

# **GUIDE FOR WRITING A GRANT PROPOSAL**

WIA, Title II  
“Adult Education and Family Literacy”

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## INTRODUCTION

By virtue of Title 17 of the Guam Code Annotated, Division 4, Chapter 30, of the Community College Act of 1977, Guam Community College (GCC) was given the responsibility to administer and implement adult education programs and activities within the Territory of Guam. Accordingly, GCC is both the State Education Agency (SEA) and the Local Education Agency (LEA) for Adult Education providing services to adult learners that are directly linked to GCC's primary mission – workforce development – successfully accomplished through a number of organizational units and partnerships. A description of GCC's adult educational activities: the Adult Education and Literacy, English Literacy, and Family Literacy, is detailed in Guam's Adult Education and Family Literacy Act State Plan Extension 2008-2009 – Title II of the Workforce Investment Act (WIA) of 1998, as extended.

The purpose of this guide is to provide instructions and procedures to develop an acceptable proposal that outlines how Federal funds – based on rules, guidelines, and standards set forth under WIA, Title II, the U.S. Office of Management and Budget (OMB), and the government of Guam – will be used. Also included are a number of appendices that provide applicable information on WIA, Title II and other resources.

The Planning and Development Office provides this guide as part of its technical assistance to eligible WIA, Title II providers. **It is important for the grant writer to use this guide along with Guam's Adult Education and Family Literacy Act State Plan, as amended** [Appendix F], **Assessment Policy Guidelines** [Appendix B], **and College and Career Readiness Standards for Adult Education** [Appendix G] **when developing a WIA Title, II grant proposal.**

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## OVERVIEW – PROPOSAL PROCESS

GCC provides an opportunity for eligible providers to request for Federal funds by submitting a written proposal to develop, implement, and improve adult education and literacy activities on Guam. Given P&D's adherence to the submission process, attention must be placed on eligibility, allowable activities, and the proposal.

### I. ELIGIBILITY:

Proposals from an eligible institution/recipient must qualify in order to receive assistance under WIA, Title II §203(5).

- (A) a local educational agency;
- (B) a community-based organization of demonstrated effectiveness;
- (C) a volunteer literacy organization of demonstrated effectiveness;
- (D) an institution of higher education;
- (E) a public or private nonprofit agency;
- (F) a library;
- (G) a public housing authority;
- (H) a nonprofit institution that is not described in any of the above (A) – (G) and has the ability to provide literacy services to adults and families; and
- (I) a consortium of the agencies, organizations, institutions, libraries, or authorities described in any of the above (A) – (H).

### II. ALLOWABLE ACTIVITIES:

Guam's Adult Education and Family Literacy Act State Plan, as extended(Chapter 3) provides information on required local activities (§231(b)). These activities include:

- Adult education and literacy services, including workplace literacy services;
- Family literacy services; and
- English literacy program programs.

### III. APPLICATION AND SUBMISSION:

Chapter 6 (Guam's Adult Education and Family Literacy Act State Plan, as extended) describes procedures to fund eligible providers. The State Agency Office will publish a Notice of Availability in the major newspapers within Guam and on GCC's Web site ([www.guamcc.edu](http://www.guamcc.edu)). A grant proposal application (hard copy) may be obtained at the State Agency Office – Guam Community College, Student Services and Administration Building, room 2209 or electronically via the Web site.

Eligible providers shall submit a written grant proposal (original and two copies) in the required format and content (information and assurances) to the State Agency Office. Note: "Internal" applicants (GCC's faculty/staff) must ensure that the grant

proposal is received by the Dean's Office at least five (5) business days prior to the State Agency's submission deadline.

The State Agency Office will review the grant proposal for completeness. The evaluation results of the proposed projects and outcomes will be forwarded to the Project Review Panel. The Project Review Panel is responsible for making recommendations to the State Director.

#### IV. PROPOSAL:

Submit your proposal – single sided – in the order provided below and refer to each section below in regards to maximum number of pages. A "page" is 8.5" x 11" with 1" margins at the top, bottom, and both sides. Use a font (Times New Roman, Courier, Courier New, or Arial) that is 12 point (characters per inch). However, you may use a 10-point font in charts, tables, figures, and graphs. The attachments may only include qualifications of key personnel, letters of support, references, and price quotations.

Applications – in paper format – must be submitted (original plus two copies) to the State Agency Office at the Guam Community College by the deadline for transmittal indicated in the Notice of Funding Availability.

**We reserve the right to disqualify proposals that exceed the page limit, exclude required documents, or if you do not comply with the deadline requirements. Proposals electronically transmitted will also not be accepted.**

The order and content of the proposal is as follows:

- Cover Page
- Abstract
- State of Need
- Statement of Work
- Project Outcomes
- Budget and price quotations
- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion (ED80-0014) [Appendix C]
- GCC Special Project/Grant Budget Form [Appendix F]
- 501(c) (3) Certificate of Tax Exemption (non-profit) and a copy of the most recent **published** financial statement.

##### A. COVER PAGE [1 PAGE MAXIMUM]

The eligible recipient shall complete the appropriate cover page. GCC faculty/staff should complete an "internal" cover page while a non-GCC applicant should complete an "external" cover page. At a minimum, the cover page should contain the following information: grant title, project title, date submitted, organization's name (address, phone and fax numbers, email address), and appropriate signatories [Appendix D].



**B. ABSTRACT** [1 PAGE MAXIMUM; DOUBLE SPACED]

The Abstract provides concise information – capturing significant aspects of the project and responding to *what, who, why, and how*. What is the purpose of the proposed project? Who is the target population? Why is this project essential? What successful outcomes do you anticipate from this project? What is the cost to effectively implement the project's goals and objectives? How will you implement the required activities?

This one page (double spaced) document provides a quick peak to the proposal's goals and objectives.

**C. STATEMENT OF NEED** [3 PAGES MAXIMUM; SINGLE SPACED]

Provide a clear, succinct description of the project (e.g., scope). In terms of quality and quantity, describe the issue or problem that the project will address. This includes the project's purpose, description of issues to be addressed, target population to be served, and description of impact area.

The purpose of the project must be aligned to the objectives of WIA, Title II (e.g., allowable activities).

- Give a detailed description of major issues or obstacles to be resolved through grant funds.
- List and describe the target population to be served including the rationale for why the population was selected. Also, provide two illustrations of how you will provide services to special populations and other groups. Special populations include individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for nontraditional training and employment, single parents, including single pregnant women, displaced homemakers, and individuals with other barriers to educational achievement, including individuals with limited English proficiency.
- Summarize past effective activities to improve services to special populations.
- State your commitment to serve individuals in the community who are most in need of service.
- Provide a description of the impacted area (labor market information). Reliable source for data and economic information may include the local One-Stop website and/or –
  - Census Bureau – <http://www.census.gov>
  - America's Career InfoNet – <http://www.acinet.org/acinet>
  - America's Labor Market Information Systems – <http://www.doleta.gov/almis>
  - Workforce Investment Act – <http://www.doleta.gov/usworkforce/>
- Illustrate how you will establish cooperative arrangements with other agencies, institutions, or organizations so as to successfully implement the activities described in this proposal. These cooperative arrangements

are not only essential to leverage available resources in the community but also to establish strong links with elementary schools and secondary schools, postsecondary educational institutions, one-stop center, job training programs, and social service agencies.

- Discuss how this proposal plans to continue successful elements of the project after the grant period ends.

#### D. STATEMENT OF WORK [7 PAGES MAXIMUM; SINGLE SPACED]

This section is fundamental to the proposal as it requires information to support the Statement of Need. Develop two or more **concise** paragraphs on each item listed below.

1. **Local Program to be Funded:** Identify the local program to be funded by this Act (below) and the appropriate program strategy(ies) (page 61, Guam's Adult Education and Family Literacy Act State Plan).
  - Adult education and literacy services, including workplace literacy services;
  - Family literacy services; or
  - English literacy program programs.
2. **College and Career Readiness Standards for Adult Education (CCR):** CCR are standards that bring "awareness and understanding of the critical skills and knowledge expected and required for success in colleges, technical training programs, and employment in the 21<sup>st</sup> century."<sup>1</sup> The standards are separated into four: Reading, Writing, Speaking and Listening, and Language. For each standard, select at least one "CCR Anchor" and illustrate related activities.
3. **Work Schedule Plan:** Using the Work Schedule Plan table below, identify a Project Goal and then separately list at least three objectives. Each Project Objective should identify a corresponding Task/Activity, the quarter (Q1, Q2, Q3 or Q4) the Task/Activity will be initiated and completed, and the individual (Responsible Staff) assigned to carry out the Project Activity. Expand the Work Schedule Plan table to include all relevant project objectives or tasks/activities.

Work Schedule Plan										
<b>Project Goal:</b>										
Project Objective	Task/Activity	Year 1 by Quarter (Q)				YEAR 2 by Quarter (Q)				Responsible Staff
		Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	
1.										

<sup>1</sup> College and Career Readiness Standards for Adult Education, Susan Pimental, 2013

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<b>Work Schedule Plan</b>										
<b>Project Goal:</b>										
<b>Project Objective</b>	<b>Task/Activity</b>	<b>Year 1 by Quarter (Q)</b>				<b>YEAR 2 by Quarter (Q)</b>				<b>Responsible Staff</b>
		Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	
2.										
3. etc.										

4. **Measurable Goals:** Establish goals to measure participant outcomes.
5. **Past Effectiveness:** Describe proven activities that improved literacy skills of adults and families.
6. **Commitment to Serve:** State your commitment to serve individuals in the community who are most in need of literacy services, including individuals who are low-income or have minimal literacy skills.
7. **Program Intensity:** Explain how this proposal is of sufficient intensity and duration for participants to achieve substantial learning gains and uses instructional practices, such as phonemic awareness, systematic phonics fluency, and reading comprehension that research has proven to be effective in teaching individuals to read.
8. **Research and Effective Educational Practice:** Describe how activities are built on strong foundation of research and effective educational practice.
9. **Technology:** Demonstrate how the activities effectively employ advances in technology, as appropriate, including but not limited to the use of computers.
10. **Real Life Contexts:** Describe how activities provide learning in real life contexts to ensure that an individual has the skills needed to compete in the workplace and can or does exercise the rights and responsibilities of citizenship.

11. **Adequate Staff:** Provide evidence that activities will be staffed by well-trained instructors, counselors, and administrators.
12. **Available Resources:** Illustrate how activities will be coordinated with other agencies so as to leverage resources in the community, such as establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, one-stop centers, job training programs, and social service agencies.
13. **Flexible Schedule and Support Services:** Detail how the proposal will offer flexible schedules and support services (such as childcare and transportation) necessary to enable individuals, including individuals with disabilities or other special needs to attend and complete programs.
14. **Information Management System:** Describe whether the activities maintain a high-quality information management system that has the capacity to report participants' outcomes and to monitor program performance against the eligible agency performance measures.
15. **Data:** Outline how you will ensure data on students participating in adult education programs will 1) adequately measure the progress of the students, including special populations and 2) are complete, accurate and reliable.
16. **Program Need:** Explain whether local communities have a demonstrated need for additional English literacy programs.
17. **Cooperative Arrangements:** Describe and provide any cooperative arrangements you will have with other agencies, institutions, or organizations for the delivery of adult education and literacy activities.

**E. PROJECT OUTCOMES [2 PAGES MAXIMUM; SINGLE SPACED]**

Using the core indicators (1-3) identify at least one performance measure (numerator and denominator) to gauge the success of the proposal's activities during the grant period. ***Performance measure should correspond to one or more objective identified on the Work Schedule Plan.*** The grantee is responsible for collecting data, tracking information, and submitting reports related to these measures.

**Core Indicator #1:** Demonstrated improvements in the literacy skills in reading, writing, and speaking the English language, numeracy, problem-solving, English language acquisition, and other literacy skills.

**Core Indicator #2:** Placement, in, retention in, or completion of postsecondary education, training, unsubsidized employment or career advancement.

**Core Indicator #3:** Receipt of a secondary school diploma or its recognized equivalent.

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Performance Measure	Measure Definition	Planned Level of Outcomes
Placement, in, retention in, or completion of postsecondary education, training, unsubsidized employment or career advancement.	The number of individuals placed or retained in, or placed in postsecondary education, training, unsubsidized employment or career advancement.	At least 100 individuals will be placed or retained in, or placed in postsecondary education, training, unsubsidized employment or career advancement during the program year.

**F. BUDGET [NO PAGE LIMIT]**

Budget, another key piece of the proposal, should link to the project objectives and the tasks/activities and/or services described in the Work Schedule Plan. The "Budget Narrative Justification" should confirm the need for the budget and activity. Include details to facilitate the determination of allowable costs and the relevance of these costs to the proposed project. Travel (conference agenda, itinerary with airfare, and per diem (<http://www.defensetravel.dod.mil/perdiem/perdiemrates.html>) and quotations for individually priced items costing more than \$500.00 should be included as attachments to the grant proposal.

Write a paragraph or two to demonstrate the need for the budget. Explain why this project and associated costs are an effective and necessary use of WIA, Title II resources.

Complete the tables below and expand them as needed to show allowable costs [Appendix A].

- **Personnel Salaries**

Provide the title of each staff position and percent of time each person will devote to the project. Budget should not exceed 30% of the total project's direct costs. It should be noted that a daily "Time and Effort" report must be submitted monthly to P&D.

Object Category: PERSONNEL SALARIES			
Position	% of Time	Hourly Wage	Cost
Total Cost – Personnel Salaries			
Budget Narrative Justification –			

- **Benefits**

Detail listing of benefits provided to employees.

Object Category: BENEFITS			
Position	Rate	Base Amount	Cost
Total Cost - Benefits			
Budget Narrative Justification –			

- **Travel**

Includes mileage, plane fare, meals and incidentals, lodging, and any other cost associate with travel for grant (External applicants – refer to “travel” in Appendix A; Internal applicants – must also refer to GCC’s Travel Policy). [Not to exceed one per grant proposal.]

Object Category: TRAVEL			
Item	Unit Type	Cost/Unit	Cost
Total Cost - Travel			
Budget Narrative Justification –			

- **Capital Equipment**

Capital equipment are all tangible, non-expendable property having a useful life of more than one year and an acquisition **cost that equals or exceeds the \$5,000 per unit cost.**

Object Category: CAPITAL EQUIPMENT			
Item	# of Items	Cost/Item	Cost
Total Cost – Equipment			\$
Budget Narrative Justification –			

- **Equipment**

Equipment are all tangible, non-expendable property (categorized as either information technology (IT) or none information technology) having a useful life of more than one year and an acquisition ***cost that is less than \$5,000 per unit cost.***

Object Category: EQUIPMENT ~ <b>None IT</b>			
Item	# of Items	Cost/Item	Cost
Total Cost – Equipment None IT			\$
Budget Narrative Justification –			

Object Category: EQUIPMENT ~ <b>IT</b>			
Item	# of Items	Cost/Item	Cost
Total Cost – Equipment IT			\$
Budget Narrative Justification –			

- **Supplies**

Supplies refer to all consumable materials, items costing less than \$5,000 per unit, and other goods. Shipping and delivery are a normal part of the cost of supplies.

Object Category: SUPPLIES			
Item	# of Items	Cost/Item	Cost
Total Cost – Supplies			\$
Budget Narrative Justification –			

- **Contractual**

Include the name of the vendor, an explanation of the services to be provided, and the amount.

Object Category: CONTRACTUAL			
Item	# of Items	Cost/Item	Cost
Total Cost – Contractual			\$
Budget Narrative Justification –			

- **Administrative Cost**

Describe the percent (not to exceed 5% of direct cost) and total amount that will be spent for planning, administration, or other interagency coordination. Not applicable to internal applications.

Object Category: ADMINISTRATIVE COSTS	
Description	Cost
Total Cost – Administrative Cost	\$
Budget Narrative Justification –	



## V. DEFINITIONS:

<b>Administrative Costs</b>	Costs (not to exceed 5% of direct cost) associated with certain functions, such as accounting, procurement, financial management, payroll, etc.
<b>Capital Equipment</b>	Cost of nonexpendable property having a useful life of more than 1 year and a per-unit cost of \$5,000 or more.
<b>Contractual</b>	Cost of any contract.
<b>Direct Cost</b>	Costs that can be specifically identified with a particular final cost objective.
<b>Equipment</b>	Cost of nonexpendable property having a useful life of more than 1 year and a per-unit cost of <i>less than \$5,000</i> or more. Equipment is categorized as either information technology (IT) or none information technology. Examples of IT are computer desk, printer, scanner, router, monitors, wireless devices, and electronic whiteboards. Examples of none IT equipment are classroom furniture and equipment, instructional equipment, office equipment, classroom set text books.
<b>Fringe Benefits</b>	Cost of benefits paid to the personnel on the grant, including the cost of employer's share of FICA.
<b>Personnel</b>	Wages/salaries paid to employees of the grantee organization who are directly involved in grant implementation. [Not to exceed 30% of the total project's direct costs.]
<b>Project Goal</b>	The specific result or purpose expected to be accomplished over the entire project period. The project goal should directly relate to the Statement of Need.
<b>Project Objective</b>	The statement should relate back to the Project Goal and contain basic elements such as: what will be accomplished during the project period and when it will be accomplished. Each objective should be specific, measurable, achievable, and result-oriented.
<b>Supplies</b>	Consumable materials costing less than \$5,000 per unit, and other goods and materials needed to conduct training. Shipping is part of the cost of supplies and should be included in the budgeted amount.
<b>Travel</b>	Costs that are reasonable and necessary to effectively manage and carry out grant activities, provide oversight or measure program effectiveness. (External applicants – refer to "travel" in Appendix A; Internal applicants – must also refer to GCC's Travel Policy). [Not to exceed one per grant proposal.]

**VI. APPENDICES:**

Appendix A – Allowable Costs [OMB Circular A-21]

Appendix B – Assessment Policy Guidelines

Appendix C – Certification Regarding Debarment, Suspension,  
Ineligibility and Voluntary Exclusion (ED80-0014)

Appendix D – Cover Page (Internal and External)

Appendix E – Guam Community College Special Project/Grant  
Budget Form

Appendix F – Guam’s Adult Education and Family Literacy Act State  
Plan [CD]

Appendix G – College and Career Readiness Standards for Adult  
Education