



RFP DOE26008-ABE

Adult Education Services/Adult Basic Education

2026- 2027 Subgrant Application

Fiscal Years 2027- 2030

Deadline for Submission: March 17, 2026 at 2:00 PM (Local Time)

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Adult Education Services/Adult Basic Education

2026-2027 Subgrant Application

I. Introduction

The Delaware Department of Education has been providing Adult Basic Education Services since 1966. Adult Basic Education programs provide academic instructional and education services below the postsecondary level that increase an individual's ability to read, write, speak, perform mathematics or other activities necessary for the attainment of a secondary credential and transition to postsecondary education and training and/or employment. Currently, there are 16 adult education programs serving 3,800 students (50% Adult Basic Education and 50% English Language Acquisition) funded by the Department of Education.

These services are provided under Title II of the Workforce Innovation and Opportunity Act (WIOA), Adult Education and Literacy. The purpose of Adult Education is to:

- 1) Assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;
- 2) Assist adults who are parents or family members to obtain an education and skills that:
 - are necessary to becoming full partners in the educational development of their children; and
 - lead to sustainable improvements in the economic opportunities for their families;
- 1) Assist adults in attaining a secondary credential/diploma and in the transition to postsecondary education and training, through career pathways; and
- 2) Assist immigrants and other individuals who are English language learners in
 1. Improving their reading, writing, speaking and comprehension skills in English, mathematical skills; and
 2. Acquiring an understanding of the American system of Government, individual freedom and the responsibilities of citizenship.
- 3) Integrated Education and Training services that provide adult education concurrently and contextually with occupational training.
- 4) Integrated English Literacy/Civics Education programs that provide instruction in literacy and English Language acquisition; the rights and responsibilities of citizenship and civic participation; and access to workforce readiness and workforce training. Programs should be designed to prepare adults who are English language learners for, and place them in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency.

The target populations for these services are:

- 16 years of age or older;
- not enrolled or required to be enrolled in a secondary school under State

law; are basic skills deficient; do not possess a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or

- is an English Language learner.

II. Eligible Applicants

Any organization that has demonstrated effectiveness in providing adult education and literacy activities that may include:

- a local educational agency;
- a community-based organization or faith-based organization;
- a volunteer literacy organization;
- an institution of higher education;
- a public or private nonprofit agency;
- a library;
- a public housing authority;
- a nonprofit institution that is not described above and has the ability to provide adult education and literacy activities to eligible individuals;
- a consortium or coalition of the agencies, organizations, institutions, libraries or authorities described above;
- a partnership between an employer and an entity named above

III. Subgrant Awards

A subgrant award is based on a four-year cycle (July 1, 2026 – June 30, 2030). All selected providers are subject to the same funding cycle.

Year 1 – July 1, 2026 to June 30, 2027

Year 2 – July 1, 2027 to June 30, 2028

Year 3 – July 1, 2028 to June 30, 2029

Year 4 - July 1, 2029 to June 30, 2030

Funding is dependent upon the availability of state and federal funds. All funding requests must be reasonable, allocable and allowable. Proposals must provide strong justification for requested funding. The Delaware Department of Education reserves the right to negotiate subgrant award amount with the sub-grantee. Subsequent annual funding will be based upon activity completion and available funding. Based on 2025-2026 funding, there is approximately \$2,842,492 for Adult Basic Education services and English Language Acquisition services statewide in the community and in the correctional system (approximately a total of \$1,882,692 in federal funding and \$959,800 in state funding). An estimated \$181,322 is available for Integrated English Literacy and Civics Education projects.

Funds for this project are authorized in the State of Delaware Budget Appropriation Bill and Title II of the Workforce Innovation and Opportunity Act. The funding allocation approved for this project shall be dispersed by the Department to the sub-grantee in the amount equal to that

approved by the Department of Education in the annual continuation of services plan submitted by the sub-grantee.

Based on Census and American Community Survey data regarding population and educational data, Adult Basic Education and English Language Acquisition services funding will be allocated at these approximate levels to the extent possible:

- New Castle County – 48%
- Kent County – 21%
- Sussex County – 31%

Requested funding should anticipate service provision from July 1, 2026 to June 30, 2027. State funding must be expended by June 30, 2027. Federal funding should be expended by June 30, 2027.

Administrative costs should not exceed 5% of the entire budget. According to the Workforce Innovation and Opportunity Act, 95% of the federal grant award must be expended on planning, administration including carrying out performance accountability requirements; professional development; provision of adult education and literacy services in alignment with local workforce plans, including promoting co-enrollment in programs and activities under Title I, as appropriate and carrying out the one-stop partner responsibilities described in 20 CFR§678.420, including contributing to the infrastructure costs of the one-stop delivery system. The remaining amount may be used for local administrative costs. In cases where the administrative cost limit is too restrictive and would provide insufficient funds for the aforementioned non-instructional purposes, a grant applicant may submit a written request to the State Director of the Adult and Prison Education Resources Workgroup, to negotiate a higher administrative funding level. See Section 17 of this subgrant application.

The Delaware Department of Education requires that programs provide a minimum of 25% of the requested **total** funding as matching funds.

The term “match” refers to the annual amount of state and local funds that a local program must provide in order to receive federal adult education funds. The matching amounts may not include the state funding for this ABE grant. Examples of allowable matching or cost sharing include:

- Allowable costs incurred by the state or local programs under the grant agreement;
- Value of the third party in-kind contributions for the period to which the cost-sharing or matching requirements apply;
- Value of donated services provided to a local program by individuals at rates consistent with those ordinarily paid for similar work in the organization or by employees of other organizations; and,
- Value of third party donated supplies and loaned equipment or space.

Amounts designated as matching funds may not be counted towards other federal grants or projects. The non-federal contribution may be provided in cash or in kind, fairly evaluated, and shall include only non-Federal funds that are used for adult education and literacy activities that are consistent with the

purpose of the act. Tuition and fees collected from students may not go toward meeting federal matching, cost sharing, or maintenance of effort requirements related to this award. Matching funds must comply with OMB, EDGAR, AEFLA and local regulations.

IV. Reporting Requirements

To receive funding, applicants must be able to report progress towards performance targets via the LACES Data System. All data must be input on a weekly basis. The state will formally monitor LACES data on a quarterly basis to ascertain program performance. Informal monitoring will take place continuously over the grant period. The submission date for the final report June 30th.

Financial reports must be completed in compliance with the funding source. Reports for state funding must be completed by June 30 of each funding year. Reports for federal funding must be completed by July 31 of each funding year.

All applicants awarded funding must report award data and executive compensation data as required by the Federal Funding Accountability Act and must supply the Department of Education with a DUNS#.

V. Application Review Process

- 1) Pre-screening for “Demonstrated Effectiveness”
 - a) All applications must be submitted by the deadline.
 - b) All applications will be evaluated by the reviewer panel for demonstrated effectiveness to determine if the application will proceed to a full application review.
 - i) Programs that meet a “satisfactory” rating will have their entire proposal reviewed for funding.
 - ii) Programs that do not receive a “satisfactory” rating will be notified that their proposal will not be evaluated for funding due to insufficient evidence of demonstrated effectiveness.
 - c) The “Demonstrated Effectiveness” evaluation rubric is contained in Attachment 9 of this application.
- 2) Application review for programs evidencing “demonstrated effectiveness”
 - a) All applications must include the required components, as outlined in this document.
 - b) Applications that are late or incomplete will not be reviewed.
 - c) Detailed Review
 - i) Eligible applications will be reviewed and scored by peer reviewers using the rubric included in this application.
 - ii) Reviewers will have expertise in adult education service provision, content area; data collection; and the Delaware’s Workforce Development Plan.
 - iii) Funding levels will be impacted by scores attained on this rubric.
 - d) Criteria Weight

- All proposals within a specific service category shall be evaluated using the same criteria and scoring process. The following criteria shall be used by the peer evaluators to score applications:

Criteria	Weight
Program Leadership (Alignments; Collaboration; Indicators; Staffing)	30 Points
Experience (Past Effectiveness; Service Areas; Technology)	25 Points
Program Delivery (Serving Populations with Barriers to Employment; Program Quality; Contextualized Learning; Intensity; Support Services)	45 - 65 Points
Pricing (Budget, Justification and Enrollment)	20 Points

Applicants are encouraged to review the evaluation criteria and provide responses that addresses each of the scored items. Evaluators will not make assumptions about an applicant’s capabilities so the responding applicant should be detailed in their written responses.

VI. Prescreening for Demonstrated Effectiveness – Applicants must complete **one** of the following charts regarding program effectiveness. Proposals that receive a satisfactory rating on demonstrated effectiveness will proceed to a complete application review. Proposals that do not demonstrate effectiveness will not proceed to a complete review.

- Applicants previously funded under AEFLA / WIOA must submit NRS performance data required under section 116 (performance accountability) will use Chart A to demonstrate past effectiveness.
- Applicants that have not been previously funded under AEFLA / WIOA will use Chart B and to submit performance data that demonstrates past effectiveness in serving basic skills deficient eligible individuals, including evidence of success in achieving outcomes previously listed.

Chart A

Performance Attainments	Enrolled Students			Level Completions			Level Completion Percentage		
	FY 2023	FY 2024	FY 2025	FY 2023	FY 2024	FY 2025	FY 2023	FY 2024	FY 2025
Measurable Skills Gains									
ABE Level 1									
ABE Level 2									
ABE Level 3									
ABE Level 4									
ABE Level 5									
ABE Level 6									
ESL Level 1									
ESL Level 2									
ESL Level 3									
ESL Level 4									
ESL Level 5									
ESL Level 6									
FY Total (Col. B – G) and FY Average (Col. H-J)									
Performance Outcomes	FY 2023	FY 2024	FY 2025	FY 2023	FY 2024	FY 2025	FY 2023	FY 2024	FY 2025
Attained Secondary Credential/HS Diploma Attainment and Enrolled in Post-secondary Education or Training within one year of exit									
Attained Secondary Credential/HS Diploma Attainment and Employed within one year of exit									
Attained a Post-secondary Credential while enrolled or within one year of exit									

- Describe the source of the data used in the chart, e.g. Name of MIS, self-developed spreadsheet, etc.
- Explain the methods used to arrive at the data, e.g., enrolled students are students attending more than 5 hours or Level Completions are students scoring a certain percentage or score on a specific test.

Chart B

Applicants that have not received AEFLA funding previously must complete the following based on data and experience. ESL Level descriptors can be found on pages 83-85 of this application.

Performance Attainments	Enrolled Students			Level Completions			Level Completion Percentage		
	FY 2023	FY 2024	FY 2025	FY 2023	FY 2024	FY 2025	FY 2023	FY 2024	FY 2025
ABE Level 1									
ABE Level 2									
ABE Level 3									
ABE Level 4									
ABE Level 5									
ABE Level 6									
ESL Level 1									
ESL Level 2									
ESL Level 3									
ESL Level 4									
ESL Level 5									
ESL Level 6									
FY Total (Col. B – G) and FY Average (Col. H-J)									
Performance Outcomes	FY 2023	FY 2024	FY 2025	FY 2023	FY 2024	FY 2025	FY 2023	FY 2024	FY 2025
Attained Secondary Credential/HS Diploma Attainment and Enrolled in Post-secondary Education or Training within one year of exit									

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- Describe the source of the data used in the chart, e.g. Name of MIS, self-developed spreadsheet, etc.
 - Explain the methods used to arrive at the data, e.g., enrolled students are students attending more than 5 hours or Level Completions are students scoring a certain percentage or score on a specific test.

VII. Subgrant Application – Applicants must answer all questions.

- 1) **Program Alignment with Delaware’s Workforce Development Plan** – Through the Workforce Innovation and Opportunity Act (WIOA), state agencies work collaboratively to support a workforce development system that addressed the employment and skills needs of current employees, job seekers, and employers.

The goals of the Delaware Workforce Development Board (DWDB) under WIOA are: (1) integrated service delivery across programs; (2) improved efficiency in service delivery; and (3) a workforce that possesses the knowledge and skills needed by Delaware employers. For further clarification, please see the DWDB’s website: <https://labor.delaware.gov/wib/wioa/>

a) Describe how your program will support each of the DWDB objectives.

- 2) **Program Alignment with WIOA Title II Goals** – The goals of WIOA Title II, Adult Education and Family Literacy services are: (1) to assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency; (2) to assist adults who are parents or family members to obtain the education and skills that are necessary to become full partners in the educational development of their children and lead to sustainable improvements in the economic opportunities of their family; (3) to assist adults in attaining a secondary credential and in the transition to post-secondary education and training including through career pathways; and (4) to assist immigrants and other individuals who are English language learners in improving their reading, writing, speaking and comprehension skills in English and mathematics skills and acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship.

a) Describe how your program will be responsive to Title II Adult Education and Family Literacy’s goals listed above. Include how the program will provide education or education/training that aligns with high demand job opportunities and employment/career advancement.

- 3) **Service Provision Areas** – Services must be delivered in areas with learners identified as possessing low levels of literacy skills and/or are English language needs. These services must be provided in locations accessible by students.

a) Describe the geographic area(s) your proposal will service and document through data the need for Adult Basic Education and/or English Language Acquisition and Civics Education services in the proposed area.

- 4) **Ability to Serve Populations with Barriers to Employment, including eligible individuals with disabilities and learning disabilities** – WIOA emphasizes the need to serve eligible populations with barriers including: displaced homemakers, low income individuals, Indians, Alaska Natives, Native Hawaiians, Individuals with disabilities, older individuals, ex-offenders, homeless individuals, youth aged out of foster care, English Language learners, migrant and season farmworkers, TANF recipients with 2 years eligibility left, single parents and long term unemployed.

- a) Describe how your program will serve eligible individuals with disabilities, including those with learning disabilities.*
- b) Describe how your program will provide equitable access to services for populations with barriers, including gender, race, national origin, color, disability, or age.*

- 5) **Past Effectiveness** – Programs must demonstrate an ability to improve the literacy of eligible participants, especially those with low levels of literacy. In describing past effectiveness, grade levels or National Reporting System functioning educational levels (Attachment 18) may be used.

- a) Describe your program’s success in working with adult learners who have not attained a secondary credential, including students with low levels of literacy. Data regarding credential attainment rate; measurable skills gains rate; effectiveness in service employers; median earnings; employment rate; total number of individuals served; and program of study completed should be included.*
- b) Describe your organization’s experience with a management information system, if any.*
- c) Please provide an organizational chart.*

- 6) **Collaboration with One – Stop and Community Partners** – Programs must work collaboratively with other One Stop and Community Partners to provide services to eligible participants. These partners can include: One Stop core members and partners, other available education and training providers, social services resources, K12 schools, postsecondary educational institutions, institutions of higher education, businesses, industries, labor organizations, community-based organizations, nonprofits, and other intermediaries. For more on One Stop Partners, see [Programs - Delaware JobLink](#)

- a) Describe how your program will align activities and services with the other WIOA One-Stop Partner services.*
- b) Describe how your program will incorporate career pathways and career planning into this project.*
- c) Include any MOUs your organization may have in place to support this project.*

- 7) **Program Quality** – Programs must provide quality instruction based on the most rigorous research while also ensuring sufficient hours of instruction to achieve learning gains.

-
- a) *Adult Basic Education Services*
 - i) *Explain the academic curriculum (writing, speaking, and math) your program will be using for Adult Basic Education students and the evidenced based research or best practice it is based on.*
 - ii) *Explain how your program will provide evidence-based reading instruction including the essential components of reading instruction. For more information, please see: [Applying Research in Reading Instruction for Adults: First Steps for Teachers](#)*
 - b) *English Language Acquisition Services (ESL Services)*
 - i) *Explain the curriculum (listening, speaking, reading, writing and math) your program will be using for English Language Acquisition students and the evidenced based research or best practice it is based on.*
 - ii) *Explain how your program will assist English Language Learners to become familiar with the citizenship process and encourage civics participation.*
 - c) *Please complete the following class schedule chart indicating locations where instruction will take place.*

Class Type	Location	Days/Hours of Instruction
Example: ABE	Poughkeepsie HS	Tues/Wed - 4:00pm – 6:00pm

- 8) **Program Capacity to Use Technology to Promote Student Progress** – Programs must be able to effectively use technology and varied delivery systems, including distance learning, to increase the amount of learning that leads to student progress. Programs must also provide students with digital learning skills that will enable them to access and progress within this digital economy. For more information, see: [Promoting-Digital-Literacy-for-Adult-Learners-A-Resource-Guide-April-2022.pdf](#)
 - a) *Explain how your program will use technology and varied instructional delivery processes to increase student participation, resulting in improved performance. Include the digital literacy skills that will be taught and the distance learning options that will be available.*
- 9) **Contextualized Learning** – Programs must be able to provide learning in context, including through integrated education and training, so that a participant acquires skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship. Integrated education and training models are a best practice in providing contextualized learning. Pre-apprenticeship and apprenticeship programs can also provide integrated education and training avenues for apprenticeship jobs in the state. For more information, see [Apprenticeship and Training - Delaware Department of Labor](#)

a) Explain how your program will provide academic skills through a contextualized approach, critical thinking skills, digital literacy skills, self-management skills, citizenship and civics skills, and workforce preparation skills to:

- i) Adult Basic Education learners
- ii) English Language learners

b) Will your program be using an integrated education and training model? This model provides adult education/literacy, workforce preparation and workforce training, each of sufficient intensity and quality simultaneously. There is a need for these programs that allow adult learners to access employment through an integrated academic and vocational training approach. For more information:

<https://www.clasp.org/sites/default/files/public/resources-and-publications/publication-1/WIOA-IET-Model-Programs.pdf>

If so, explain how this model will be delivered and what specific skills areas will be taught and the industry recognized certifications that will be available.

10) **High Quality Adult Education Staff** – All staff that provides instruction in the programs funded under this grant must be aware of evidence-based research and best practices in the field of Adult Education. All employed instructors must be certified in accordance with DDOE regulations. For more information, please see:

- Licensing and Certification
<http://regulations.delaware.gov/AdminCode/title14/1500/index.shtml#TopOfPage>
- Adult Education Permit
ugadultbasicedpermit.pdf
- Adult Education Professional Development
[LINCS | Adult Education and Literacy | U.S. Department of Education](http://LINCS|AdultEducationandLiteracy|U.S.DepartmentofEducation)

a) Complete the following chart regarding staff assigned to this project by category:

Category	Number	Qualifications for position
Teachers Full Time		
Teachers Part Time		
Para instructional aides		
Administration (Program Mangers, etc.)		
Clerical Support		

b) Describe your program’s professional development process that will ensure that staff is providing quality instruction and include some PD opportunities your program will offer in the chart below. Add additional lines as needed.

Topic	For Whom	Timeframe for presentation if selected for funding

- 11) **Support Services** – Many times, adult learners have need for support services in addition to the academic/workforce development services provided by programs, such as daycare, transportation, mentoring, etc.

Explain how your program will assist learners with these types of services to support their progress through your program. Be sure to include any innovative practices such as navigators, case managers, etc.

- 12) **Projections for the Adult Education Performance Indicators** – An explanation of these performance outcomes can be found in Chapter 2 NRS Measure Definitions
Please see: [NRS Technical Assistance Guide | National Reporting System](#)

a) Complete the following charts regarding the measurable skills gains indicators.

Category	FY 27 State Performance Targets – Tentative	Proposed Program’s FY 27 Targets
ABE Level 1	70% of participants placed at this level will acquire the basic skills needed to complete this educational functioning level.	____% of participants placed at this level will acquire the basic skills needed to complete this educational functioning level.
ABE Level 2	63.5% of participants placed at this level will acquire the basic skills needed to complete this educational functioning level.	____% of participants placed at this level will acquire the basic skills needed to complete this educational functioning level.
ABE Level 3	63% of participants placed at this level will acquire the basic skills needed to complete this educational functioning level.	____% of participants placed at this level will acquire the basic skills needed to complete this educational functioning level.
ABE Level 4	62% of participants placed at this level will acquire the basic skills needed to complete this educational functioning level.	____% of participants placed at this level will acquire the basic skills needed to complete this educational functioning level.
ABE Level 5	71% of participants placed at this level will acquire the basic skills needed to complete this educational functioning level.	____% of participants placed at this level will acquire the basic skills needed to complete this educational functioning level.
ABE Level 6	70% of participants placed at this level will acquire the basic skills needed to complete this educational functioning level.	____% of participants placed at this level will acquire the basic skills needed to complete this educational functioning level.
ESL Level 1	61% of participants placed at this level will acquire the basic skills needed to complete this educational functioning level.	____% of participants placed at this level will acquire the basic skills needed to complete this educational functioning level.

ESL Level 2	72% of participants placed at this level will acquire the basic skills needed to complete this educational functioning level.	___% of participants placed at this level will acquire the basic skills needed to complete this educational functioning level.
ESL Level 3	76% of participants placed at this level will acquire the basic skills needed to complete this educational functioning level.	___% of participants placed at this level will acquire the basic skills needed to complete this educational functioning level.
ESL Level 4	67% of participants placed at this level will acquire the basic skills needed to complete this educational functioning level.	___% of participants placed at this level will acquire the basic skills needed to complete this educational functioning level.
ESL Level 5	67% of participants placed at this level will acquire the basic skills needed to complete this educational functioning level.	___% of participants placed at this level will acquire the basic skills needed to complete this educational functioning level.
ESL Level 6	68% of participants placed at this level will acquire the basic skills needed to complete this educational functioning level.	___% of participants placed at this level will acquire basic skills needed to complete this educational functioning level.

b) Core Outcome Indicators

Category	FY 27 State Performance Targets – Tentative	Proposed Program’s FY 27 Performance Targets
Employment (Second Quarter after Exit)	47.5% of participants will be employed	___% of participants will be employed
Employment (Fourth Quarter after Exit)	47.5% of participants will be employed	___% of participants will be employed
Credential Attainment	56.5% of participants will attain a credential	___% of participants will attain a credential
Median Earnings (Second Quarter after Exit)	\$6,250 will be the median earning	_____ will be the median earning for participants
Effectiveness in Serving Employers	52% of employers will be satisfied with services provided by Title II funded programs	___% of employers will be satisfied with services provided by your program

13) **Intensity of Services** - Sufficient hours of services need to be delivered to allow students to be successful and complete student goals.

- a) *How many hours of instruction, not including supplemental support, will your program offer over the course of FY 27?*
- b) *Complete the following chart*

Class Type	Total to be served	Location(s)	Days/Hours of instruction	Starting Date- & End Date
Ex. ABE ELA	50 50	Poughkeepsie HS Woody Comm. Ctr.	Tues/Wed - 4:00 – 6:00pm Mon/Wed/Fri - 7:00-9:00pm	

14) **Enrollment Projections** – Based on identified need in your service area, designate annual enrollment projections. These numbers should reflect the number of participants expected to be served (providing 12 hours or more of instruction) in FY27.

a) *Complete the following chart.*

Targeted Populations *	Estimated number of Students	% of Total Students Served	Location(s) where services will take place
Low Income Adults			
Long Term Unemployed			
Ex-offenders			
Individuals with Disabilities			
Older Individuals			
Single Parents and Displaced Homemakers			
English Language Learners			
Youth who are in or have aged out of foster care			
Eligible Migrant and Seasonal Farmworkers			
TANF Recipients with 2 years eligibility left			
Homeless Individuals			
Indian, Alaska Natives, Native Hawaiians			

* If a targeted population is served in all classes instead of a specific class location, write “All Classes”.

15) **Financial Risk Assessment** - This section will not be scored. The information is collected for informational purposes only.

a) *Please respond to the following as appropriate to your program.*

Local education agencies do not have to complete this financial risk assessment since the Department of Education conducts one on each LEA. The Department will share the results of the risk assessment with the grant’s selection panel.

All other applicants please complete the following Financial Risk Assessment.

Question	Yes	No	N/A
Has the organization's business office staff changed within the last year?			
Does the organization use a paper based or an electronic financial record keeping system?			
Has the organization switched to a new computer account system lately?			
Does the organization have experience with previous federal and/or state grants?			
Does the organization perform an annual audit?			

16) **ADMINISTRATIVE COSTS CALCULATION SHEET** – Administrative costs are those reasonable, necessary and allowable costs associated with overall project management and not directly related to provision of services to participants or allocable to other cost categories. This section will not be scored. It is for informational purposes only.

Administrative costs can be both direct and indirect. Indirect costs are service-oriented costs that benefit the entire organization in a business sense.

a) Complete the following chart regarding administrative costs.

Administrative Costs

Supervision _____
 Clerical Support _____

Contracted

Audit _____
 Telephone/Utilities/Facilities _____
 Other _____

Supplies and Materials

Office (for non-instructional purposes) _____

Indirect Costs _____

Capital Outlay (for non – instructional purposes) _____

TOTAL _____

Divide the TOTAL amount from above
 By the total requested in the proposal
 to determine the Percentage of Administrative Cost _____ %

*Note: The administrative cost percentage cannot exceed 5% of the total grant unless a waiver has been requested **and** include a copy of your Indirect Cost Rate Agreement as applicable.*

17) Budget and Justification Be sure to label budget pages with Adult Education Services/Adult Basic Education (ABE)

- a) Complete the attached DDOE budget forms detailing costs for the operation of your center. Be sure to identify instructional or administrative costs after item on the budget sheet.*
- b) Develop a Budget Narrative that explains how your budget request aligns with the requirements of this RFP and supports the purposes of this application.*