



Board of Regents

University System of Ohio

Overview and Guidance for the
**Adult Basic and Literacy Education
Instructional Grant**

Fiscal Year 2012

Submission Deadline
May 6, 2011

The Chancellor of the Ohio Board of Regents
30 E. Broad Street, 36th Floor
Columbus, Ohio 43215

Background

Ohio's Adult Basic and Literacy Education (ABLE) program is within the Division of Academic Affairs and System Integration under the Chancellor of the Ohio Board of Regents. In a press release on July 29, 2010, Chancellor Fingerhut said, "For thousands of students each year, an ABLE program is their gateway to a new credential and a better job." A top priority for continued improvement for the University System of Ohio includes an effort to strengthen the educational pipeline to post-secondary certificates and college credentials for learners entering the University System of Ohio through an ABLE provider.

A Key Strategy in the Chancellor's Strategic Plan for Higher Education is the development of a network of adult education programs focused on helping adults become college ready. The ABLE network will offer adults a variety of options – on and off college campuses – and in a variety of formats – including online or distance learning. The ABLE path to college assists in expanding opportunities, adding convenience and helping adult students save real dollars.

Source: Strategic Plan for Higher Education: 2008-2017, Ohio Board of Regents

Purpose of the Grant

To achieve the goals mentioned above, the Chancellor of the Ohio Board of Regents (the Chancellor) announces the availability of the continuation of state and federal funds for the provision of adult basic and literacy education services.

Adult Basic and Literacy Education (ABLE) instructional funds are authorized to serve adults who have less than a twelfth grade education or its functional equivalent and who are beyond the age of compulsory school attendance (age 18 in Ohio). Grantees will maintain a strong commitment to serving individuals who are most in need of adult education services, including those who are low-income, disabled or have minimal literacy skills.

For purposes of this program, the term direct instructional services means basic educational services and activities designed to increase an adult's ability to read, write and speak in the English language, compute and solve problems at levels of

proficiency necessary to function on the job, in the family of the individual and in society.

Subject to confirmation and receipt of the federal grant award for Adult Education and Family Literacy, Title II, Workforce Investment Act (PL 105-220), and state General Revenue Fund appropriations, Fiscal Year 2012 funds are planned for use during the July 1, 2011- June 30, 2012 project period.

Eligible Applicants and Students

Eligible fiscal agents include all currently funded Adult Basic and Literacy Education (ABLE) Instructional and EL/Civics programs. This requirement applies at the direct award level.

Applicants shall be willing to serve all eligible students. Pursuant to *Title II of the Workforce Investment Act, the Adult Education and Family Literacy Act of 1998*, eligible students are those individuals who live or work in Ohio and who:

- have attained 16 years of age;
- are not enrolled or required to be enrolled in secondary school under state law (18 in Ohio); and who
 - lack sufficient mastery of basic educational skills to enable the individual to function effectively in society;
 - do not have a secondary school diploma or its recognized equivalent, or have not achieved an equivalent level of education;
 - or
 - unable to speak, read, or write the English language.

*See the ABLE Student Eligibility Policy <http://uso.edu/able/>.

Nondiscrimination Policy

In accordance with Title VI of the Civil Rights Act of 1964, the applicant shall not discriminate on the basis of gender, race, color, age, and/or national origin in its adult education and literacy programs, activities, employment, or admission policies and practices. All grantees must meet assurances that address serving adults with special needs, including learning disabilities.

Preparing the Application

Applications must be typed using 12-point in Times New Roman or Arial and one-inch margins. Use the Grant Checklist found in Appendix F to ensure you have completed all required sections of the application. The submitted application consists of three main sections.

Section A: Planning Tool (in CCIP)

Section B: Funding Application (in CCIP)

Section C: Grant Addendum (to be e-mailed).

Section A: Planning Tool


The District/Agency Plan in the Planning Tool (PT) side is composed of the following parts:

- A needs assessment for the district/agency [*Note: This is different from the needs assessment in the Funding Application (FA).*]
- Goals and fiscal resources
- Strategies
- Action steps, descriptions, and program relationships

Starting the Plan


The district/agency plan from the previous fiscal year is brought forward and serves as the starting point for the FY 2012 grant. To initiate this process, the following steps should be followed:

1. Log in to the CCIP and go to the CCIP Home page
2. Click on your agency
3. Click on Plan in the menu bar
4. Click on "Create a copy of your 2011 District/Agency Plan for Fiscal Year 2011." (**NOTE: Check with your district/agency administration before conducting this step. An individual within the district/agency may have been assigned the responsibility for starting the FY 2012 Plan.**)

2012 ▾ Active Plan ▾ [Create a copy of your 2011 District/Agency Plan for Fiscal Year 2012](#) 


Fiscal Year	District Improvement Status
2012	Unknown
2011	Unknown

5. A confirmation screen will appear. When “confirm” is selected, the FY 2011 Plan is brought forward to serve as a starting point for the district/agency’s FY 2012 Plan. At this point no further changes can be made in the FY 2011 Plan. It is essentially archived.
6. The next screen will show the FY 2012 Plan as active.
7. There also will be a link, “Make Active Plan Public”. **DO NOT CLICK THIS LINK.** If you do so, the FY 2012 Plan will be available to the public to view as it is being revised. If a particular grant requires public input as it is being developed, the plan may need to be made public. But ABLE does not have that requirement, so do **not** activate the link.

2012 ▾ Active Plan ▾ [Make Active Plan Public](#) 

Fiscal Year	District Improvement Status
2012	Unknown
2011	Unknown

8. Open the Plan by clicking on the “District/Agency” link.
9. When you return to work in the Planning Tool, make sure that the Plan year indicates 2012.

 2012 ▾ Active Plan ▾

Needs Assessment

The Needs Assessment section of the Plan requires that districts/agencies address the areas that need to be improved based on the Decision Framework from the

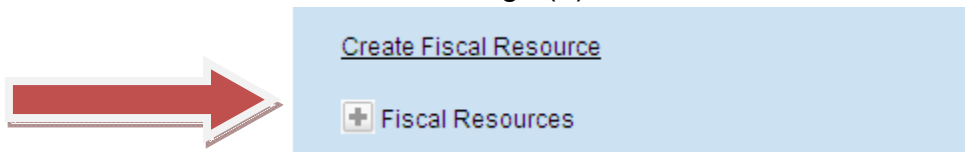
Department of Education. The Needs Assessment applies to the total district/agency and not to ABLE. Therefore, ABLE personnel do not need to respond to the Needs Assessment in the Planning Tool, even if the ABLE program is a community-based program.

Goals and Fiscal Resources

The ABLE and EL/Civics goal should already be in your district/agency plan since it was added last year. You do **NOT** add the goal again. You **MUST**, however, add an amount to your Fiscal Resource for FY 2012.

To add an amount to the Fiscal Resource for FY 2012:

1. Click on the Plus sign (+) in front of the Adult Basic and Literacy Education and EL/Civics link.
2. Click on the Plus sign (+) before Fiscal Resource.



3. Click on the ABLE Instructional Link.
4. Enter the tentative allocation for FY 2012.

The screenshot shows a web form titled "Update Fiscal Resource". It has two dropdown menus: "Funding Application" and "Grant", both currently set to "ABLE Instructional". Below these is a "Notes" section with a "Check Spelling" button and a character count of "0 of 50 characters". The bottom section is titled "Enter Amounts" and contains a table with the following data:

Year	Amount
2010	514,639
2011	566,509
2012	0
2013	0
2014	0
2015	0

A red box highlights the input field for the year 2012, with a red arrow pointing to it from a text box that says "Type the tentative allocation for FY 2012".

5. Click "SAVE".

Strategies

The strategies for the ABLE Instructional and EL/Civics grants for FY 2012 have not changed from the strategies utilized last year in FY 2011. They are:

Strategy 1: *Improve basic skills performance and General Educational Development (GED) attainment of Adult Basic Education (ABE)/Adult Secondary Education (ASE) students.*

Strategy 2: *Improve listening, speaking, reading and writing skills of English for Speakers of other Languages (ESOL) students.*

Strategy 3: *Assist students to obtain and retain employment and to transition to postsecondary education/training*

Strategy 4: *Increase parental involvement in children's education and literacy activities. (Family Literacy)*

Strategy 5: *Improve job-related basic skills through providing Workplace Literacy.*

Strategy 6: *Improve basic skills for criminal offenders in correctional institutions. This section should only be completed by the applicants requesting funding for corrections services. (Corrections Education)*

Strategy 7: *Provide a distance education option. (Distance Education Component)*

The strategies that you have entered last year will still be in the Plan. Directions for deleting or creating a strategy are as follows:

- **If you need to delete a strategy**, click the trash can icon before the strategy. The strategy and all action steps associated with it will be deleted.
- **If you want to add a strategy**, click on the Create Strategy link. Strategies are no longer in a drop down menu **so they must be typed in**.

Action Steps

The FY 2012 Action Steps are the same as those for FY 2011, **but the descriptions for them must be updated**. The grant relationships as you defined them in FY 2011 will be brought forward. So if you are editing an action step, you do not need to create a relationship for that action step. All of the Action Steps may be found in this Guidance in Appendix D. **An ABLE program must enter and respond to action steps for each strategy from Strategy 1 through 3 unless exempted from Strategy 2.**

To edit an Action Step:

1. Click on the Plus sign (+) in front of the pertinent strategy.
2. The strategy will expand and show the Action Steps underneath.
3. Click on the Action Step.
4. Make the changes in the Action Step description.

5. Click on Save.

If you are adding an action step, make sure that the grant relationship is defined. This is important so that the action step will be included within your funding application.

To add an Action Step:

1. Click on the Create Action Step Link.
2. Type in the Action Step title and description.
3. Click on Save.
4. Then click on Plus Sign (+) before the newly created Action Step.
5. Create the Grant relationship.
6. Click on Save.

Section B: Funding Application

The Funding Application is connected to the Planning Tool in two ways.

- The two sides of CCIP are connected through the **fiscal resource**. A dollar amount is recorded for the ABLÉ goal in the Plan. (Refer to page 6 of this guidance.) That amount should equal the total budget amount on the Funding Application.
- The action steps are linked to the Funding Application through the “Action Step/Program Relationship.” When the Funding Application is printed, action steps and their descriptions are also printed.

Getting to the Funding Application

To access the Funding Application portion of the CCIP, see the steps below and the illustrations that follow.

1. Go to the CCIP Login in page;
2. Provide your Safe Account information and click on “sign in”
3. Click on your organization name
4. Click on the arrow in the date box and select “2012”
5. Click on “ABLE”
6. Change status from “Not Started” to “Draft Started”
7. Click on “ABLE Instructional”

Components of the Funding Application

The ABLÉ Instructional grant Funding Application is composed of the following parts:

- Budget grid

- Needs assessment with
 - ◇ questions requiring the input of data
 - ◇ check boxes for noting past, current, and proposed ABLÉ program components
- Questions requesting information about integration into the district/agency's continuous improvement plan, partnerships, evaluation, additional or continuation of program components, capacity to implement, professional development, and assurances.
- Link to your district/agency Plan and the goal, strategies and action steps pertaining to your Funding Application.

Please Note: The action steps linked from your Plan cannot be changed from the Funding Application. They may, however, be edited from the Planning Tool.

The Budget Grid

The project budget grid will reflect your proposed project costs. For the Object and Purpose Codes, please refer to Appendix E of this document. In addition to the budget grid, **you must complete the budget narrative**, which is not in the CCIP Funding Application, but is one of the forms in the ABLÉ Grant Addendum.

General Budget Guidelines

- All costs should be rounded to the nearest whole dollar.
- Not less than **85 percent** of allocated funds shall be expended for providing direct instructional services and activities.
- **Not more than 15 percent shall be used for non-instructional services and activities related to Governance/Admin, Professional Development, Safety, Facilities, non-instructional Capital Overlay, Transportation, and Indirect Cost.**
 - **Remember that the costs for the administrator and/or coordinator need to be broken out between administrative costs and support costs based on the function.**

For example, if a coordinator makes \$18,000 and his/her time is divided as shown below:

- 60% of the time involves administrative duties such as grant writing, supervising staff, conducting staff meetings, and so on
- 40% of the time involves support services duties such as conducting orientation, meeting with students, answering inquiries from students.

The budget grid would reflect the following costs...

<i>Object Code</i>	Salaries	Benefits/ Retirement
<i>Propose Code</i>	100	200
Support Services	7,200	(reflects 40% of these costs)
Governance/Admin	10,800	(reflects 60% of these costs)
<p>60% of 18,000 is 10,800. AND 40% of 18,000 is 7,200.</p> <p>Note: The associated benefits and retirement costs must also be separated by the appropriate percentage.</p>		

- **In addition in FY 2012, the program will be solely responsible for paying for any expenses for Professional Development. Local Programs will pay their staff as needed for attending professional development activities. The expenses that can be covered are:**
 - **Registration**
 - **Travel to the training**
 - **Overnight stay as a result of attending the training**
 - **Staff hourly pay for attending Professional Development**
 - **Other expenses related to the training.**

The amount to be covered is a local decision. Professional Development expenses will need to be kept as a separate budget for fiscal accounting.

SPECIAL NOTE: Please include funds up to \$400 in Professional Development/ Purchased Services to cover registration costs for the Fall 2011 and Spring 2012 ABLE Administrators' Meetings.

Needs Assessment

The Needs Assessment section in the ABLE Funding Application requests information that substantiates the need for ABLE services. The data includes information for the county or counties served.

- *If you serve more than one county and a percentage is requested, provide an average for the counties served.*
- *If a number is requested, provide the total for the counties served.*

If you are proposing to remove or add a program component, explain the changes later in this application in the "Continuation" question.

Other Funding Application Questions

The responses to these questions address how ABLE services are coordinated with the ABLE program's fiscal agency and the other partners.

Goal, Strategies and Action Steps

The action steps in the district/agency Plan are automatically linked to this part of the Funding Application. Please Note: the action steps linked from your Plan cannot be changed from the Funding Application side of the application. Changes can only be made from the Planning Tool.

Submitting the Grant

Before you change the application status, read and respond appropriately to messages that appear in the "Validate" column. Click on the Message link to read them. If a "Message" appears, click on it and you will be taken to the location that needs correction.

- An **“Error” message** prevents the application from going forward until the correction is made.
- A **“Warning”** notes an important point that will not prohibit submission but that should be checked.

When the Funding Application is ready to be submitted, the status of the application should be changed to “Draft Completed”. If no messages appear, “Draft Completed” may be selected.

- After “Draft Completed” is confirmed, an automatic email goes to the treasurer/fiscal officer saying that the ABLE Instructional grant awaits approval.
- The treasurer must log into the ABLE Funding Application and approve or reject the grant.
- When the treasurer approves the grant, an email goes to the superintendent, who must log in and change the status to “Superintendent Approved” or reject it.
- Note only after all of these steps are completed will the grant actually be submitted in CCIP.

Printing the Application

It is a good idea to print the application not only after you have completed it, but also after each session in which you add information. To print the application:

1. Go to the Sections page in the Funding Application.
2. Click on the Print link next to ABLE Instructional

The Review Process and the History of the Grant

Information about the status of the application may be obtained by clicking the “View History Log” link. Specific comments relating to the application and any requested modifications can be added by OBR staff and LEA authorized users.

Section C: Grant Addendum

For FY 2012 the grant addendum will be available only through Excel. As a result there are several links that are included to assist you and help you check your work. These will be discussed in the appropriate sections.

Hopefully these links will make the process of completing your grant easier.

Part A: General Information

The Grant Addendum is located in the CCIP Doc Library which is listed in the left hand margin in CCIP and on the ABLE web site. Pages one and two of the grant addendum provide general information for the grant. All sections must be completed since this part serves as a source for contact information during the application process and grant period. Names, addresses, telephone and fax numbers with area codes, and e-mail addresses must be provided for the agency superintendent or CEO/president, treasurer or fiscal contact, and the individual who will be the grant contact person.

In addition to contact information for the individuals referenced above, applicants must provide the following information:

- Agency IRN number (Internal Retrieval Number)
- Federal Tax ID number (Employer Identification Number or EIN)
- **DUNS Number – NEW! (See Part F)**
- Congressional districts served
- County of the Fiscal Agent
- The first day of instruction
- The last day of instruction
- The total amount of funds requested (Note: Please provide the Corrections Costs and Distance Education Hub Costs, if applicable)

The applicant also needs to include the Service Option from the FY 2011 grant, identification of the Economic Development Region (EDR) of the fiscal agent, the EDR(s) to be served, the counties to be served, and a list of the partnering agencies.

Part B: Enrollment Trends and Projections

Information about the number of students that have been provided adult basic and literacy education service in the past two fiscal years and in the current fiscal year must be reported in the table titled Enrollment Trends and Projections. Applicants are also asked to project the number of students who will be served during the FY 2012 grant year. If no students are to be served within a particular category, a “0” should be placed in the appropriate box.

ABLE programs must utilize data from past Annual Performance Reports (APRs) and their current ABLELink data to complete the appropriate columns of the chart.

Part C: Budget Narrative

In the Budget Narrative, provide detailed information about proposed expenditures for each cell (NOTE: Details are not needed in the Budget Narrative for the salary item.) The information provided should give the reader a clear understanding of how the proposed dollars for each Object and Purpose Code will be used and allow the reader to determine the appropriateness of the expenditure.

Table 2 Administrative Costs

This table is to assist you in ensuring that the total administrative costs do not exceed 15%. The entries for Governance, Professional Development, and Rent are pulled from Table 1. The Capital Outlay expenses not related to Instructional Services need to be identified and the project allocation needs to be entered here.

New Table		
Table 2 Administrative Costs		
This Table is a check to ensure that the total administrative costs do not exceed 15%. The entries for Governance, Professional Development, Safety, Facilities, non-instructional Capital Outlay, Transportation, and Indirect Cost are pulled from Table 1.		
Governance/Administrative	\$0	
Professional Development	\$0	
Safety	\$0	
Facilities (including Rent)	\$0	
Capital Outlay (non-instructional)	\$0	
Transportation	\$0	
Indirect Cost	\$0	
Total Administrative Costs	\$0	
Total Budget from Table 1	\$0	
Percent of Total Budget allocated to Administrative Costs		#DIV/0!

Once the table is complete the estimated percent that is being attributed to Administrative costs will be determined. If the percentage is over 15%, the following statement will appear indicating the costs are over the maximum allowed.

There is too much allocated for Administrative Costs, please revise the budget or negotiate the expenses with your State Consultant.

If this statement appears, you must either revise your budget or negotiate the costs with your state consultant.

If the costs are 15% or less than the following statement will appear in the blue area.

The Administrative Costs do not exceed the maximum allowed.

This indicates that you are at or below the maximum allowed and you are within the appropriate costs. No changes are needed.

Table 3 – Corrections Education and Table 4 – Distance Education Hub Costs

These tables are specialized to capture the costs for either Corrections Education or Distance Education Hubs. The only difference from previous grants is the inclusion of a function that compares the costs list in the table and the costs listed on the cover page of your grant.

TOTAL	-	← A
Total For Corrections on Cover Page	-	← B
The corrections totals match, no further changes needed.		←

The total indicated by A will be the total from the table. The total indicated by B is the total from the front page of your grant. If these costs match, you will see the statement as shown in the blue area above.

If the two totals are not equal, you will see the following statement. Adjustments should be made in your estimated costs.

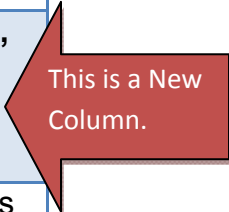
The correction education totals do not match; please check your budget figures.

Part D: Program Personnel

The Program Personnel Table asks for a variety of information about all individuals paid through the grant for FY 2012.

Position/Title	Enter the title of the person on the grant.
Last Name	Enter the last name of the person on the grant. <i>If the person has not been identified, enter "To be named later."</i>
First Name	Enter the first name of the person on the grant.
Educational Level Attained	For named individuals, enter the highest educational level obtained.
Credentials Held	For named individuals, indicate the relevant credentials held. For individuals not yet identified, provide credential expectations

# years of Adult Educational Experience	For each staff member, enter the years of adult education experience.
# hours/weeks	Indicate the number of hours per week the staff member will devote to ABLE.
#weeks/year	Enter the number of weeks per year the staff member will be employed.
Hourly Wage	Indicate in dollars and cents the Hourly Wage of the Staff member.
Amount from ABLE	Indicate the dollar amount from this grant that will support the staff member's salary.
Amount from other sources	If the staff is receiving funding from any other source indicate that in this column.
Please check here, if this person is paid from a Purchase service contract.	If the staff is paid through a Purchase Service contract, place an "x" in this column.
% from ABLE	Place the total percentage of the staff member salary that is paid from ABLE funds.



Please note there is a new column for this year's grant for the program personnel. You are to place an "X" in the column labeled, **"Please check here, if this person is paid from a Purchase service contract."** In doing this, the spreadsheet will then determine how much of your salary costs are to be charged to Salary lines and how much should be included on Purchase Services lines. **This determination is done for you.** The new table that is included summarizes the totals per staff function and is included for your convenience.

NEW			
Summary Table for Salaries and Purchase Service Contract Personnel			
This table is for summary purposes only. All the numbers will be drawn from the above table. The table shows what salaries are paid by ABLE and separates them into those placed in the salary cell in the budget grid from those that go into the purchased services cell in the budget grid.			
Type of Staff	Amount From ABLE		Amount from other sources
	Salary	Purchased Service	
Table 1 Instructional Staff	\$ -	\$ -	\$ -
Table 2 Support Staff	\$ -	\$ -	\$ -
Table 3 Administrative Staff	\$ -	\$ -	\$ -
Totals	\$ -	\$ -	\$ -
Total Paid by ABLE	\$ -		

Part E: Instructional Sites Page

This page provides details about where and when ABE instruction will be provided and the nature of the classes offered. In addition, the table asks Applicants to estimate the cost of providing instruction for each class. For the Instructional Site Page, Column G, only identify a class as offering Transitions if this is the priority of this class. For example, an ABE class using contextualized curricula for career pathways would be listed in Column G as ABE and TR.

Part F: DUNS and CCR Assurances (NEW)

In order to improve the statistical reporting of federal grants and cooperative agreements, the Office of Management and Budget (OMB) has directed federal agencies to require all applicants to provide a Dun and Bradstreet (D&B) Data Universal Numbering System (DUNS) number when applying for Federal grants or cooperative agreements.

DUNS Number Information


1. To obtain a DUNS number go to: <http://fedgov.dnb.com/webform>. The first screen you see will be the Welcome screen below. The DUNS number is to be obtained by going to the Web site noted below.

**Welcome to the D&B D-U-N-S Request Service
for US Federal Government Contractors and Grantees**

Dun & Bradstreet (D&B) provides a D-U-N-S Number, a unique nine digit identification number, for each physical location of your business.

D-U-N-S Number assignment is FREE for all businesses required to register with the US Federal government for contracts or grants.

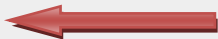
Click here to request your D-U-N-S Number via the Web. If one does not exist for your business location, it can be created within 1 business day.

 **Click here to request your D-U-N-S Number by phone** (for U.S., Puerto Rico, and U.S. Virgin Islands Only).

For technical difficulties, contact govt@dnb.com

- The second screen you see will be a Search Screen. Completing the information on this page will help to determine if there is already a DUNS number for your agency. The first step is to indicate the country as below and click continue.

Please select the country where your company is physically located, then click continue. If you do not see your country listed, please contact govt@dnb.com

UNITED STATES OF AMERICA 

- After selecting the *United States of America* in Step 1, the information in the box below will need to be completed. Make sure you use the correct image. The one outlined in red below will be different for you.

Enter the following information for companies located in UNITED STATES OF AMERICA and click the submit button to execute your search.

Business Name


Street

City

State

Zip Code + 4/Postal Code


Phone



Click here for a new image
Click here to listen to audio
Click here to download wav file

Enter the verification code shown:

This is to prevent automated registrations



- If your agency already has a DUNS number, the next screen will indicate that there is a DUNS number for the agency. Contact your administrative staff to obtain that number.

If the agency does not have a DUNS number, one will need to be requested.

Please check with your Administrative office about who should do this. **DO NOT AUTOMATICALLY COMPLETE THIS YOURSELF.**

5. If a DUNS number needs to be requested, the next form you see will begin as follows.

Request for New D-U-N-S Number

Any affiliated companies at the same address, will not be affected. If there are affiliated companies at the same address, please specify in the Notes section.

Complete the information below to obtain a new D-U-N-S Number for your company's physical location.

Note: All fields are required unless otherwise indicated.

Central Contractor Registry Information

In addition, current and potential federal government grantees are required to register in Central Contractor Registry (CCR) in order to be awarded contracts by the federal government. *Grantees must update or renew their registration at least once per year to maintain an active status.*

To update or renew the register in CCR, go to:

<https://www.bpn.gov/ccrupdate/NewRegistration.aspx>

The screen you see will be the Registration page shown below. As you can see, the DUNS number is a required field for updating the registration information. **DO NOT AUTOMATICALLY COMPLETE THIS YOURSELF.** Please check with your Administrative office about who should do this.

Enter Your Organization's Information

Organization Information

* Required Information

DUNS*:

Legal Business Name:

Doing Business As (DBA):

Physical Street Address:

City:

U.S. State or Canadian Province:

Foreign Province:

Zip+4/Postal Code:

Country:

Please enter a value for the DUNS number

Appendix A: Map that identifies the locations of all sites for FY 2012

Appendix A must be included with the completed grant.

Technology and Reporting Requirements

The Applicant agency is responsible for providing continued technical support to the adult education program as needed to ensure security of information, computer access for staff and students, and completion of state and federal grant requirements.

Computer equipment purchased with grant funds must meet minimum technology standards. These can be found in the Guidance Document Appendix C.

The applicant shall adhere to all grant data collection and reporting requirements as described in the Assurances and the current Ohio ABLE Performance Accountability System Manual. Reporting requirements for approved programs will include Quarterly and Annual Performance Reports and other reports as needed. The Chancellor will provide reporting forms, and instructions for each report. Approval of plans and budget for selected projects beyond this grant will be contingent upon, but not limited to, the submission of complete, timely, and accurate reports. In addition, the applicant shall have a designated computer for reporting through ABLELink, the Ohio ABLE information management system.

Fiscal

Funds received under this grant shall be used to supplement and not supplant funds already available to the applicant from other sources for purposes authorized by the WIA Title II grant program.

The grantee will repay any funds that have been finally determined through federal or state audit resolution processes to have been questioned or disallowed costs or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or state government(s).

The applicant shall retain all records of financial transactions and accounts relating to this grant for a period of five (5) years and shall make such records available for

inspection and audit by the Chancellor's ABLE staff members or an authorized representative of the Chancellor.

A **maximum** of 15 percent of the total allocation may be used for administrative purposes. (State requirement) The 15 percent cap for Administrative costs include any and all administrative costs from the other agencies in the partnership/consortium.

Facilities

Fiscal agents shall ensure that:

- All instructional facilities and services shall be in compliance with the Americans with Disabilities Act of 1990.
- All facilities shall have appropriate exterior and interior signage clearly identifying the adult education programs. (State Requirement)
- All students have a safe, age-appropriate and student-friendly learning environment that is in good condition and properly maintained with adequate space and equipment. Adult education centers should be in locations that are easily accessible and have adequate parking and/or access to public transportation. If it is determined through a site visit that a facility does not meet requirements, the fiscal agent may be asked to relocate the service to a more appropriate location or correct deficiencies. (State Requirement)

Additional information can be found in the Ohio ABLE Indicators of Program Quality at <http://uso.edu/able/>.

Legal

The applicant understands that if its application is accepted by the Chancellor the applicant shall enter into a contract with the Chancellor.

The applicant agrees to comply with all applicable federal, state, and local laws in the conduct of the work hereunder.

The Chancellor reserves the right to fund any application in full or in part, to request additional information to assist in the review process, to require new applications from interested parties, to reject any or all applications responding to this announcement, or to re-issue the announcement if it is determined that it is in the best interests of the State of Ohio. Issuing this announcement does not bind the State to making an award.

The Chancellor's staff administers the program. The Chancellor reserves the right to adjust the dates for this announcement for whatever reasons are deemed appropriate. The Chancellor reserves the right to waive any infractions made by an applicant.

All costs incurred in preparation of an application shall be borne by the applicant's institutions including lead applicants and collaborating partners. Application preparation costs are not recoverable under an award. The State of Ohio shall not contribute in any way to recovering the costs of application preparation.

The funding decisions of the Chancellor are final. All lead applicants of this continuation grant will be notified in writing whether their application(s) will be approved for funding.

The applicant understands that the information provided herein is intended solely to assist the applicant in submittal preparation. To the best of the Chancellor's knowledge, the information provided is accurate. However, the Chancellor does not warrant such accuracy, and any errors or omissions subsequently determined will not be construed as a basis for invalidating this solicitation. Interested parties bear the sole responsibility of obtaining the necessary information to submit a qualifying application. The Chancellor retains the right to modify or withdraw this solicitation at any time. By submitting a proposal, responders expressly agree to these terms.

Submitting the Application

The Chancellor asks agencies interested in renewing the Instructional Grant funding to complete the application and submit the required documents in CCIP and the Grant Addendum by e-mail. The application must be received by Jeff Gove, State ABLE Director, at 30 E. Broad St., 36th floor, Columbus, Ohio 43215, by May 6, 2011 at 5:00 PM EST by e-mail to sbrannon@regents.state.oh.us.

If you do not receive e-mail notification of receipt of your application materials within three days of submission, please contact Sharon Brannon at sbrannon@regents.state.oh.us or at 614-466-5015.

Process for Proposal Review

Selected applicants shall comply with the Ohio Performance Accountability System (OPAS) as documented in the current OPAS Manual; the Adult Education and Family Literacy Act, Title II of the Workforce Investment Act of 1998; and all state and federal assurances. Interested applicants may acquaint themselves with the Ohio ABLE System at <http://uso.edu/able/>.

Appendices

Attached with this grant document are six appendices with resources for the grant.

APPENDIX A: Minimum Performance Levels FY 2011

This document provides the minimum performance levels for each of the national and state indicators of performance.

APPENDIX B: ABLE Transitions Framework FY 2012

This document is a framework constructed broadly to encompass requirements of both postsecondary and career/workplace transitions. The framework has two primary categories. The instructional service category addresses the *gaps in knowledge and skills needed for success*. The *support service category addresses: building an awareness of what training and work options are available; learning how to set goals; providing advising services; and providing other comprehensive services needed*.

APPENDIX C: Technology Requirements FY 2012

This document provides the technology requirements for the information management system that supports the data collection for all ABLE programs in Ohio.

APPENDIX D: Action Steps FY 2012

This document provides the listing of each strategy with the action steps associated with them. The only change in the action steps this year is the elimination of step 16 in each of the first two strategies, “Improved basic skills performance and GED attainment of ABE/ASE students” and “Improve listening, speaking, reading and writing skills of ESOL students.” This action step is addressed in Strategy 3 on Transitions.

APPENDIX E: Budget Object and Purpose Codes FY 2012

This document lists the budget object and purpose codes for the grant. Each code has a short description of what type of item would be listed under the code.

APPENDIX F: *Grant Checklist FY 2012*

This is a checklist of the grant sections that must be completed for the grant. It also has the date the grant is due and where the submission should be sent.

APPENDIX A

Minimum Performance Levels

FY 2011

ABLE MINIMUM PERFORMANCE LEVEL TARGETS		
Core Indicators of Performance	FY 11 Level Completion/Goal Attainment Target	FY 12* Level Completion/Goal Attainment Target
Beginning ABE Literacy	62	
Beginning ABE	57	
Low Intermediate ABE	61	
High Intermediate ABE	59	
Low ASE	69	
High ASE	85	
Beginning ESL Literacy	56	
Low Beginning ESL	62	
High Beginning ESL	72	
Low Intermediate ESL	71	
High Intermediate ESL	66	
Advanced ESL	55	
Placement in postsecondary education/ training	93	
Placement in employment	87	
Retained employment	63	
Obtained GED	88	
GED Completers Entering PSET (State Set Target)	13	
Increased involvement in child's literacy activities	80	
Increased involvement in child's education	85	

*The FY 2012 Minimum Performance Levels are being negotiated with OVAE.

APPENDIX B

ABLE Transitions Framework

FY 2012

Ohio ABLE Transitions Framework

The Ohio ABLE Transitions Framework is organized by three primary categories: instructional, support services, and collaborations. The framework is constructed broadly to encompass requirements of both postsecondary and career/workplace transitions. *For ABLE, **transitions services** are defined as those services that facilitate students successfully transitioning to postsecondary education, training, and/or employment as a result of receiving ABLE instructional services.*

INSTRUCTIONAL PROGRAM COMPONENT FOR TRANSITIONS

Provide instruction aimed at addressing the gaps in knowledge and skills needed for success in postsecondary education and the workplace (e.g., reading, critical thinking).

Develop and Deliver Instructional Program that Facilitates Student Transitions

- Provide an instructional program that is more immediately relevant to students' educational/career interests, connected to students' long-term goals (e.g., math or reading/writing in the context of a career field) and based on assessments.
- Offer or connect to certificates/credentials that are aligned to a career pathway or other sequence of learning activities.
- Integrate ABLE services with occupational instruction (for example, modular curriculum leading to a credential) within a postsecondary institution (for example, Adult Career-Technical Education, community colleges).
- Define and develop an organized curriculum, provided as a separate class or incorporated into the program, to address transitions issues (for example, course sequences, scheduling).
- Provide academic support and monitoring (for example, coaching, tutoring).
- Build a feeling of community within students in the program through group methods (for example, learning communities, peer to peer mentoring, cohorts).

Implement Contextualized Curricula

- Teach basic education to prepare students for academic rigors beyond ABE/ESOL NRS Level 6 (for example, TABE 12.9).
- Use curricula aligned with academic and student success skills needed for entry into postsecondary education and the workplace.

Model Expectations for Postsecondary and Workplace Success

- Provide structure such as monitoring time, tracking attendance, enforcing punctuality, etc.
- Provide other features of postsecondary education and training where possible (e.g., managed enrollment, class terms¹, classes organized by subject or level).
- Maintain an environment that supports student success in postsecondary and workforce education.

¹ Class terms – as defined to be classes of certain lengths such as 10-week classes or 15-week classes

SUPPORT SERVICES FOR TRANSITIONS

The following set of supports is viewed as important and generally applicable across ABLE, but specific supports can also be developed and implemented for transitions work in the areas of career assessment and counseling, as well as advising when the student has enrolled in a postsecondary option.

Build Awareness of Postsecondary and Work Options

- Help students to understand the need to prepare beyond ABE/ESOL NRS Level 6 (for example, TABE 12.9) and to understand options beyond the GED as an end goal.
- Provide students with access to information, resources and services (for example, Ohio Board of Regents student portal, Ohio Learning Network), giving an opportunity to become familiar with postsecondary programs (for example, admissions processes, programs of study, credentials).
- Explore different career profiles and entrance requirements for college majors and career fields.

Provide Comprehensive Goal Setting Activities

- Set realistic goals that take into consideration the student's academic achievements and assessment scores and using appropriate tools for checking goals (for example, SMART criteria).
- Set both long- and short-term transition goals, and review on a regular basis.

Incorporate Individual and Group Advising

- Tailor advising to individual student's needs based on career assessment information, for example from Ohio Career Information System, EMSI, or other valid systems.
- Offer career, personal and academic advising.
- Utilize evidence-based methods to increase student persistence and learning.

COLLABORATIONS FOR TRANSITIONS

Participate in collaborative activities to connect with agencies that can support ABLE students in meeting their goal of completing postsecondary education or workforce training.

Integrate USO programs to facilitate student success.

- Develop agreements between ABLE and community colleges and/or branch campuses to better align remedial services for students.
- Develop agreements between ABLE and Adult Workforce Education programs to better align remedial services for students.
- Establish and maintain an ABLE presence on USO campuses.

Develop partnerships with other agencies to access comprehensive support services

- Examine and access resources from partners, including public workforce development programs and private employers.
- Provide links to financial literacy and support for education/training, career exploration, etc.
- Maintain partnerships to address needs of ABLE students (for example, Rehabilitation Services Commission, child care facilities, mental health facilities).
- Continue support² with students enrolled in postsecondary for one year.

² Support – as defined to be academic intervention per the concurrent enrollment policy

APPENDIX C

Technology Requirements

FY 2012

TECHNOLOGY REQUIREMENTS

FISCAL YEAR 2012

Technology is an integral part of the ABLE delivery system. All programs are required to maintain a high quality information management system that has the capacity to report participant outcomes and monitor program performance. In Ohio, the ABLELink program is the IMS system required for use by all funded programs.

The program will comply with the following Technology Assurances:

- The grantee has a computer system meeting the requirements and specifications outlined in the FY 2012 Computer Specifications. This system will be fully or partially dedicated for ABLE staff use.
- The grantee has Internet access to be used for e-mail and secure electronic data transfer.
- The grantee assures that sufficient and designated staff is available and trained to meet all data entry requirements pertaining to ABLELink and other evaluation systems developed by the Ohio Board of Regents, Adult Basic and Literacy Education Program.
- The grantee assures that it will continue to build capacity in the area of technology. This includes expansion of opportunities for instructional staff and students to become more proficient in the use of technology including the use of computers for instructional and management purposes.
- The grantee assures that it will maintain the security of the computer or computers used for ABLELink data entry by:
 - Maintaining security patches on the operating system
 - Maintaining anti-virus software with a subscription for virus signature updates
 - Maintaining physical security of the ABLELink data by password protecting any computer ABLELink data resides on
 - Maintaining network security of the ABLELink data by password protecting any network accessible location ABLELink data resides on
 - Using secure (encrypted) transmission methods on any transmission of ABLELink data (i.e. wireless Internet access, SFTP for sending reports and/or data matches, etc...)
 - The grantee assures that it will adhere to any current and subsequent ABLELink policies.

**Adult Basic and Literacy Education
Computer Specifications
FY 2012 PC SPECIFICATIONS**

General Specifications:

- 2.0 GHz (or greater) processor
- 1 GB (or more) RAM
- 17" monitor (15.9+ viewable area)
- 80.0 GB (or greater) hard drive
- 20x min. /48 max. CD-ROM
- Backup/storage method (e.g. network or CD-RW Drive)
- Internet connection **AND** choose either: 56.6 kps modem or fax/modem **OR** Network card

Required Hardware:

- Printer

Required Software:

- Operating system – Windows (XP, Vista, or 7)
- Office productivity software - Microsoft Access 2000, 2002, 2003 or 2007 (included in Microsoft Office 2000, XP, 2003 or 2007 Professional)
- Anti-virus software – must maintain subscription for updates to virus signatures as long as ABLELink resides on the computer.

Estimated cost: \$1000.00 retail

APPENDIX D

Action Steps

FY 2012

Strategy 1: Improved basic skills performance and GED attainment of ABE/ASE students – 15 Action Items

For Strategy 1, indicate how you will:

Action Steps	Description Elements
1. Develop and implement a marketing plan for recruiting students.	Explain the methods and techniques to be utilized to inform potential students about your program.
2. Implement and use the elements of an orientation and goal setting process.	Provide an overview of the content you are proposing for your orientation and the processes that you will establish. Include information about the anticipated frequency and general length of orientation. Describe how the goal setting process will be conducted.
3. Identify standardized assessments used.	Name the assessment instruments that will be used in your program such as TABE, CASAS, Workkeys.
4. Use assessment policies and procedures in your program.	Describe the processes you will put into place to ensure proper testing protocols and processes are followed by staff conducting assessments in your program.
5. Monitor student achievement including how a student portfolio is used in this.	Describe the process for reviewing the portfolio with the student and when the reviews will occur.
6. Plan instruction.	Discuss how the program will support instructional planning. Indicate if teachers will be given paid time to plan instruction. Indicate if staff will meet regularly to share information. Explain the process that individual teachers will follow to develop lesson plans.
7. Align curriculum and instruction to Ohio's ABLE Standards and to Ohio's Basic and Advanced Stackable Certificates.	Describe the processes that will be used to ensure that curriculum and lesson plans align with ABLE Standards and competencies and how instruction will be designed to address Ohio ABLE Standards, core indicators of performance and benchmarks.
8. Plan instruction around real-life contexts.	Describe how student needs will be addressed when planning lessons. Provide a brief description of a lesson that would incorporate real-life situations. Give examples of lessons based on real-life situations. How do you identify evidence-based methods to utilize in the ABLE classroom? Provide examples of methods that are used.

Action Steps	Description Elements
9. Incorporate evidence-based methods in instruction.	Indicate how you will identify evidence-based methods to utilize in the ABLE classroom. Provide a brief description of some evidence-based instructional methods you plan to utilize.
10. Utilize instructional techniques and technology to enhance instruction.	Describe the instructional techniques utilized in your program, e.g., whole class, small group, one-on-one tutoring, individualized with teacher assistance as needed. Indicate the predominate technique that will be used. Describe how frequently technology is utilized for instruction. Briefly describe technology available for classroom use by both students and instructors and how it is used. Indicate if you plan to make distance education available to your students.
11. Make decisions about selecting curriculum.	Name the commercial curriculum you will use in your program. Briefly describe other unique instructional items that you will also use. Describe how you will make decisions about selecting curriculum.
12. Establish procedures for entering student data into ABLELink and for utilizing ABLELink data for making instructional and programming decisions.	Identify, by name, the staff who will enter student data into ABLELink. Describe the processes that will be put in place to regularly review ABLELink data and correct errors. Discuss how ABLELink reports will be used for making programmatic decisions, i.e., who will use the data and what decisions will be made based on the data.
13. Ensure student records are secure, confidential and accurately maintained.	Indicate where secure files for student data will be maintained. Describe the process that will be used to appropriately dispose of materials containing sensitive student information after it is entered into ABLELink.
14. Ensure that instructional locations are safe and accessible.	Describe how you will select instructional sites and the hours of operations. Indicate the processes you will use to ensure selected sites are and remain safe and accessible.
15. Assist students to access support services.	Provide details about support services that your program will offer to ABLE students directly. Describe the procedures you will follow to identify community resources that could be accessed by students and for providing this information to students.

Strategy 2: Improve listening, speaking, reading and writing skills of ESOL students – 15 Action Items

For Strategy 2, indicate how you will:

Action Steps	Description Elements
1. Develop and implement a marketing plan for recruiting students.	Explain the methods and techniques to be utilized to inform potential students about your program.
2. Implement and use the elements of an orientation and goal setting process.	Provide an overview of the content for the orientation process you will use. Include information about the anticipated frequency and general length of orientation. Describe how the goal setting process will be conducted.
3. Identify standardized assessments used.	Name the assessment instruments that will be used in your program such as CASAS or Best Plus.
4. Use assessment policies and procedures in your program.	Describe the processes you will put into place to ensure proper testing protocols and processes are followed by staff conducting assessments in your program.
5. Monitor student achievement including how a student portfolio is used in this process.	Describe the process for reviewing the portfolio with the student and when the reviews will occur.
6. Plan instruction.	Discuss how the program will support instructional planning. Indicate if teachers will be given paid time to plan instruction. Indicate if staff will meet regularly to share information. Explain the process that individual teachers will follow to develop lesson plans.
7. Align curriculum and instruction to Ohio's ESOL Standards and to Ohio's Basic and Advanced Stackable Certificates.	Describe the processes that will be used to ensure that curriculum and lesson plans align with ESOL Standards and competencies. Describe how instruction will be designed to address Ohio ABE Standards, core indicators of performance and benchmarks.
8. Plan instruction around real-life contexts.	Describe how student's needs will be addressed when planning lessons. Provide a brief description of a lesson that would incorporate real-life situations. Give examples of lessons based on real-life situations. How do you identify evidence-based methods to utilize in the ABLE classroom? Provide examples of methods that are used.
9. Incorporate evidence-based methods in instruction.	Indicate how you will identify evidence-based methods to utilize in the ABLE classroom. Provide a brief description of some evidence-based instructional methods you plan to utilize.

<p>10. Utilize instructional techniques and technology to enhance instruction.</p>	<p>Describe the instructional techniques utilized in your program, e.g., whole class, small group, one-on-one tutoring, individualized with teacher assistance as needed. Indicate the predominate technique that will be used. Describe how frequently technology is utilized for instruction. Briefly describe technology available for classroom use by both students and instructors and how it is used. Indicate if you plan to make distance education available to your students and, if so, if the distance education will be provided by your ABLE program or another ABLE program.</p>
<p>11. Make decisions about selecting curriculum.</p>	<p>Name the commercial curriculum you will use in your program. Briefly describe other unique instructional items that you will also use. Describe how you will make decisions about selecting curriculum.</p>
<p>12. Establish procedures for entering student data into ABLELink and for utilizing ABLELink data for making instructional and programming decisions.</p>	<p>Identify, by name, the staff member who will enter student data into ABLELink. Describe the processes that will be put in place to regularly review ABLELink data and correct errors. Discuss how ABLELink reports will be used for making programmatic decisions, e.g., who will use the data and examples of decisions made as a result of data analysis.</p>
<p>13. Ensure student records are secure, confidential and accurately maintained.</p>	<p>Indicate where secure files for students' data will be maintained. Describe the process that will be used to appropriately dispose of materials containing sensitive student information after it is entered into ABLELink.</p>
<p>14. Ensure that instructional locations are safe and accessible.</p>	<p>Describe how you will select instructional sites and the hours of operation. Indicate the processes you will use to ensure selected sites are and remain safe and accessible.</p>
<p>15. Assist students to access support services.</p>	<p>Provide details about support services that your program will offer to ABLE students directly. Describe the procedures you will follow to identify community resources that could be accessed by students and for providing this information to students.</p>

Strategy 3: Assist students to obtain and retain employment and to transition to postsecondary education/training – 5 Action Items

For Strategy 3, explain how you will:

Action Steps	Description Elements
1. Market your career pathway services.	Indicate how you will publicize your transition services to students.
2. Utilize partnerships to assist students in transitioning to employment and postsecondary education/training.	List any current and proposed partnerships and describe how they will lead to students' obtaining employment and entering postsecondary instruction.
3. Assist students to identify postsecondary education/training as a goal.	Indicate activities you will pursue to educate students about career and postsecondary options available to them.
4. Describe specific instructional or support strategies that will be utilized to prepare students for postsecondary education and training.	Reference the Transition Framework activities that you will undertake to better prepare students for postsecondary education and training.
5. Describe how you will work with students to ensure that employment and postsecondary goals are current.	Indicate how frequently you will revisit goals with students and what occurs during this process.

Strategy 4: Increase parental involvement in children's education and literacy activities – 4 Action Items

For Strategy 4, explain how you will:

Action Steps	Description Elements
1. Partner in providing a four component family literacy program.	List the partners you have identified for providing family literacy services.
2. Operate your program.	Provide a description of how your family literacy program will operate and how services are coordinated among partners.
3. Plan and implement activities that address the needs of family literacy participants.	Describe how activities of particular interest to participants in family literacy programs will be selected.
4. Assess parent participants to determine the impact of the involvement in a family literacy component.	Indicate how the Parent Education Profile will be administered. Describe any additional assessments that will be used to determine the impact of the involvement in a family literacy program.

Strategy 5: Improve job-related basic skills through providing Workplace Literacy – 2 Action Items

For Strategy 5, explain how you will:

Action Steps	Description Elements
1. Collaborate with partner(s) to provide workplace literacy.	List proposed partners for workplace literacy and their contributions to the partnership.
2. Conduct the workplace literacy component.	Indicate where instruction will occur, what curriculum will be used, and how instruction will be adjusted to meet the needs of students in this component.

Strategy 6: Improve basic skills for criminal offenders in Correctional Institutions – 2 Action Items

For Strategy 6, explain how you will:

Action Steps	Description Elements
1. Identify the type of services to be offered.	Describe the type of services you will offer at the correctional site such as basic literacy, ESOL, GED preparation, etc. Provide details about the type of site where the correctional services will be offered, such as a jail, community-based facility, half-way house, etc.
2. Partner in providing corrections services making sure you include the details of the partner, partners' services and partners' contribution to funding.	Describe how you will ensure that the correctional agency will support ABLE programming. Explain what criteria the correctional agency will use to determine which offenders will be allowed to attend educational services often enough and long enough to show progress. Provide details about the correctional agency's contributions to funding, including in-kind and monetary.

Strategy 7: Provide a distance education option – 5 Action Items

For the “Program Only” Distance Component indicate:

Action Steps	Description Elements
1. Your rationale for establishing a distance education option within your program including the number of students you plan to serve at a distance.	Indicate why the decision was made to offer a distance education option, what students do you anticipate having an interest in distance education and the number of students you anticipate taking advantage of distance education.
2. How students will be recruited for distance education.	Describe the strategies you will use to inform students about distance education and recruit them to the program.
3. The curriculum you propose to use.	Name the curriculum that you will use and indicate why you selected it.
4. The name, if possible, of the instructional staff member(s) who will be responsible for distance instruction and provide assurances that staff member(s) will be trained through the Ohio ABLE program prior to providing distance education.	Provide the name and qualifications of the individual who will provide distance education. If an individual has not as yet been selected, indicate the qualifications of the person selected to provide distance instruction. Indicate your understanding that all staff offering distance education must participate in an Ohio ABLE approved designated training prior to beginning distance instruction.
5. Any local partnerships that will be involved in the distance education component.	Indicate names of any possible partners and the role they may play.

APPENDIX E

Budget Object and Purpose Codes FY 2012

Object Code

Listed below are the object codes that appear on the budget grid.

- 100 *Salaries*: Amounts paid to employees of the agency who are in positions of a permanent nature or who are hired temporarily, including personnel substitutes for those in permanent positions. This includes gross salary for personal services rendered while **on the payroll** of the agency.
- 200 *Retirement Fringe Benefits*: Amounts paid by the employing agency on behalf of employees. The amounts are not included in the gross salary but are over and above. Such payments are not paid directly to employees but may be part of an agency's personnel costs.
- 400 *Purchased Services*: Amounts paid for personal services rendered by persons who are not on the payroll of the agency and for other services which the agency may purchase. While a product may or may not result from the transaction, the primary reason for the purchase is the services provided to obtain the desired results. Services provided by other agencies are included under this definition.
- 500 *Supplies*: Amounts paid for expendable materials that are consumed or worn out or that may deteriorate in use. Also included are items that lose their identity through fabrication or incorporation into different or more complex units or substances.
- 600 *Capital Outlay*: For the purpose of this grant, expenditures for new or replacement equipment and furnishings.
- 800 *Other*: Amounts for goods and services not otherwise identified above. Included are expenditures for membership in authorized associations and organizations and the prorated charge for the auditing costs of a state examination.

Local Match: Does not apply to ABLE.

Purpose Codes

The Purpose Codes for the proposed project are as follows:

- *Instruction*: The activities/costs directly related to teaching. Costs for services

provided by certificated/licensed teachers, substitutes and tutors, such as salaries, retirement benefits, supplemental contracts and termination benefits. Supplies, materials, technology and equipment for teaching are also included.

- *Support Services*: Services that provide technical and logistical support to facilitate and enhance instruction. This includes expenses for program support, curriculum services, teacher aides, paraprofessionals, secretaries, health services, food services and library/media services.
- *Governance/Administration*: Expenditures for activities related to fiscal operations, process management, along with directing and managing the operation of a particular program, which may include program oversight and/or direct program supervision. One-Stop infrastructure costs would be placed in this Purpose Code area.
- *Professional Development*: Learning experiences designed to help personnel develop knowledge, skills, attitudes and behaviors that enhance student success. This includes purchased services related to costs for program-related staff development, such as travel, meals, lodging, stipends, substitute teachers and teacher mentors. Memberships in organizations would be placed in this purpose code within the “Other” Object Code.
- *Family and Community Involvement*: Activities and programs designed to encourage families and communities to become involved in education. Expenses may include: parenting-skills training, family literacy, family liaison, parent mentor, communications and purchase of materials that increase student achievement. Costs for recognition ceremonies should be placed in this budget code area. For example, costs for caps, gowns and awards would be placed within Code 500, Supplies.
- *Safety*: Activities that contribute to creating a safe environment for all persons involved in an educational experience. This includes school safety equipment.
- *Facilities*: Costs for the provision of appropriate facilities. These may include the costs of acquisition, maintenance, upgrading and care of physical facilities and property.
- *Transportation*: Costs associated with conveyance of individuals to and from school and school-related activities.

- *Nonpublic*: Costs associated with providing services to district students attending nonpublic schools.
- *Indirect Cost*: An indirect cost figure may be charged **only** if the district/agency has been approved by the Ohio Department of Education. Non-LEA's may not exceed an indirect cost rate of eight (8) percent.

Allowable ABLE Expenditures

Use the following guidelines to determine if a proposed expense is allowable for ABLE grants.

- *Instruction*: all codes except 800
- *Support Services*: all codes except 800
- *Governance/Administration*: all codes allowed. However, there is a fifteen (15) percent limit for non-instructional services and activities, including planning, administration, personnel development and interagency coordination.
- *Professional Development*: codes 400, 500 and 800 allowed
- *Family/Community*: codes 400 and 500 allowed (for marketing and other support services)
- *Safety*: all codes except 100, 200, 800
- *Facilities*: all codes except 100, 200, 800
- *Transportation*: only code 400 allowed
- *Nonpublic*: all codes blocked
- *Indirect Cost*: code 800. "No expenditure is authorized for school districts until the rates for the fiscal year have been approved by Ohio Department of Education. Colleges and universities may not exceed an eight (8) percent indirect cost rate and do not need prior approval from ODE. The eight (8) percent may not be applied to capital outlay, sub grants and other unallowable items as specified per 34 CFR 76.759."

APPENDIX F

Grant Checklist FY 2012

Adult Basic and Literacy Education Grant Checklist for FY 2012

_____ Completed Grant Application

_____ Section A: Planning Tool in CCIP

_____ Section B: Funding Application in CCIP

_____ Section C: Grant Addendum (to be e-mailed)

_____ Part A General Information

_____ Part B Enrollment Trends and Projections

_____ Part C Budget Narrative

_____ Part D Program Personnel

_____ Part E Instructional Site Page

_____ **NEW** Part F New Data Universal Numbering System (DUNS)
and Central Contractor Registry (CCR)
Assurances for FY 2012

_____ Appendix A: Map of the Locations of All Sites

Submission Due

By: 5:00 PM May 6, 2011

Attention: Jeff Gove, State ABLE Director

Ohio Board of Regents

30 E. Broad Street, 36th Floor

Columbus, Ohio 43215

E-mail to: sbrannon@regents.state.oh.us