_____
<i>Signature of President</i>	<i>Date</i>
_____	_____
<i>Signature of Chairman of the Board</i>	<i>Date</i>

To Be Completed by Community Based Organizations (Community colleges do not have to complete this section.)	
_____	_____
Signature of Executive Director	Date
_____	_____
<i>Signature of President of the Board</i>	<i>Date</i>

PATHWAYS TO EMPLOYMENT FOR WORK FIRST CLIENTS ANNUAL PLAN AND APPLICATION

Basic skill / literacy programs that offer work focused activities leading to self-sufficiency for Work First clients and wish to expand or extend these into “Pathways to Employment” programs may apply for additional funding on a competitive basis. To be eligible for “Pathways to Employment” funding, local programs must complete this portion of the annual plan and application. While there is no limit on length, applicants are encouraged to be concise.

I. Identify the needs of the population to be served by this program.

A. Check the populations you plan to serve:

- Individuals with multiple barriers to educational enhancement, including individuals with limited English proficiency (ABE, ESL, AHS, GED);
- Mentally handicapped adults (Compensatory Education);
- Correctional and other institutionalized adults;
- Low income students;
- Single parents and displaced homemakers;
- Parents;
- Workers;
- Others

D. Describe the needs in your service area of each population you plan to serve.

E. Describe the steps you take to ensure equitable access and equitable participation by addressing special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation including barriers based on gender, race, color, national origin, disability or age.

II. Describe your past effectiveness or plans for future effectiveness in meeting the work- related self-sufficiency needs of these groups by providing detailed information about the program you propose to conduct.

A. The program provides assessment and self-paced individualized instruction in learning skills.

B. The program provides job skill development for specific jobs identified by labor market analysis.

- C. The program provides workforce basic skills (reading, writing, mathematics, communication, critical thinking and problem solving) leading to self-sufficiency. The skills relate directly to an occupation.
- D. The program provides human resources development (self-management, job hunting, employment expectation) leading to self-sufficiency.
- E. Learning activities are coordinated among Basic Skills, occupational skills, and human resource development. Please describe that coordination.

III. Describe your past effectiveness in program year 2005-2006 and your plans for future effectiveness in 2007-2008 by describing your program's ability to meet the needs for each of the following program practice elements:

- AA. The program has established measurable goals for participant outcomes.
- BB. The program can demonstrate its past effectiveness in improving the literacy skills of adults and families.
- CC. The program is committed to serving individuals most in need of literacy services, including individuals who are low-income or have minimal literacy skills.
- DD. The program is of sufficient intensity and duration for participants to achieve substantial learning gains.
- EE. The program uses instructional practices that research has proven to be effective in teaching adults.
- FF. Educational activities are built on a strong foundation of research and effective educational practice.
- GG. Programs use computers and other advances in technology, as appropriate.
- HH. Students have an opportunity to learn in "real life" contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship.
- II. The program is staffed by well-trained instructors, administrators, and counselors.
- JJ. The program coordinates its activities with other available resources in the community, including postsecondary schools, elementary and secondary schools, One-stop centers, job training programs, and social service agencies.
- KK. The program offers flexible schedules and support services (such as child care and transportation) that are necessary to enable individuals, including

individuals with disabilities or other special needs, to attend and complete programs.

LL. The program has a high-quality information management system that has the capacity to report participant outcomes and to monitor program performance.

MM. The community has a demonstrated need for additional English as a Second Language (ESL) programs.

IV. Program Information : If the “Pathways to Employment” program is being developed from existing work-related basic skills activities, describe the effectiveness of those activities in 2005-2006.

A. How many individuals (**duplicated head count**) did you serve in Pathways to Employment activities?

Type Individuals Served	2005-2006
ABE	
GED / AHS	
ESL	
Low income individuals	
Workers	
Total	

B. What was the **unduplicated head count** for work-related basic skills activities in 2005-2006? _____

V. Proposed “Pathways to Employment” program

A. How many students (**duplicated head count**) do you plan to serve in 2007-2008?

GED / AHS	2007-2008
ESL	
Low income individuals	
Workers	
Total	

B. How many students (**unduplicated headcount**) do you plan to serve in 2007-2008? _____

VI. Describe your anticipated effectiveness in meeting the core indicators that apply to your “Pathways to Employment” program.

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

VII. Budget and Cost Effectiveness

Budget Category		Federal Funds Requested
<i>Salaries, Instructional</i>		Total: \$
<ul style="list-style-type: none"> • Full-time (Describe positions.) 	\$	
<ul style="list-style-type: none"> • Part-time (Describe positions.) 	\$	
<ul style="list-style-type: none"> • Explanation: 		
<i>Educational Materials and Supplies</i>		\$
<ul style="list-style-type: none"> • Explanation: 		
<i>Equipment</i>		\$
<ul style="list-style-type: none"> • May not purchase equipment unless it is an integral part of the grant and is pre-approved by the grantee. • Explanation 		
<i>Contractual Services</i>		\$
<ul style="list-style-type: none"> • Explanation 		
<i>Staff Travel</i>		\$
<ul style="list-style-type: none"> • Explanation: 		
<i>Student Travel</i>		\$
<ul style="list-style-type: none"> • Explanation 		
<i>Staff Training</i>		\$
<ul style="list-style-type: none"> • Explanation 		
<i>Other Cost</i>		Total: \$

<p><i>Note: Administrative Costs (Salaries Supportive and Other Expenses) cannot exceed more than 5% of total grant.</i></p> <p><i>Administrative Costs, Salaries Supportive</i></p> <ul style="list-style-type: none"> • Salaries, Supportive, Full-time (Describe positions.) • Salaries, Supportive, Part-time (Describe positions.) • Explanation <p><i>Administrative Costs, Other Expenses</i></p> <ul style="list-style-type: none"> • Other Expenses (office supplies, postage, etc.) • Explanation 	<p style="text-align: center;">\$</p> <p style="text-align: center;">\$</p> <p style="text-align: center;">\$</p>	
<i>Total Federal Funds Requested:</i>		\$

*North Carolina Community College System
Academic and Student Services Division
Basic Skills Section*

Basic Skills Distance Learning Proposal
For "Project IDEAL"
2007 – 2008

College/Agency/Organization

Date

Person(s) completing this application

Telephone Number

Address

Email Address

Instructions: *If you have questions concerning the Program Plan and Application, please call Katie Waters at (919) 807-7136. Respond to each question and mail to the address listed below. The original application and four copies must be received by April 2, 2007. (Not postmarked)*

Katie Waters

Basic Skills Training Specialist

North Carolina Community College System

5016 Mail Service Center

Raleigh, NC, 27699-5016.

CERTIFICATION

The plan, as submitted, constitutes the basis for the administration and operation of the Basic Skills Program established pursuant to Adult Education and Family Literacy Act regulations, the State Plan for Basic Skills, and the State Board of Community Colleges' policies, rules, and regulations.

To Be Completed by Community College Programs (Community-Based Organizations do not have to complete this section.)	
_____	_____
Signature of Vice President/Dean of Continuing Education	Date
_____	_____
<i>Signature of President</i>	<i>Date</i>
_____	_____
<i>Signature of Chairman of the Board</i>	<i>Date</i>

To Be Completed by Community Based Organizations (Community colleges do not have to complete this section.)	
_____	_____
Signature of Executive Director	Date
_____	_____
<i>Signature of President of the Board</i>	<i>Date</i>

REQUIREMENTS OF PROJECT

- 1) These programs must be shared as part of a national research project on distance education through the University of Michigan. (The national project's name is "Project IDEAL.")
- 2) Programs must develop research projects that will provide information about using distance education in the Basic Skills area. Programs must focus on research areas, listed below, and implement a distance learning project using one or both of the following materials:
 - ◆ "Crossroads Café" Wrap-Around series
 - ◆ "English For All"
- 3) Programs must submit a Distance Learning Plan which includes the following components: recruitment, student orientation, student pre- and post-assessment method, material access by student, and student /instructor communication method.
- 4) Programs must offer a class and recruit 15-20 students per class. (There will be no open enrollment for this project. After a set start date, no new students will be allowed to enroll.) The project must be completed by **May 30, 2008**.
- 5) Program grantees must attend a 2 day Distance Learning (DL) orientation and complete DL 101 by **September 30, 2007**. (Training dates to be scheduled between **August 1-September 30**).
- 6) Program staff must be willing to access a state website workspace set up for this project to exchange and share with other sites. (Training will include how to access and use the website.)
- 7) Programs must submit reports as directed. (Training will include information regarding reports.)
- 8) Final report: Programs must submit research findings and include description of distance learning model, summary of results, recommendations.
- 9) Programs must attend exit meeting and submit program data including, but not limited to, number of students, pre/post test scores. Program evaluations including what worked and what didn't work in **one or more of the following research questions**:
 - ◆ **Student**
 - ◆ What type of student is most suitable?
 - ◆ What are student barriers to enrolling in DL?
 - ◆ What additional support is needed for student success?

- ◆ **Teacher**
 - ◆ What type of teacher is most suitable for DL?
 - ◆ What type of commitment is needed from the instructors to deliver DL? (time/training)
- ◆ **Program**
 - ◆ What staff resources (HR) are really needed to implement a successful DL program?
 - ◆ What is a fair/accurate method of documenting student progress? Assessment?

10) Templates for forms and procedures will be made available to all projects.

11) Programs must target one of the following populations:

- ◆ Beginning ESL
- ◆ Low Intermediate ESL

12) Please complete the following Request for Proposal (RFP) and return it to Katie Waters by **April 2, 2007**.

13) A subcommittee appointed by the Basic Skills State Leadership Advisory Board will review all RFP's and send approval notices back within two weeks of approval. Funding will be pending approval by the State Board of Community Colleges at May meeting.

14) Up to fifteen colleges will be selected to conduct the pilot projects.

15) Budgets cannot exceed \$10,000 per project. (Programs should already have some of the materials for Crossroads and EFA is offered @ www.myefa.org)

Request for Proposals

Basic Skills "Project IDEAL" Distance Learning

COMPONENTS OF PROPOSAL

(Identification of and instructions for completing the components of the proposal are given on the following pages. Be certain that all components listed are included in your proposal according to the information given under each component heading.)

Abstract

Give a brief overview of your proposal.

Body of the Proposal

A. Problem

Describe the need for a distance learning project using the selected curricula in your area.

Objectives

List your objectives for the project.

Procedures

Describe how you will conduct the project including the following:

- Student screening criteria
- Type of Basic Skills assessment to be used
- Recruitment
- Orientation
- Materials delivery and exchange (distribution materials/ print/video).
- Assessing learner participation and learning.
- Cost of delivery
- **Supporting learners at a distance (teacher-student strategies)**
- **Supporting learners at a distance (learner support groups)**

(Please emphasize the last two areas. Project IDEAL wants North Carolina to focus on these areas.)

Evaluation

*Describe the evaluation process. **Thirty days after the completion of the course, the project administrator must submit a written evaluation of the course. The following components must be evaluated during this pilot-project:***

- **Number of students enrolled at the beginning and at the end of the course.**
- **Number of students who completed a level.**
- **Numbers of units completed by each student.**
- **Pre/post test scores for all students. (Must use a standardized Basic Skills exam.)**
- **Student log of hours that it took to complete each lesson.**
- **Student evaluation of the course.**
- **Instructor evaluation of the course.**
- **Description of what worked well in the course.**
- **Description of what needed improvement in the course.**
- **Other pertinent information.**

Dissemination Plan

State that you will agree to submit information to Basic Skills state staff for dissemination of the project.

Time Schedule

The time schedule should clearly state major activities and/or deliverables with the expected completion and/or delivery date. Include course start-up and ending dates. (Note: Courses must run for no less than a 10 week period.)

Past/Future Effectiveness

I. Number students served in previous grant

II. Program's Ability to meet needs for each program element.

Describe your past effectiveness in program year 2005-2006 and your plans for future effectiveness in 2007-2008 by describing your program's ability to meet the needs for each of the following program practice elements:

- NN. The program has established measurable goals for participant outcomes.
- OO. The program can demonstrate its past effectiveness in improving the literacy skills of adults and families.
- PP. The program is committed to serving individuals most in need of literacy services, including individuals who are low-income or have minimal literacy skills.
- QQ. The program is of sufficient intensity and duration for participants to achieve substantial learning gains.
- RR. The program uses instructional practices that research has proven to be effective in teaching adults.
- SS. Educational activities are built on a strong foundation of research and effective educational practice.
- TT. Programs use computers and other advances in technology, as appropriate.
- UU. Students have an opportunity to learn in "real life" contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship.

- VV. The program is staffed by well-trained instructors, administrators, and counselors.
- WW. The program coordinates its activities with other available resources in the community, including postsecondary schools, elementary and secondary schools, One-stop centers, job training programs, and social service agencies.
- XX. The program offers flexible schedules and support services (such as child care and transportation) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs.
- YY. The program has a high-quality information management system that has the capacity to report participant outcomes and to monitor program performance.
- ZZ. The community has a demonstrated need for additional English as a Second Language (ESL) programs.

Resources

C. Personnel

The qualifications of personnel should be described in sufficient detail to indicate competence for the type of participation proposed for each. Describe qualifications of instructors for teaching in distance learning mode.

D. Facilities/Equipment/Other

The adequacy of necessary facilities, equipment, and services available to conduct the project must be indicated.

Budget The schedule for the proposed costs of the project must be given on the enclosed budget form. The budget is, at best, an estimate of costs; therefore, provision is made for necessary adjustments within the total allotment after a project is approved and started. (Note: Programs should already have some of the selected materials and be familiar with the use of those materials in a regular classroom setting.)

Budget Category		Federal Funds Requested
<i>Salaries, Instructional</i>		Total: \$
<ul style="list-style-type: none"> • Full-time (Describe positions.) 	\$	
<ul style="list-style-type: none"> • Part-time (Describe positions.) 	\$	
<ul style="list-style-type: none"> • Explanation: 		
<i>Educational Materials and Supplies</i>		\$
<ul style="list-style-type: none"> • Explanation: 		
<i>Equipment</i>		\$
<ul style="list-style-type: none"> • May not purchase equipment unless it is an integral part of the grant and is pre-approved by the grantee. • Explanation 		
<i>Contractual Services</i>		\$
<ul style="list-style-type: none"> • Explanation 		
<i>Staff Travel</i>		\$
<ul style="list-style-type: none"> • Explanation: 		
<i>Student Travel</i>		\$
<ul style="list-style-type: none"> • Explanation 		
<i>Staff Training</i>		\$
<ul style="list-style-type: none"> • Explanation 		

<p style="text-align: center;"><i>Other Cost</i></p> <p><i>Note: Administrative Costs (Salaries Supportive and Other Expenses) cannot exceed more than 5% of total grant.</i></p> <p><i>Administrative Costs, Salaries Supportive</i></p> <ul style="list-style-type: none"> • Salaries, Supportive, Full-time (Describe positions.) • Salaries, Supportive, Part-time (Describe positions.) • Explanation <p><i>Administrative Costs, Other Expenses</i></p> <ul style="list-style-type: none"> • Other Expenses (office supplies, postage, etc.) • Explanation 	<p style="text-align: center;">\$</p> <p style="text-align: center;">\$</p> <p style="text-align: center;">\$</p>	<p>Total: \$</p>
<p style="text-align: center;"><i>Note:</i></p> <ul style="list-style-type: none"> • <i>How much funding do you expect to receive from other sources during the 2007-2008 program year?</i> • 	<p style="text-align: center;">\$</p>	
<p style="text-align: center;"><i>Total Federal Funds Requested:</i></p>	<p style="text-align: center;">\$</p>	

*North Carolina Community College System
Academic and Student Services Division
Basic Skills Section*

**COMPREHENSIVE FAMILY LITERACY
PROGRAM PLAN AND APPLICATION
2007-2008**

College/Agency/Organization

Date

Person(s) completing this application

Telephone Number

Address

Email Address

Instructions: *If you have questions concerning the Comprehensive Family Literacy Plan and Application, please call Karen Brown at (919) 807-7140 or email her at kbrown@nccommunitycolleges.edu. Respond to each question and mail to the address listed below. **The original application and four copies must be received by April 2, 2007. (Not postmarked)***

Karen Brown
Coordinator ABE/ESL
North Carolina Community College System
5016 Mail Service Center
Raleigh, NC 27699-5016

CERTIFICATION

The plan, as submitted, constitutes the basis for the administration and operation of the Basic Skills Program established pursuant to Adult Education and Family Literacy Act regulations, the State Plan for Basic Skills, and the State Board of Community Colleges' policies, rules, and regulations.

To Be Completed by Community College Programs (Community-based organizations do not have to complete this section.)	
_____	_____
Signature of Vice President/Dean of Continuing Education	Date
_____	_____
<i>Signature of President</i>	<i>Date</i>
_____	_____
<i>Signature of Chairman of the Board</i>	<i>Date</i>

To Be Completed by Community Based Organizations (Community colleges do not have to complete this section.)	
_____	_____
Signature of Executive Director	Date
_____	_____
<i>Signature of President of the Board</i>	<i>Date</i>

Basic skill / literacy programs that offer comprehensive family literacy programs may apply for additional funding on a competitive basis. Programs that offer family focused literacy activities and wish to expand or extend these into comprehensive family literacy programs may also apply for funding on the same competitive basis. To be eligible for family literacy funding, local programs must complete this portion of the annual plan and application. While there is no limit on length, applicants are encouraged to be concise.

I. Identify the needs of the population to be served by this program.

A. Check the populations you plan to serve:

- Individuals with multiple barriers to educational enhancement, including individuals with limited English proficiency (ABE, ESL, AHS, GED);
- Mentally handicapped adults (Compensatory Education);
- Correctional and other institutionalized adults;
- Low income students;
- Single parents and displaced homemakers;
- Parents;
- Workers;
- Others

F. Describe the needs in your service area of each population you plan to serve.

G. Describe the steps you take to ensure equitable access and equitable participation by addressing special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation including barriers based on gender, race, color, national origin, disability or age.

II. Describe your past effectiveness in meeting family literacy related needs of these groups by providing detailed information for each program practice element.

F. The program offers adult education instruction which is of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family.

G. The program provides interactive literacy activities between parents and children.

H. The program provides training for parents regarding how to be the primary teachers of their children and full partners in the education of their children.

- I. The program offers parent literacy training that leads to economic self-sufficiency.
- J. The program makes age-appropriate education available to prepare children for success in school and life experiences.

III. Describe your past effectiveness in program year 2005-2006 and your plans for future effectiveness in 2007-2008 by describing your program's ability to meet the needs for each of the following program practice elements:

- AAA. The program has established measurable goals for participant outcomes.
- BBB. The program can demonstrate its past effectiveness in improving the literacy skills of adults and families.
- CCC. The program is committed to serving individuals most in need of literacy services, including individuals who are low-income or have minimal literacy skills.
- DDD. The program is of sufficient intensity and duration for participants to achieve substantial learning gains.
- EEE. The program uses instructional practices that research has proven to be effective in teaching adults.
- FFF. Educational activities are built on a strong foundation of research and effective educational practice.
- GGG. Programs use computers and other advances in technology, as appropriate.
- HHH. Students have an opportunity to learn in "real life" contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship.
- III. The program is staffed by well-trained instructors, administrators, and counselors.
- JJJ. The program coordinates its activities with other available resources in the community, including postsecondary schools, elementary and secondary schools, One-stop centers, job training programs, and social service agencies.
- KKK. The program offers flexible schedules and support services (such as child care and transportation) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs.

LLL. The program has a high-quality information management system that has the capacity to report participant outcomes and to monitor program performance.

MMM. The community has a demonstrated need for additional English as a Second Language (ESL) programs.

IV. If the comprehensive family literacy program is being developed from existing family literacy focused activities, describe the effectiveness of those activities in 2005-2006.

C. How many individuals (unduplicated head count) did you serve in family literacy focused activities?

Type Individuals Served	2005-2006
ABE	
GED / AHS	
ESL	
Total	

V. Proposed comprehensive family literacy program

C. Describe the comprehensive family literacy program you propose to conduct. Include objectives and descriptions of procedures you will use to meet them. Include information about agencies with which you will collaborate in providing comprehensive family literacy.

D. How many students (unduplicated head count) do you plan to serve in 2007-2008?

	2007-2008
ABE	
GED/AHS	
ESL	
Total	

VI. Describe your anticipated future effectiveness in meeting the core indicators that apply to your comprehensive family literacy program.

- A. Demonstrated improvements in literacy skills levels in reading, writing, and speaking the English language, numeracy, problem-solving, English language acquisition, and other literacy skills.
- B. Placement in, retention in, or completion of post-secondary education, training, unsubsidized employment or career advancement.
- C. Receipt of a secondary school diploma or its recognized equivalent.

VI. Budget and Cost Effectiveness

- A. If you are receiving other funds for family literacy, describe the need for this additional funding.
- B. Complete budget sheet.

Budget Category		Federal Funds Requested
<p style="text-align: center;"><i>Salaries, Instructional</i></p> <ul style="list-style-type: none"> • Full-time (Describe positions.) • Part-time (Describe positions.) • Explanation: 		Total: \$
	\$ \$	
<p style="text-align: center;"><i>Educational Materials and Supplies</i></p> <ul style="list-style-type: none"> • Explanation: 		\$
<p style="text-align: center;"><i>Equipment</i></p> <ul style="list-style-type: none"> • May not purchase equipment unless it is an integral part of the grant and is pre-approved by the grantee. • Explanation 		\$
<p style="text-align: center;"><i>Contractual Services</i></p> <ul style="list-style-type: none"> • Explanation 		\$
<p style="text-align: center;"><i>Staff Travel</i></p> <ul style="list-style-type: none"> • Explanation: 		\$
<p style="text-align: center;"><i>Student Travel</i></p> <ul style="list-style-type: none"> • Explanation 		\$
<p style="text-align: center;"><i>Staff Training</i></p> <ul style="list-style-type: none"> • Explanation 		\$
<p style="text-align: center;"><i>Other Cost</i></p> <p><i>Note: Administrative Costs (Salaries Supportive and Other Expenses) cannot exceed more than 5% of total grant.</i></p>		Total: \$

<p><i>Administrative Costs, Salaries Supportive</i></p> <ul style="list-style-type: none"> • Salaries, Supportive, Full-time (Describe positions.) • Salaries, Supportive, Part-time (Describe positions.) • Explanation <p><i>Administrative Costs, Other Expenses</i></p> <ul style="list-style-type: none"> • Other Expenses (office supplies, postage, etc.) • Explanation 	<p>\$</p> <p>\$</p> <p>\$</p>	
<p><i>Note:</i></p> <ul style="list-style-type: none"> • <i>How much funding do you expect to receive from other sources during the 2007-2008 program year?</i> • How much funding do you expect to receive from other sources during the 2007-2008 program year? • What was your total budget last year? Include state, federal and funds from other sources. 		<p>\$</p> <p>\$</p> <p>\$</p>
<p><i>Total Federal Funds Requested:</i></p>		<p>\$</p>