

**REQUEST FOR APPLICATIONS
(RFA)**



**District of Columbia
State Education Office
Executive Office of the Mayor**

**Professional Development Center for Improvement of Adult Literacy
and Adult Education Grant**

Announcement Date: August 4, 2006

Release Date: July 28, 2006

Application Submission Deadline: August 31, 2006 by 5:00pm

Late Applications Will Not Be Forwarded to the Review Panel

Application Checklist

1. The applicant organization/entity has responded to all sections of the Request for Applications (RFA).
2. The Applicant Profile, found in Attachment A, contains all the information requested and is attached on the outside envelope as the Face Sheet.
3. The Program Budget is complete and complies with the budget forms listed in Attachment D of the RFA. The line item budget narrative is complete and describes the categories of items proposed.
4. **The application, no more than 20 pages, excluding appendices and other supporting materials, is printed on 8 1/2 by 11-inch paper, double-spaced, on one side, using 12-point type with a minimum of one inch margins.** Applications that do not conform to this requirement will not be reviewed.
5. The RFA is submitted in a sealed envelope. Sealed bids **must be** clearly identified on the outside of the envelope "*Application in Response to Professional Development Center for Adult Literacy #* " (see Section III). **Unsealed and Unidentified Bids Will Not Be Accepted.**
6. The Proposal Summary section is complete.
7. The Project Description section is complete.
8. The applicant is submitting the required seven (7) copies of its proposal; of the seven (7) copies, one (1) copy must be identified as the original. If the applicant fails to submit the required seven (7) copies with one of the seven stamped "original", the application will not be reviewed.
9. The application proposal format conforms to the "Proposal Format" listed in the RFA. Applications that do not conform to the proposal format will not be reviewed.
10. The Certifications and Assurances listed in Attachments B and C are complete and contain the requested information.
11. The appropriate appendices, including program descriptions, staff qualifications, individual resumes, licenses (if applicable), and other supporting documentation are enclosed.
12. The application is submitted to the State Education Office (SEO) no later than 5:00 p.m., EST on the deadline date of August 31, 2006.
13. Applications accepted at or after 5:01 pm EST, on August 31, 2006, will not be forwarded to the Review Panel for funding considerations. Any additions or deletions to an application will not be accepted after the deadline of 5:00 pm. Applications will not be allowed to assemble application materials on the premises of the SEO. Applications must be ready for receipt by the SEO.

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**State Education Office (SEO)
Request for Applications (RFA)**

**Professional Development Center for the Improvement of Adult Literacy and Adult
Education**

SECTION I GENERAL INFORMATION

Introduction

Over the past three years at the request of the Mayor, the State Education Office, in collaboration with the State Agency for Adult and Family Education (SEA) at the University of the District of Columbia, and other public and private partners have worked in concert to increase the availability and quality of adult literacy services across the District of Columbia. As a result of this work, a new vision for a system to markedly increase availability of services while responding to a range of adult learner needs has emerged. In order to fulfill this new vision, it is critical that the District initiate a DC Adult Literacy Initiative for Program and Staff Development to support adult education leaders, teachers, and programs as they transition from a primarily placed-based system of literacy providers to a more consumer centered model that capitalizes upon the use of research based best practices and technology to provide greater access and opportunities for success for adult learners.

The State Education Office is soliciting applications from qualified service providers and/or qualified consortia interested in developing, implementing and sustaining a Program and Staff Development Resource Center for adult literacy, basic education, GED preparation, workplace literacy, family literacy and adult English language learning providers in the District of Columbia. The successful bidder will:

- Be a non-profit entity with demonstrated experience and expertise in needs assessment, program planning/design, program evaluation, teacher/staff professional development, leadership training, strategies for collaboration, creating and implementing curricula, and technology-assisted literacy instruction;
- Demonstrate an understanding of and experience with engaging non-profit organizations with diverse programs and personnel in the District of Columbia;
- Have experience and documented knowledge of non-profit adult education providers and the adult education delivery system in the District of Columbia;
- Customize a blended set of products and services based on a needs assessment of the participating programs and staff;
- Use proven, research-based best practices, methods and strategies to ensure the successful delivery of services to the participating programs and staff;
- Be familiar with *Equipped for the Future* standards and commit to their use in assisting programs with the development of curriculum and teacher training;
- Have or develop state-of-the-art technology capabilities to improve standards-based instruction to adult literacy clients and to facilitate staff training standards-based curriculum modules;
- Provide matching funds, space or in-kind services equal to 10% of the requested funds;

- Develop a feasible work plan addressing the goals and objectives of the center with periodic performance benchmarks; and
- Establish an advisory group for the Center comprised of representatives from the SEO, SEA, partnering agencies, experts in the field, corporate and foundation communities, and adult education participating agencies.

Eligible Organizations/Entities

Non-profit organizations are those with approved 501(c)(3) status from the IRS; this status will be verified prior to grant award. Private, non-profit organizations that operate in the District of Columbia are strongly encouraged to apply. Applications from consortia will be reviewed as one program, and consortia must identify a single lead organization that will serve as the primary grantee.

Source of Grant Funding

Funds are made available through the District of Columbia local (non-federal) funding provided to the State Education Office (SEO) for the Mayor's Lifelong Learning Initiative. Additional funding will be available to the successful grantee from private partner organizations.

Award Period

The projected start date for the grant is October 1, 2006 and the grant period will end September 30, 2007.

Grant Awards and Amounts

\$100,000 will be awarded from the State Education Office (SEO). An additional \$100,000 is anticipated from private partners. Additional funding for subsequent years will be budgeted, pending availability of funds from District of Columbia Government and other philanthropic organizations and private partners.

Contact Person

Name: Alexandra King, Ed. D., Manager, Literacy Initiative
Address: State Education Office, 441 4th Street, NW, Suite 350 N., Washington, DC 20001
Phone: (202) 724-1371
Fax: (202) 727-2019
Email Address: alexandra.king@dc.gov

Pre-Application Conference

The Pre-Application Conference will be held on August 10, 2006, from 5:00 p.m. to 6:00 p.m., at the State Education Office, 441 4th Street NW, Suite 350 North.

SECTION II PROGRAM SCOPE

Background

The State Education Office's strategy to address the literacy needs of adults depends primarily on a network of community based 501(c) (3) organizations to deliver adult education services. The State Education Office, in collaboration with the State Education Agency for Adult and Family Literacy at the University of the District of Columbia, and other public and private partners have been working with these organizations to increase capacity and refine service delivery. A preliminary analysis has shown that even at capacity, these organizations will not be able to serve sufficient numbers of adults to address the numbers of adults who need these services. A preliminary assessment puts this number at approximately 80,000 adults. Additionally, the District of Columbia's workforce requirements indicate that adult learners must become fully literate (i.e., able to read, write, problem solve, use the internet and develop workplace skills and attitudes). This growing, multi- dimensional problem requires a revision in thinking and a systemic approach that incorporates a well thought out professional development plan. While the current strategy focuses a place-based strategy this strategy should be incorporated with a consumer-centered solution. In short, we must capitalize on the opportunities presented with technology to create multiple options for continuing education and take full advantage of new web based products and systems.

Moreover, the new strategies must encompass a strong program and staff development effort that serves to redefine the role of the adult education teacher through training and professional development that includes research-based instructional practices and strategies, and web-based, online tools that are accessible to all adult literacy providers throughout the District of Columbia. The development of an Adult Literacy Program and Staff Development Resource Center is an essential component of the new adult literacy system in the District of Columbia.

The Professional Development Center to Improve Adult Literacy

The grant recipient will be required to:

- Design and manage a professional development center for adult literacy program staff to help improve achievement levels of low literacy adults in the District of Columbia. The design shall incorporate national curriculum, instruction, and assessment standards, and research-based best practices, including, but not exclusively Equipped for the Future standards,

- Incorporate research-based best practices in the use of technology in the professional development center design and application to facilitate staff training and expand instruction access to low literacy adults;
- Develop an advisory group inclusive of a representative from the State Education Office (SEO), the State Education Agency (SEA), the philanthropic community, the corporate foundation community, local and national experts in adult education, teacher training, program design/development, assessment/monitoring, instructional technology, organizational development, adult education teachers/staff and adult learners;
- Establish a set of goals, objectives, and core tasks that support and address a system of professional development for administrator, teacher, and support staff training needs in the adult literacy community;
- Develop and implement a marketing plan to encourage both individual and program participation. The purpose of this marketing plan is to maximize the numbers of staff who participate in standards-based training to help raise the achievement outcomes of adult clients;
- Periodic reporting shall be made to the SEO and other funding organizations on the status of progress on goals and objectives by the awarding organization;
- Aggressively seek additional national and local funding and develop a sustainability-funding plan; and
- Within the first 3 months of receiving the award, the grantee shall submit to the funders a 12-month service or work plan that has been developed and revised after discussions with the SEO and representatives of funding partners.

Specific Applicant Responsibilities

The applicant shall provide expertise, personnel, materials, supplies and space necessary to staff and manage the DC Adult Literacy Program and Staff Development Resource Center.

The proposal must address how it will accomplish the following core purposes:

- Develop and improve the competencies of adult literacy staff in standards-based curriculum, instruction, and assessment.
- Improve the availability of information about state-of-the art teaching methods, technologies and program evaluations.
- Encourage innovation and experimentation in the delivery of literacy services.
- Assist adult literacy staff in using student outcomes data to accomplish learner goals.
- Provide training and technical assistance to professional adult educators using a variety of media including online and/or distance education.
- Develop a resource library for the purposes of improving the knowledge base of adult literacy staff.
- Encourage literacy training partnerships between private businesses and industry, nonprofit and community-based organizations, and the District of Columbia Public Library and its adult literacy resource center and branches, and government agencies.

In achieving these core purposes, applicants must work towards the achievement of goals for the target population as listed below under “Expected Results/Benefits of Services”.

Collaboration Requirements

Applicants applying as collaborations shall describe each collaborator's relationship to the proposed program/services and shall discuss each partner's capabilities, roles and responsibilities. An applicant shall manage and monitor any sub-grantee relationships. Each applicant shall submit a Collaboration Commitment Form found in Attachment E for each partner/collaborator.

Target Populations

Services funded under this grant must be provided to the following target populations:

- a) Professional adult educators (administrators/teachers/staff)
- b) Volunteer adult educators and tutors

Reporting, Evaluation, and Monitoring

Organizations funded under this grant must participate in all reporting, evaluation, and monitoring activities required by the State Education Office. The grantee must submit monthly status reports in a format to be determined by the State Education Office. The grantee must report on the progress of target populations through a set of agreed on performance measures. The SEO will monitor the activities of the grantee to ensure program quality and grant compliance.

Location of Services

The Applicant shall provide services within the District of Columbia to the target population as indicated above.

Expected Results/Outcomes of Services

Services funded under this grant must address at least five (5) of the following seven (7) goals for the target populations.

- Increase teacher and staff understanding and application of research-based national curriculum and instructional standards for adult literacy students, Equipped For the Future, (EFF) Standards and to support the use of EFF Standards, curriculum and applications;
- Improve the knowledge and capacity of all staff in adult literacy programs of the application of technology to improve service delivery and instruction;
- Shift the teacher’s role from provider of information to manager of instruction and document the outcomes of this change in role;
- Enhance the quality of teacher performance in the classroom using student outcomes data;
- Enhance teacher quality through their use and analysis of student data;

- Increase learner outcomes in GED Preparation Programs, adult basic education programs, and workforce preparation programs; and
- Improve individual organization capacity to operate, expand and/or change to meet the needs and academic goals of adult learners.

SECTION III SUBMISSION OF APPLICATIONS

A total of seven (7) applications, an original and six (6) copies, are to be submitted in a sealed envelope. Each envelope or binder must be labeled with the name of the applicant organization. It is acceptable for a single envelope to contain multiple copies of the proposal, as long as each separate copy is held together by a staple, three-ring binder, or binder clip. The recipient agency will not forward the application to the review panel if the applicant fails to submit the required copies. Telephonic, telegraphic, facsimile, or e-mail submissions will not be accepted.

Applications are due no later than 5:00 p.m. on August 31, 2006. All applications will be logged in upon receipt. Applications received after 5:01 pm on August 31, 2006 will not be accepted. The above-described seven (7) copies of the proposal **must be** delivered to the following location:

State Education Office
441 4th Street NW, Suite 350 North
Washington, DC 20001
Attention: Alexandra King, Ed. D., Manager, Adult Literacy Initiative

Mail/Courier/Messenger Delivery

Applications that are mailed or delivered by Messenger/Courier services **must be** sent in sufficient time to be received by the 5:00 p.m. EST deadline on August 31, 2006, at the above location. **The State Education Office will not accept applications arriving via messenger/courier service at or after 5:01 p.m. In-person deliveries are strongly encouraged.**

LATE APPLICATIONS WILL NOT BE FORWARDED TO THE REVIEW PANEL.

SECTION IV REVIEW AND SCORING OF APPLICATIONS

Review Panel

The review panel will be composed of neutral, qualified, and professional individuals selected for their experience in the fields of education, adult and family literacy, organizational development and program management. The review panel will score each applicant's proposal. Upon completion of its review, the panel shall make recommendations for awards based on the scoring process. The State Education Office shall make the final funding determinations.

Applicants' proposal submissions will be objectively reviewed against the following specific scoring criteria:

Criterion A – Center Design

Total: 40 Points

The design of the Professional Development Center must address the following elements:

The application should clearly identify the goals and objectives of the professional development center, needs of adult literacy organizational providers and clients, using recent and current data to support the identified goals and objectives. The design should clearly state how the Center will address the needs of these organizations, staff, and clients, using specific examples whenever possible, and how the design of the Center will improve literacy instruction, and adult literacy outcomes.

1. The applicant clearly demonstrates a plan to achieve the core purposes listed above in Section II under "Responsibilities of the Applicant."
2. The applicant clearly demonstrates a plan to meet the criteria of program design listed above in Section II under "Responsibilities of the Applicant."
3. The applicant clearly demonstrates a plan to comply with all program reporting, monitoring, and evaluation requirements described in Section II under "Program Reporting, Evaluation, and Monitoring."
4. The applicant proposes a clear plan to address the goals listed above in Section II under "Expected Results/Benefits of Services."
5. The applicant has proposed a reasonable estimate of the number of persons served that is consistent with the proposed plan; and the applicant clearly demonstrates how it will serve the needs of the target populations.

Criterion B Proven educational excellence

Total: 25 Points

The board members, administrators, and others associated with the applicant organization have demonstrated their ability to produce educational excellence in adult literacy program settings; identified the current adult literacy achievement levels (if applicable)

of target adult literacy organization(s); and identified how the educational curriculum of the organization has been designed to foster academic achievement and growth.

1. The organization or collaborative of organizations have demonstrated past effectiveness in providing high quality assessment, training, professional development and data analysis and reporting in the field of adult education and adult literacy.
2. The organization has highly qualified staff, including well-trained instructors, trainers, research and data analysis staff; the staff has experience in performing the work described in the proposal; staff resumes are included in the Appendix and provide evidence of experience and qualifications.
3. The organization has submitted a plan that demonstrates the value added of professional development center activities on a.) the competence of adult literacy staff, and b.) the achievement outcomes of adult literacy clients, including individuals who are low-income or who have minimal literacy skills. The organization's mission and vision are consistent with the services to be provided under this grant.

Criterion C – Coordination with Supporting Agencies

Total: 10 Points

It is desirable that a Professional Development Center utilizes and partners with the adult literacy expertise that is available within several organizations in the District of Columbia, including the Adult Literacy Resource Center in the District of Columbia Public Library. A goal of the Professional Development Center is to support adult literacy providers with reference materials to support instruction and training. To that end, the organization has submitted letters of support or partnership from one or more authorities on adult literacy training centers and/or the District of Columbia Public Library Resource Center. This partnership letter shall outline how the Center will incorporate the knowledge of the reference authority to provide greater access to adult literacy providers in the field.

Criterion D Expansion of services

Total: 5 Points; *10 bonus points

The applicant has identified a plan for how the Professional Development Center will expand services in years two through five, pending the availability of additional funds. This multi-year plan outlines goals, objectives, and performance indicators for years two through five based on anticipated first year successes. The Service Plan, (see attachment F) discusses a 12-month work plan for the Professional Development Center. This format may also be used for years two through five. 10 bonus points will be awarded to applications proposing substantive educational and/or programmatic initiatives that address one of the following:

- Client GED pass rates
- Client Increases of one or more grade levels in reading and/or mathematics
- Client Increases in the acquisition of workforce credentials
- Numbers of staff who become certified instructors in one or more subject areas

Criterion E - Sound Fiscal Management and Project Budget Total: 10 Points

The applicant provides evidence of sound fiscal management, financial stability, and ability to manage the financial aspects of government grants. Sound fiscal management is evidenced by a complete and favorable audit, complete financial statements, a strong financial position, and a well-developed budget. Financial stability is evidenced by expenditures, revenues, and net assets remaining at similar or increasing levels across years. The ability to manage grants is evidenced by recent revenues and expenditures compatible with the size of this grant. Submission of the following documents (to be included in the Appendix) will be used for evaluation:

1. The 2005 annual financial audit; or the 2004 financial audit available accompanied by a statement concerning the status of the 2005 audit; or, if audits for both 2004 and 2005 are not available, a statement explaining why this is the case.
2. Organizational financial statements as of June 2006 or later, including an expenditure/revenue statement (also known as “profit and loss statement”) and balance sheet.
3. 2006 organizational budget (revenues by source of revenue and expenditures by program and/or type of expense).

Criterion F Budget

Total: 10 Points

The applicant provides a detailed and clear budget, which includes line item detail and budget narrative information; justifies each item; and offers ease of use for project accountability. The innovation and benefit to children as a result of the planned use of funds will be assessed in this section. The budget section should also clearly identify the source of continued funding for programming beyond the grant, how the grant funding will be used as a one-time source to create or generate an existing program that is viable beyond funding years, and how the applicant plans to make effective use of public dollars and lead to creative financing mechanisms.

Criterion Total: 100 Points

Bonus Points: 10 Points

Total = 110 Points

SECTION V APPLICATION FORMAT

Applicants are required to follow the format below and each proposal must contain the following information:

- Applicant Profile (**Not counted in page total, See Attachment A, Face Sheet**)
- Table of Contents
- Application Summary
- Project Description, in order of ranking criteria, as designed above
- Program Budget and Budget Narrative (**Not counted in page total, See Attachment D**)
- Certifications and Assurances (**Not counted in page total, See Attachments B and C**)
- Appendices (resumes, facility assessment, supporting academic results, letters of support, etc.) (**Not counted in page total**)

The applicant's proposal may not exceed 20 **DOUBLE SPACED** 8 1/2 by 11-inch pages. Margins must be no less than one inch; a font size of 12-point is required (Times New Roman recommended). All text must be double-spaced. Pages should be numbered. **The review panel will not review applications that do not conform to the above requirements. Applications not meeting the format requirements will be returned to the applicant without being submitted to the review panel.**

Description of Proposal Sections

The purpose and content of each section is described below. Applicants should include all information needed to adequately describe their objectives and plans for services. It is important that applications reflect continuity among the goals, objectives and project design. It is also important that the budget demonstrates the level of effort required for the proposed services.

Applicant Profile

Each application must include an Applicant Profile, which identifies the applicant, type of organization and the amount of grant funds requested. See Attachment A.

Table of Contents

The Table of Contents should list major sections of the application with a quick reference page index.

Proposal Summary

This section of the application should be brief and serve as the cornerstone of the proposal. The proposal summary should highlight the primary project objectives that are discussed in depth in other sections of the application. The proposal summary should be a **separate, stand-alone document** containing all of the relevant information.

Project Description

This section of the application should contain the description of activities that justifies and describes the program to be implemented or expanded. The project description should include the majority of the program objectives, outlined in the “scoring criteria” section.

Program Budget and Budget Narrative

Standard budget forms are provided in Attachment D. The budget for this proposal shall contain detailed, itemized cost information that shows direct and indirect costs. Indirect costs should not exceed 5% of the total grant award. The detailed budget narrative shall contain a justification for each category listed in the budget. The narrative should clearly state how the applicant arrived at the budget figures.

Certifications and Assurances

Applicants shall provide the information requested in Attachments C and D and return them with the application.

Appendices

This section shall be used to provide technical material, supporting documentation and endorsements. Such items shall include:

- Audited financial statement;
- Adult Literacy training manuals, worksheets
- Roster of the Board of Directors
- Staff resumes; and
- Letters of endorsement

SECTION VI GENERAL AND ADMINISTRATIVE REQUIREMENTS

Use of Funds

Applicants shall only use grant funds to support the development and implementation of a professional development center to improve adult literacy and adult education programming. Funding shall be used primarily for programming activities to increase staff knowledge of adult literacy standards and to increase their classroom effectiveness.

Alternative Use and Misuse of Funds

If an organization plans to alter the use of the funds for which the grant was awarded, a formal written request must be submitted to the State Education Office expressing such an interest.

If, at any time, it is determined that funds are not being used for the purpose of which they were awarded, the grantee must reimburse these funds to the SEO.

SECTION VII GENERAL PROVISIONS

Insurance

The applicant, when requested, must be able to show proof of all insurance coverage required by law. All grantees that receive awards under this RFA must show proof of insurance prior to receiving funds.

Monitoring

At any time or times before final payment and three (3) years thereafter, the District may have the grantee's expenditure statements and source documentation reviewed.

Nondiscrimination in the Delivery of Services

In accordance with Title VI of the Civil Rights Act of 1964 (Public Law 88-352), as amended, no person shall, on the grounds of race, color, religion, nationality, sex, or political opinion, be denied the benefits of, or be subjected to discrimination under, any program activity receiving State Incentive Grant funds for youth substance abuse prevention.

Additional Information

The SEO reserves the right to request and be provided with additional information, such as financial statements, adequate yearly progress reports, etc.

SECTION VIII LIST OF ATTACHMENTS

Attachment A	Applicant Profile (Face Sheet)
Attachment B	Certifications
Attachment C	Assurances
Attachment D	Budget Form
Attachment E	Collaboration Commitment Form
Attachment F	Service/Work Plan Format

ATTACHMENT A (FACE SHEET)

**Applicant Profile
Professional Development Center for Adult Literacy Improvement Grant**

Applicant Organization:

Applicant Tax ID #

Contact Person:

Office Address:

Phone/Fax:

Cell phone:

Project Description:

Total Funds Requested:

ATTACHMENT B

GOVERNMENT OF THE DISTRICT OF COLUMBIA

Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters; and Drug-Free Workplace Requirements

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 28 CFR Part 69, "New Restrictions on Lobbying" and 28 CFR Part 67, "Government-wide Debarment and Suspension (Non-procurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code. and implemented at 28 CFR Part 69, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 28 CFR Part 69, the applicant certifies that:

- (a) No Federally 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;
- (b) If any funds other than Federally 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 -III, "Disclosure of Lobbying Activities," in accordance with its instructions;
- (c) The undersigned shall require that the language of this certification be included in the award documents for all sub awards at all tiers including subgrants, contracts under grants and cooperative agreements, and subcontracts and that all sub-recipients shall certify and disclose accordingly.

ATTACHMENT B (cont.)

2. DEBARMENT, SUSPENSION, and OTHER RESPONSIBILITY MATTERS (DIRECT RECIPIENT)

As required by Executive Order 12549, Debarment and Suspension, and implemented at 28 CFR Part 67, for prospective participants in primary covered transactions, as defined at 28 CFR Part 67, Section 67.510-

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, sentenced to a denial of Federal benefits by a State or Federal court, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public Federal, State, or local transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (I)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

1. Drug-Free Workplace (Grantees Other Than Individuals)

As required by the Drug Free Workplace Act of 1988, and implemented at 28 CFR Part 67, Subpart F. for grantees, as defined at 28 CFR Part 67 Sections 67.615 and 67.620;

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the applicant's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employee's about ---

ATTACHMENT B (cont.)

- (1) The dangers of drug abuse in the workplace;
- (2) The applicant's policy of maintaining a drug-free workplace;
- (3). Any available drug counseling, rehabilitation, and employee assistance programs;
and
- (4). The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
- (c). Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);
- (d). Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will---
 - (1) Abide by the terms of the statement; and
 - (2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;
- (e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title to: The Office of the Senior Deputy Director for Health Promotion, 825 N. Capitol St., NE, Room 3115, Washington, DC 20002. Notice shall include the identification number(s) of each effected grant;
- (f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted ---
 - (1) Taking appropriate personnel action against such an employee, up to and incising termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 - (2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
 - (3) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (I), (c), (d), (e), and (1).
- B. The applicant may insert in the space provided below the sites) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

ATTACHMENT B (cont.)

Drug-Free Workplace (Grantees who are Individuals)

As required by the Drug-Free Workplace Act of 1988, and implemented at 28 CFR Part 67, subpart F, for grantees as defined at 28 CFR Part 67; Sections 67.615 and 67.620-

- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to:

State Education Office, 441 4th Street NW, Suite 350 North, Washington, DC 20001.

Attn. Alexandra King, Manager, Literacy Initiative

As the duly authorized representative of the applications,
I hereby certify that the applicant will comply with the above certifications.

Grantee Name

Grantee Address

Application Number and/or Project Name

Grant IRS/ Vendor Number

Typed Name and Title of Authorized Representative

Signature

Date

ATTACHMENT C

ASSURANCES

The applicant hereby assures and certifies compliance with all Federal statutes, regulations, policies, guidelines and requirements, including OMB Circulars No. A-21, A-110, A-122, A-128, A- 87; E.O. 12372 and Uniform Administrative Requirements for Grants and Cooperative Agreements -28 CFR, Part 66, Common Rule, that govern the application, acceptance and use of Federal funds for this federally-assisted project.

Also, the Application assures and certifies that:

1. It possesses legal authority to apply for the grant; that a resolution, motion or similar action has been duly adopted or passed as an official act of The applicant's governing body, authorizing the filing of the application, including all understandings and assurances contained therein, and directing and authorizing the person identified as the official representative of The applicant to act in connection with the application and to provide such additional information as may be required.
2. It will comply with requirements of the provisions of the Uniform Relocation Assistance and Real Property Acquisitions Act of 1970 PL 91-646 which provides for fair and equitable treatment of persons displaced as a result of Federal and federally-assisted programs.
3. It will comply with provisions of Federal law which limit certain political activities of employees of a State or local unit of government whose principal employment is in connection with an activity financed in whole or in part by Federal grants. (5 USC 1501, et. seq.).
4. It will comply with the minimum wage and maximum hours provisions of the Federal Fair Labor Standards Act if applicable.
5. It will establish safeguards to prohibit employees from using their positions for a purpose that is or gives the appearance of being motivated by a desire for private gain for themselves or others, particularly those with whom they have family, business, or other ties.
6. It will give the sponsoring agency of the Comptroller General, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the grant.
7. It will comply with all requirements imposed by the Federal-sponsoring agency concerning special requirements of Law, program requirements, and other administrative requirements.
8. It will insure that the facilities under its ownership, lease or supervision which shall be utilized in the accomplishment of the project are not listed on the Environmental Protection Agency's (EPA) list of Violating Facilities and that it will notify the Federal grantor agency of the receipt of any communication from the Director of the EPA Office of Federal Activities indicating that a facility to be used in the project is under consideration for listing by the EPA.
9. It will comply with the flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973, Public Law 93-234-, 87 Stat. 975, approved December 31,1976. Section 102(a) requires, on and after March 2, 1975, the purchase of flood insurance in communities where such insurance is available as a condition for the receipt of any Federal financial assistance for construction or acquisition purposes for use in any area that has been identified by the Secretary of the Department of Housing and Urban Development as an area

having special flood hazards. The phrase "Federal Financial Assistance" includes any form of loan, grant, guaranty, insurance payment, rebate, subsidy, disaster assistance loan or grant, or any other form of direct or indirect Federal assistance.

10. It will assist the Federal grantor agency in its compliance with Section 106 of the National Historic Preservation Act of 1966 as amended (16 USC 470), Executive Order 11593, and the Archeological and Historical Preservation Act of 1966 (16 USC 569a-1 et. seq.) By (a) consulting with the State Historic Preservation Officer on the conduct of investigations, as necessary, to identify properties listed in or eligible for inclusion in the National Register of Historic Places that are subject to adverse effects (see 36 CFR Part 800.8) by the activity, and notifying the Federal grantor agency of the existence of any such properties, and by (b) complying with all requirements established by the Federal grantor agency to avoid or mitigate adverse effects upon such properties.
11. It will comply with the provisions of 28 CFR applicable to grants and cooperative agreements including Part 18. Administrative Review Procedure; Part 22, Confidentiality of Identifiable Research and Statistical Information; Part 42, Nondiscrimination/Equal Employment Opportunity Policies and Procedures; Part 61, Procedures for Implementing the National Environmental Policy Act; Part 63, Floodplain Management and Wetland Protection Procedures; and Federal laws or regulations applicable to Federal Assistance Programs.
12. It will comply, and all its contractors will comply with; Title VI of the Civil Rights Act of 1964, as amended; Section 504 of the Rehabilitation Act of 1973, as amended; Subtitle A, Title III of the Americans with Disabilities Act (ADA) (1990); Title IIX of the Education Amendments of 1972 and the Age Discrimination Act of 1975.
13. In the event a Federal or State court or Federal or State administrative agency makes a finding of discrimination after a due process hearing on the grounds of race, color, religion, national origin, sex, or disability against a recipient of funds, the recipient will forward a copy of the finding to the Office for Civil Rights, U.S. Department of Justice.
14. It will provide an Equal Employment Opportunity Program if required to maintain one, where the application is for \$500,000 or more.
15. It will comply with the provisions of the Coastal Barrier resources Act (P.L 97-348) dated October 19, 1982, (16 USC 3501 et. Seq.), which prohibits the expenditure of most new Federal funds within the units of the Coastal Barrier Resources System.

Signature

Date

ATTACHMENT D

**BUDGET
RFA # GD0-002-05**

A.	Personnel	\$ _____
B.	Fringe Benefits	\$ _____
C.	Travel	\$ _____
D.	Consultants/Contracts	\$ _____
E.	Supplies	\$ _____
F.	Equipment	\$ _____
G.	Training	\$ _____
H.	Operating Expenses	\$ _____
I.	Other Expenses	\$ _____
J.	Indirect Cost	\$ _____
	PROJECT TOTAL	\$ _____

ATTACH LINE ITEM BUDGET NARRATIVE

ATTACHMENT E

Collaboration Commitment Form

Please include on this form information about the activities and/or services that will be provided by the collaborating organizations. The application must demonstrate the level of effort for each partner, proposed services, and provide the budget costs of the collaboration in the applicant's proposal submission. This form may be copied if there is more than one partner.

Collaborating Organization(s):

Name

Address

Telephone & Fax Number:

Describe Collaboration(s): (Use additional blank sheets if needed.)

The signatures below indicate that these organizations have collaborated on the development of the application and agree to continue the partnership throughout the implementation of the project as described in this application submission.

Authorized Representative(s)

Name(s):

Tel: _____

Tel: _____

Signature: _____ Date: _____

Signature: _____ Date: _____

Attachment F Service Plan Form (Year One)

For each of the major components below, develop a goal, objectives, and a performance indicator for each objective. The most extensive component is expected to be 3. *Staff and Program Development*. For this component, be sure to indicate what delivery format(s) you plan to use, for examples: courses, study circles, multi-part workshops, technical assistance, peer-to-peer mentoring, curriculum development projects, staff development mini-grants, Web-based staff development courses, etc.

Format for Service Plan

Components of the Resource Center

1. Staff and Program Development Services

- Adult Basic literacy (0-4)
 - Teaching basic reading and writing skills

- Adult basic education (ABE 4-8)
 - reading
 - writing
 - numeracy
- Adult Secondary Education (GED, EDP)
 - literature
 - writing
 - mathematics
 - science
 - social studies
- Transition to post-secondary (TPSE)
- English for Speakers of Other Languages (ESOL)
 - all Student Performance Levels (SPLs)
 - citizenship
- Workplace basic skills
- Family Literacy
- Adult Learning Disabilities
 - methods for Screening for LD
 - LD Assessment
 - program and classroom strategies for addressing LD Needs
 - Assistive Technology/Universal Design
- Curriculum Development
 - Equipped For the Future
 - using EFF standards: development and tailoring of curricula
- Program Effectiveness
 - Training in program goal-setting, program design action planning, and using MIS and other data for program improvement decisions

ATTACHMENT F (con't.)

- Assessment training (learner pre-post, placement, and learner progress assessment, program
- Program Management Training/Technical Assistance
 - advisory board development
 - fund raising
 - grant management
 - using MIS data for program improvement

2. Professional and Public Information Library/Clearinghouse

- Collection, including:
 - Standards development/adoption
 - Program standards
 - Curriculum standards
 - Methods and Materials
 - Curricula
 - Theory
 - Research
 - Assessment
 - Evaluation
 - Social and political context of adult literacy education, including background on students' cultures
- Website with information on adult literacy in the District
- Dissemination of materials as requested by e-mail, fax or mail
- Referrals of adult learners or volunteers to hotline

3. Technology Resource Center (Lab) for Practitioners

- MIS training
- Access to computers, including the Web for practitioners
- Assistive technology training
- Software Product Training
- Training on integrating technology and basic skills instruction

The lab could be a wireless, portable, laptop lab but needs to comply with specifications included in proposal appendix)

The following are examples of a goal, objectives, and performance indicators using Component 2 (Professional and public information/library clearinghouse) as a model:

Professional Library/Clearinghouse

GOAL 1: Establish A Professional Library/Clearinghouse or Partner with An Existing Professional Library/Clearinghouse

ATTACHMENT F (con't.)

Objective A

Hire half-time librarian to develop, market and maintain collection or conduct discussions with existing professional adult literacy clearinghouse librarian, e.g. District of Columbia Public Library, Adult Literacy Resource Center

Performance indicator: Librarian hired by month three (or partnership developed and agreed upon with an existing Adult Literacy Resource Center).

Objective B

Obtain inventories of other urban or regional adult literacy libraries, ideally including from their circulation statistics, the items most frequently used; and purchase these items

Performance Indicator: Inventories of other adult literacy special libraries with list of priority purchases by month four

Objective C

Purchase priority print and non-print materials

Performance Indicator: All purchase orders completed by month five; all purchases received by month ten

Objective D

Using an electronic database, catalog the collection

Performance Indicators: Investigate and purchase a library database by month five, and complete catalog of purchases by month 12.