**OVERVIEW**

In Part II of the RFP (CLASS PLAN AND BUDGET WORKBOOK), the state will consider the extent to which this section provides evidence of:

1. a plan to maintain a minimum of 50 active and unique student seats, or annualized seats

**Note: only CALC applicants proposing to primarily serve the homeless may apply for a waiver of the 50 seat minimum policy.**

1. sufficient intensity and duration of services to ensure student outcomes, in alignment with what was proposed in the Program Design section of the RFP
2. a reasonable cost per active and unique student seat

Cost is a key factor in determining awards. Programs are encouraged to propose a cost per active and unique seat (see KEY DEFINITIONS section below for a detailed definition) between **$2,300 and $3,300**. This range is based on state data from FY16 in which $2,300 is the 25th percentile of all programs and $3,300 is the 75th percentile of all programs. While programs may propose budgets below the 25th percentile, proposed budgets above the 75th percentile will not be accepted, absent a rationale so compelling that it warrants an exception.

**GENERAL INSTRUCTIONS**

**IMPORTANT NOTE**: These worksheets are designed for digital use. They are not formatted for printing.

Each program's class plan and budget must be completed using this Excel workbook. For those unfamiliar with Excel, worksheets (designated by tabs at the bottom of the page) are organized by rows, columns and cells (also referred to as fields throughout this document). You will move from worksheet to worksheet (tab to tab) completing all required fields on each row by entering the requested information identified by the header of each column. For your convenience, some fields contain **drop down lists** from which you simply select the information.

Highlighted columns contain **read-only fields** that will calculate automatically. Be aware that the worksheets contain formulas and are linked to each other. Changes in one worksheet may affect changes to others.

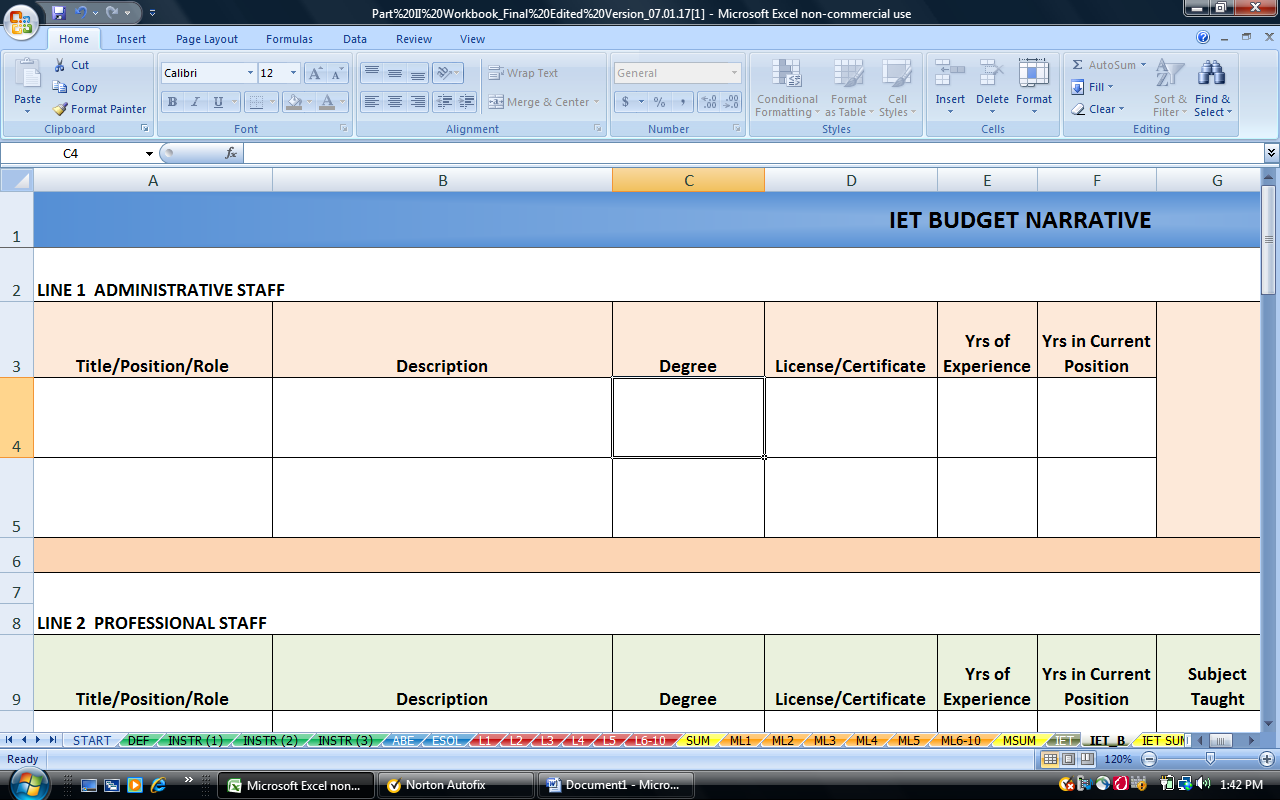
In addition to the written instructions found here, brief descriptions of the data to be entered into each field are embedded in **Comment** boxes designated by a small red triangle in the corner of a cell. A pop up box will appear when you click on the triangle.

Alt Text: Excel table. chart labeling columns, cell field, rows, embedded comment boxes, tabs, drop down list.

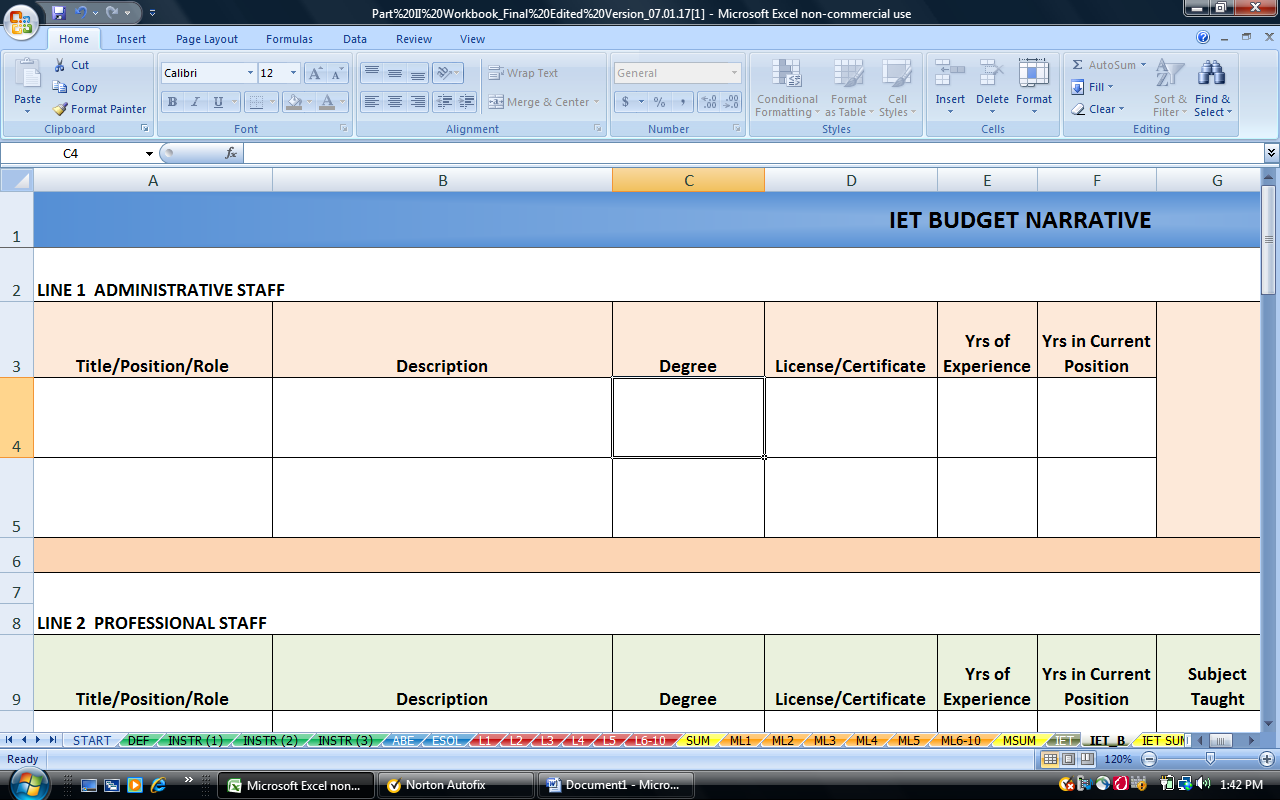
**For Community Adult Learning Center (CALC) and Correctional Institution (CI) Applicants**

All applicants requesting direct CALC or CI funding must complete the worksheets designated by the blue and red tabs. It is recommended the worksheets be completed in this order:

1. **Class Plan**(s), ABE and/or ESOL (blue tabs) depending on which service type(s) you are proposing.
2. **Direct Budget Narrative**
   1. This narrative is divided into six tabs: L1 - L5, and L6-10 each corresponding to a line item.



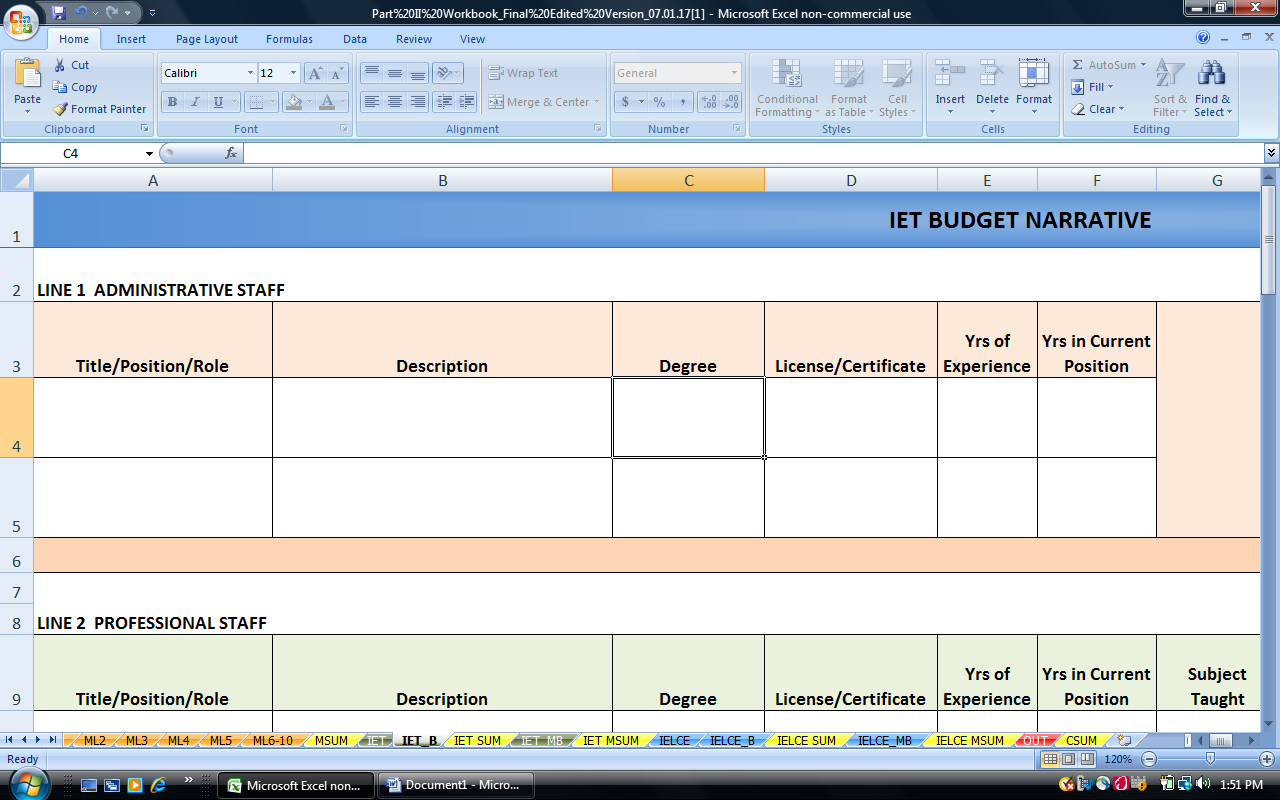
1. **Summary Sheet** (SUM)
   1. There is a summary sheet for each section of the workbook (yellow tabs). All summary sheets are read-only. Review them carefully, especially the cost per student and administrative cost percentages. Totals on the summary sheets will only change if edits are made to the corresponding class plan and/or budget sheets from which the figures are derived.
2. **Match Budget Narrative** 
   1. The Match Budget Narrative (orange tabs) follows the same structure as the direct budget narrative. ML1 stands for Match Line Item 1, ML2 stands for Match Line Item 2 and so on.
3. **Match Summary Sheet** (MSUM)
   1. The Match Summary Sheet is read-only. Review it carefully, especially the match percentage.



1. **Combined Summary Sheet** (CSUM)
   1. The Combined Summary Sheet (the last yellow tab in the workbook) is read-only. It contains totals from the CALC/CI Summary Sheet, and the IET, IELCE and Outstationing worksheets, if applicable.

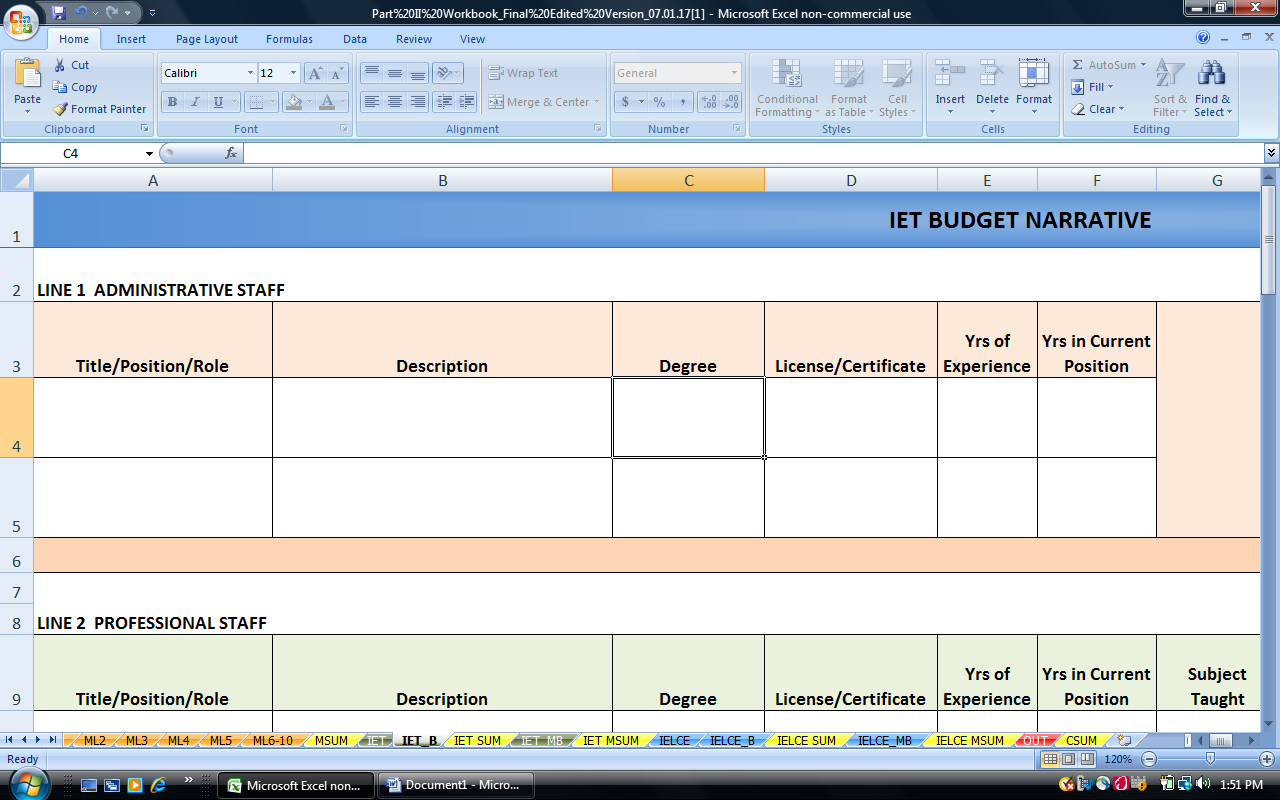
**For Integrated Education and Training (IET) Applicants**

If proposing IET classes, in addition to the CALC worksheets, you must also complete the following IET sheets:

1. Class Plan (IET): the cost per student ranges for the ABE and ESOL classes do not apply to IET classes.
2. Budget Narrative (IET B)
3. Summary Sheet (IET SUM): read-only.
4. Match Budget Narrative (IET MB)
5. Match Summary Sheet (IET MSUM): read only.

**For Integrated English Literacy and Civics Education (IELCE) Applicants**

If proposing IELCE classes, in addition to the CALC worksheets, you must also complete the following:

1. Class Plan (IELCE): the cost per student ranges for ABE and ESOL classes do not apply to IELCE classes.
2. Budget Narrative (IELCE B)
3. Summary Sheet (IELCE SUM): read only
4. Match Budget Narrative (IELCE MB)
5. Match Summary Sheet (IELCE MSUM): read only.

**For Outstationing Applicants**

In addition to completing the required CALC worksheets, if proposing Outstationing services, you must also complete the Outstationing Budget Narrative (**OUT**). Please note that in lieu of a separate summary sheet for Outstationing, the Total Amount Requested and the Administrative Cost Percentage have been included in the budget worksheet.

**NOTE:**  Once you have completed and saved this workbook, upload it to **online application portal** along with the other sections of the RFP.

**KEY DEFINITIONS**

**Active and Unique Student Seat**

An active and unique student seat is a seat filled by one, and only one, unique and unduplicated student at a time. As students leave the program, seats will need to be refilled in order to remain active and maintain enrollment.

**EXAMPLE 1**

Class E1 is an ESOL class and meets on Mondays and Wednesdays and has 15 seats. Class E2 is a Distance Learning class that meets on Tuesdays and also has 15 seats. The 15 seats/students in E1 are **not the same as** those in E2; in other words, they are unique. Therefore, the program is proposing to fill **30 active and unique seats**.

**EXAMPLE 2**

Class A3 is an ELA class (GLE 2-4) and meets on Mondays and Wednesdays and has 8 seats. Class A4 is a Math class (GLE 5-7) that meets on Tuesdays and has 12 seats. Because math is a strength for 5 of the students in A3, they will also be enrolled in the A4 math class. Therefore, A4 only has **7 unique students** because five students are unique to A3 and cannot be counted twice. The two classes combined have a total of **15 active and unique seats**.

**EXAMPLE 3**

Class A5 is a STAR class that meets on Mondays, Tuesdays and Wednesdays 9:00-10:30 and has 12 seats. Class A6 is the Math class for these same 12 students that meets Mondays, Tuesdays and Wednesdays from 10:30-12:00. On Thursdays, these same students are enrolled in a science class and a college readiness class. Since the **exact same students** are enrolled in all four of these classes, the total number of **active and unique seats is 12.**

In short, it is anticipated that some classes will be listed as serving zero students; in those cases, the Cost Per Student column would be left blank and a note indicating the link between classes would be written in the Notes column.

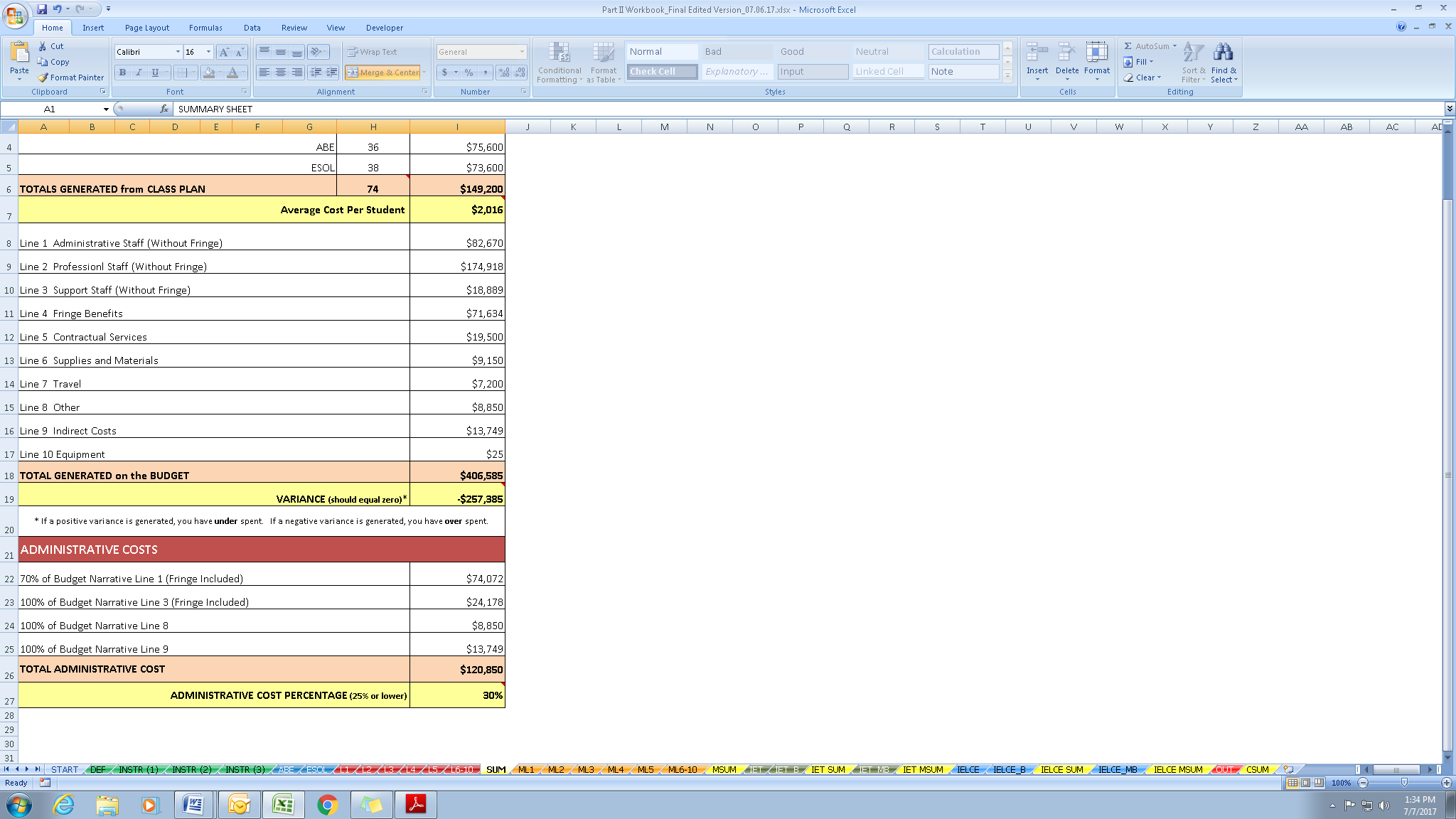
**Administrative Cost**

Administrative costs are expenses incurred in the day-to-day operations of an organization as a whole, as opposed to expenses that can be directly tied to student services. Examples of administrative costs include, but are not limited to:

1. Salary and fringe of administrative staff and support staff
2. Property management expenses such as rent, maintenance, and utilities
3. Other expenses such as insurance, advertising, and office supplies

**Variance**

On the summary sheets (SUM) of each class plan, you will see a cell labeled "variance". The figure in this cell is the difference between the total amount of money generated by the class plan and the total amount of money generated by the budget. Since the budget must completely align to the class plan, the variance must always equal zero.

**

If the variance is negative, as shown in the table above, you have spent more money in your budget than what your class plan generated. You have overspent. You must cut expenditures in order to bring the budget into balance. If the variance is positive, you have spent less money in your budget than what your class plan generated. You have underspent. You must add expenditures in order to achieve a balanced budget.

**Worksheet Instructions**

The worksheets for each proposed service (ABE, ESOL, IET, IELCE and OUT) are all structured in the same way with the exception of a couple of columns here and there. These instructions will assist you in completing all of the required worksheets, including match.

**Part I: Class Plans**

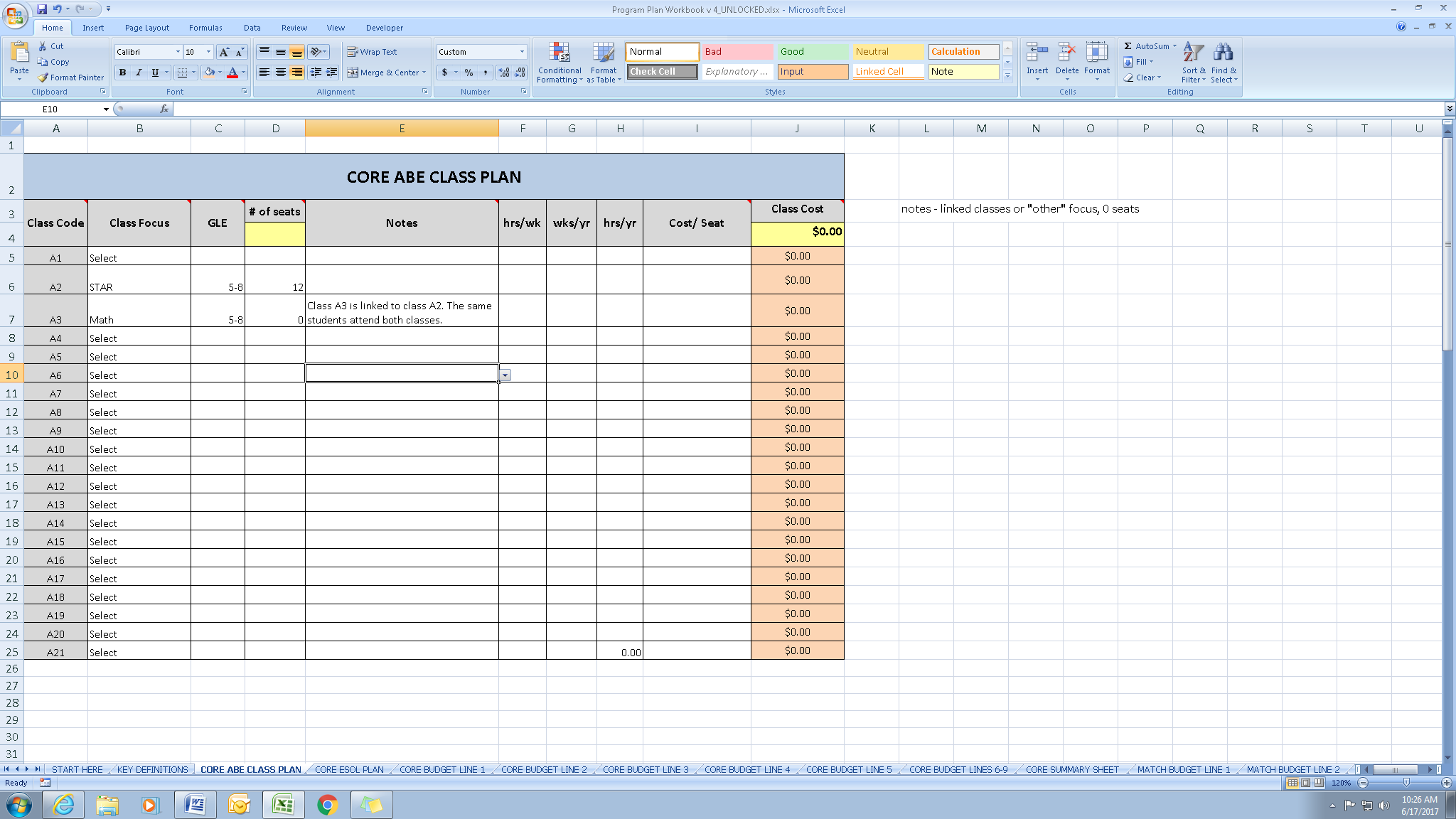
**Purpose**

The class plans support the proposed program design by illustrating the program’s strategy to maintain a minimum of 50 active and unique student seats and ensure student outcomes through sufficient intensity and duration of services at a reasonable cost.

**Organization**

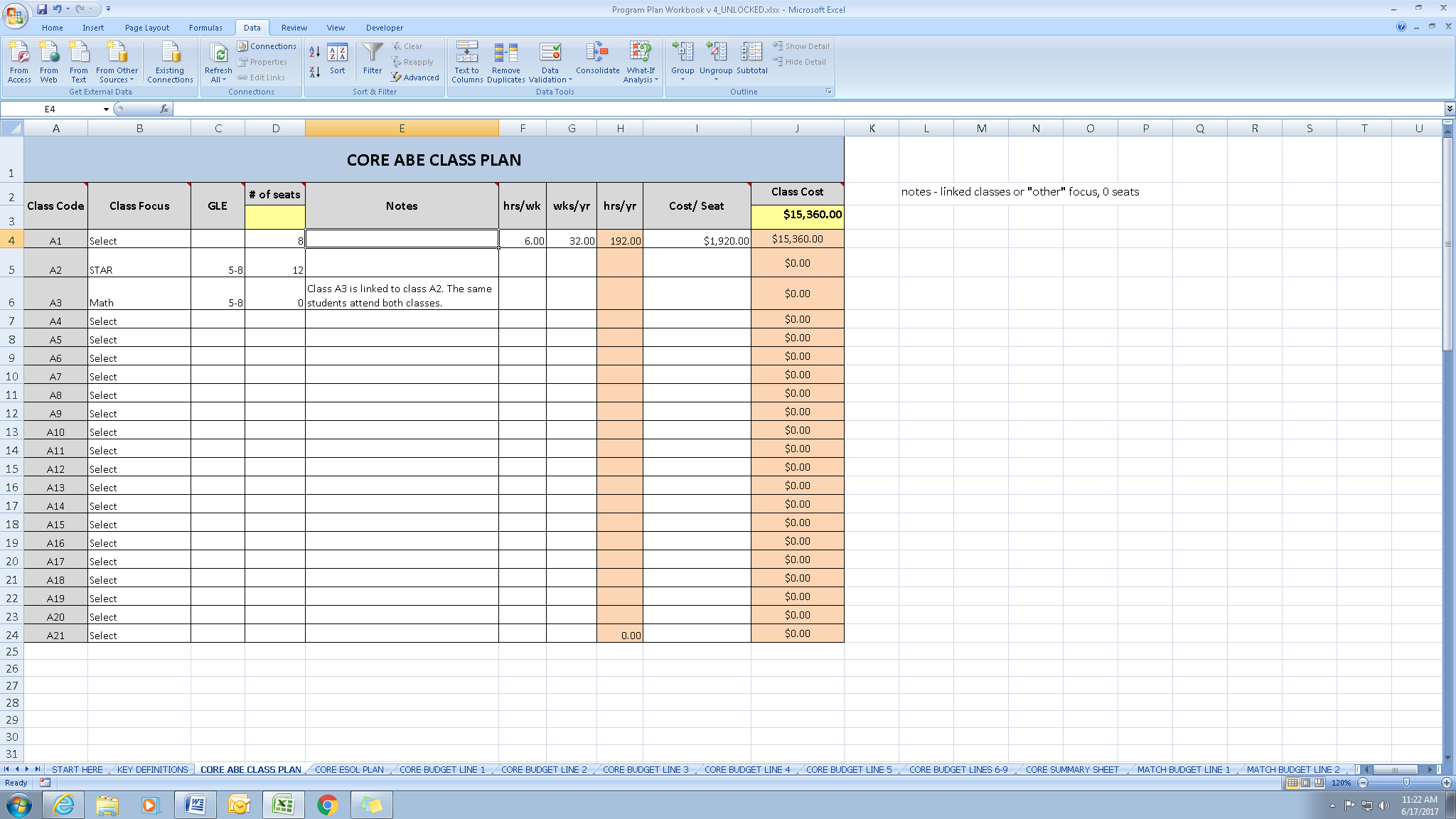
There are two separate worksheets for the class plan; one for proposed ABE classes and one for proposed ESOL classes. Both worksheets are organized the same way. Each individual class will be entered on a separate row designated by a class code that is automatically generated. As illustrated below, the ten columns identify the information required about each class.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| A | B | C | D | E | F | G | H | I | J |



**How to Complete the Worksheet**

To enter information into a cell, you must first select (click on) the cell. The cell will become highlighted once it is selected. You can now type in your data.



**Column A: Class Code**

This column is **read-only**. The codes for each class have been automatically generated.

**Column B: Class Focus**

From the drop down list provided in each cell of this column, select the content/subject area on which each class will focus. If the class is self-contained (same group of students to which all subjects are taught), select “Core ABE” or “Core ESOL”.

If the focus of the class is not an option in the drop down menu, select “Other”. When this option is selected as a class focus, you must enter a description of the class in the “Notes” column.

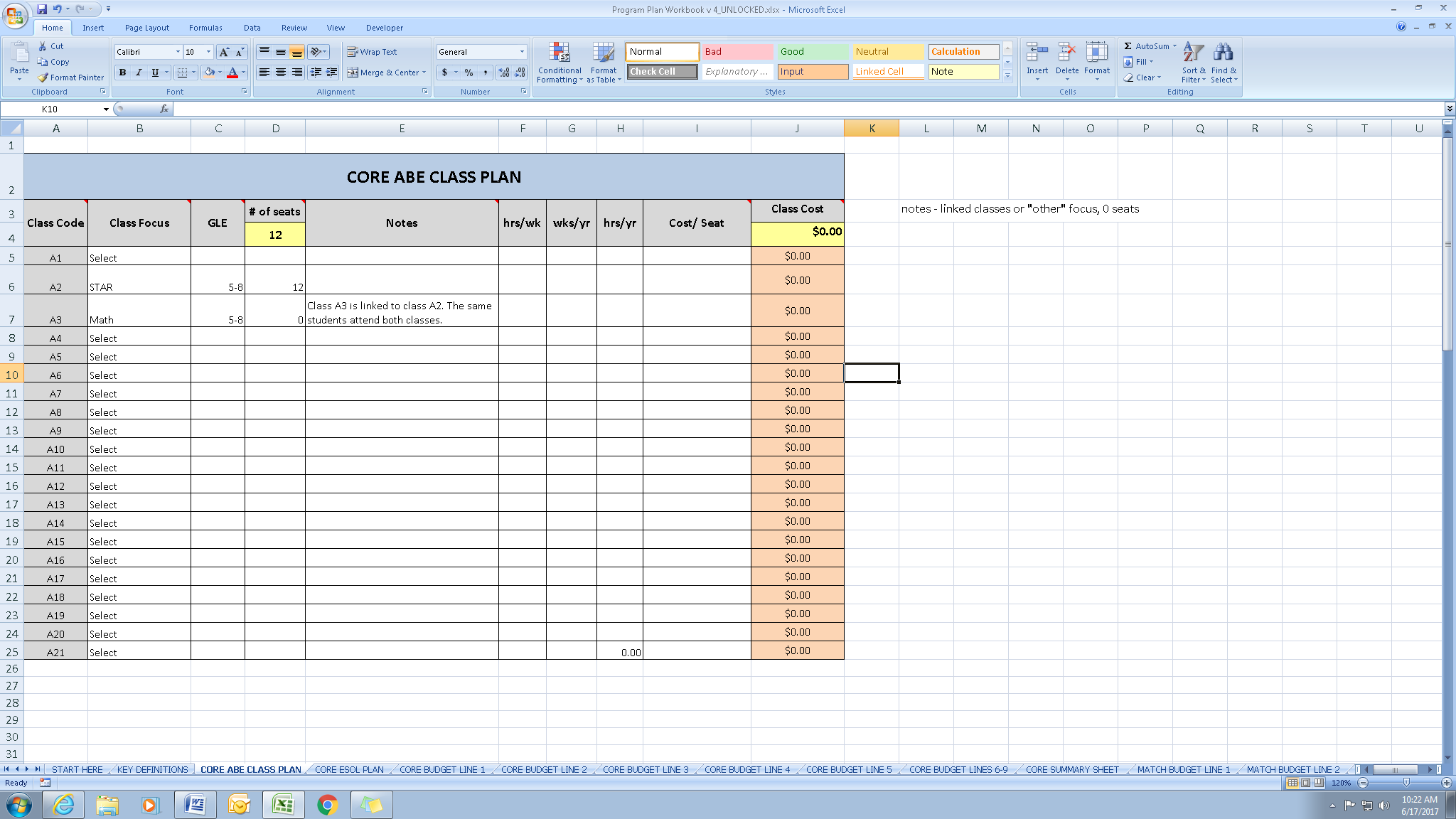
**Column C: GLE or SPL**

Enter the grade level range (for ABE) or the student performance range (for ESOL) for which each class is designed. In the spirit of innovation and flexibility, classes are not bound to prescribed GLE or SPL ranges. Refer to the policy manual for further guidance on determining the GLE and SPL of a class.

**Column D: Number of Seats**

In each cell, enter the proposed number of active and unique students to be enrolled in each class at any given time. The total number of seats will auto-calculate in cell D3 (yellow).

**IMPORTANT**: If the same group of students is enrolled in more than one class (linked classes), enter the number of seats for the first class, then enter “**0**” for the linked class(es). For example: Class A2 is a STAR class that has 12 seats/students. These same 12 students are also enrolled in Class A3 for math. Since the **exact same students** are enrolled in both classes, column D would look like this:



**Column E: Notes**

Enter information about any class that is unique, innovative or out of the ordinary. Notes must be entered for classes that have a class focus of “Other” or are linked and have 0 # of seats. For example:

A3 has 0 seats because the same students will be in this class as in A2.

**Column F: Hours per Week**

Enter the total proposed number of hours the class will run each week.

**Column G: Weeks per Year**

Enter the total proposed number of weeks the class will run throughout the year.

**Column H: Hours per Year**

This column is **read-only**. It will automatically calculate based on the information provided in columns F and G.

**Column I: Cost per Seat**

Enter the amount you have determined it will cost to fill one seat in this class for one year. Refer to the Overview section of this document and also the policy manual for guidance in determining this cost.

**Column J: Class Cost**

This column is **read-only**. It will automatically calculate the cost of each class based on the number of seats proposed and the cost of each seat. The total cost of all classes will appear in cell J3.

**Worksheet Instructions**

**Part 2: Budget Narrative**

**Purpose**

The budget and accompanying narrative provide details outlining exactly how an applicant will spend the requested grant funds line item by line item. It ensures that your costs are within the grant range, are reasonable and well thought out. It also describes other sources of funding (match) that support the program’s capacity to provide the proposed services.

***Organization***

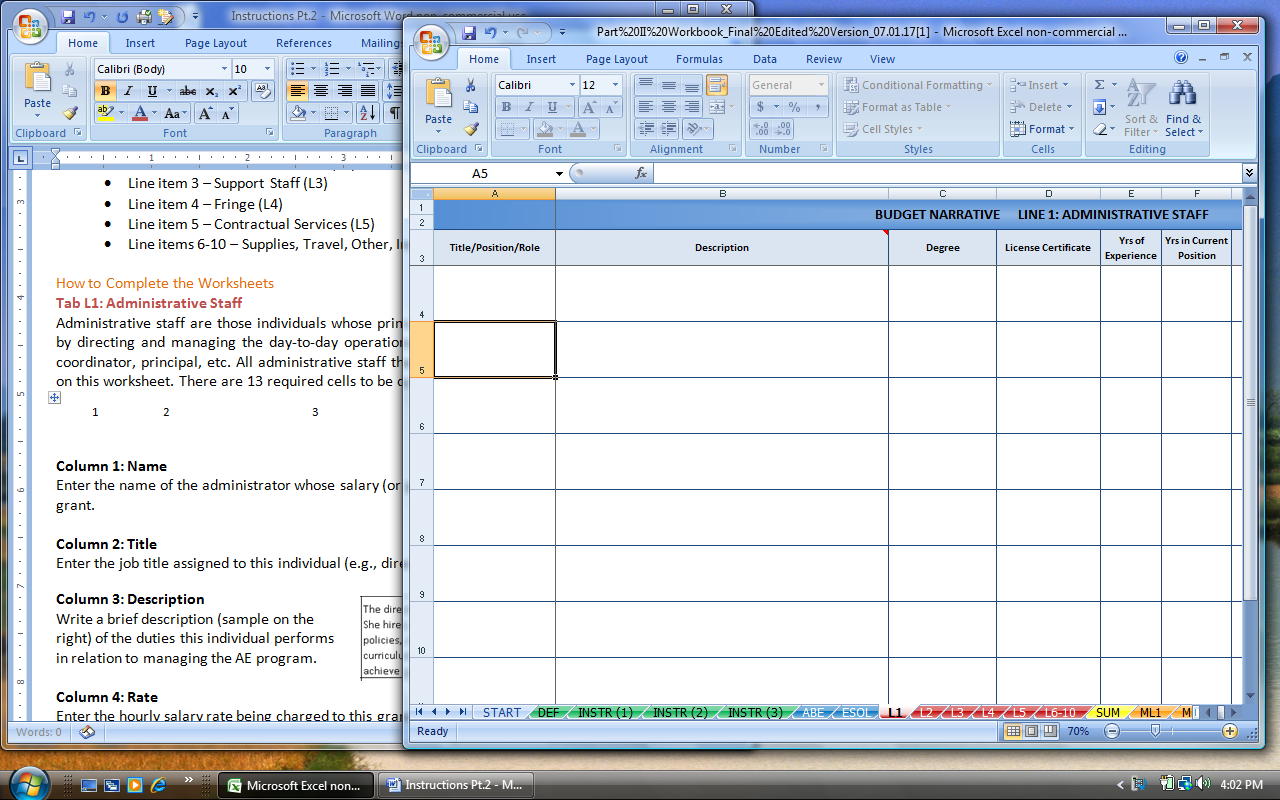
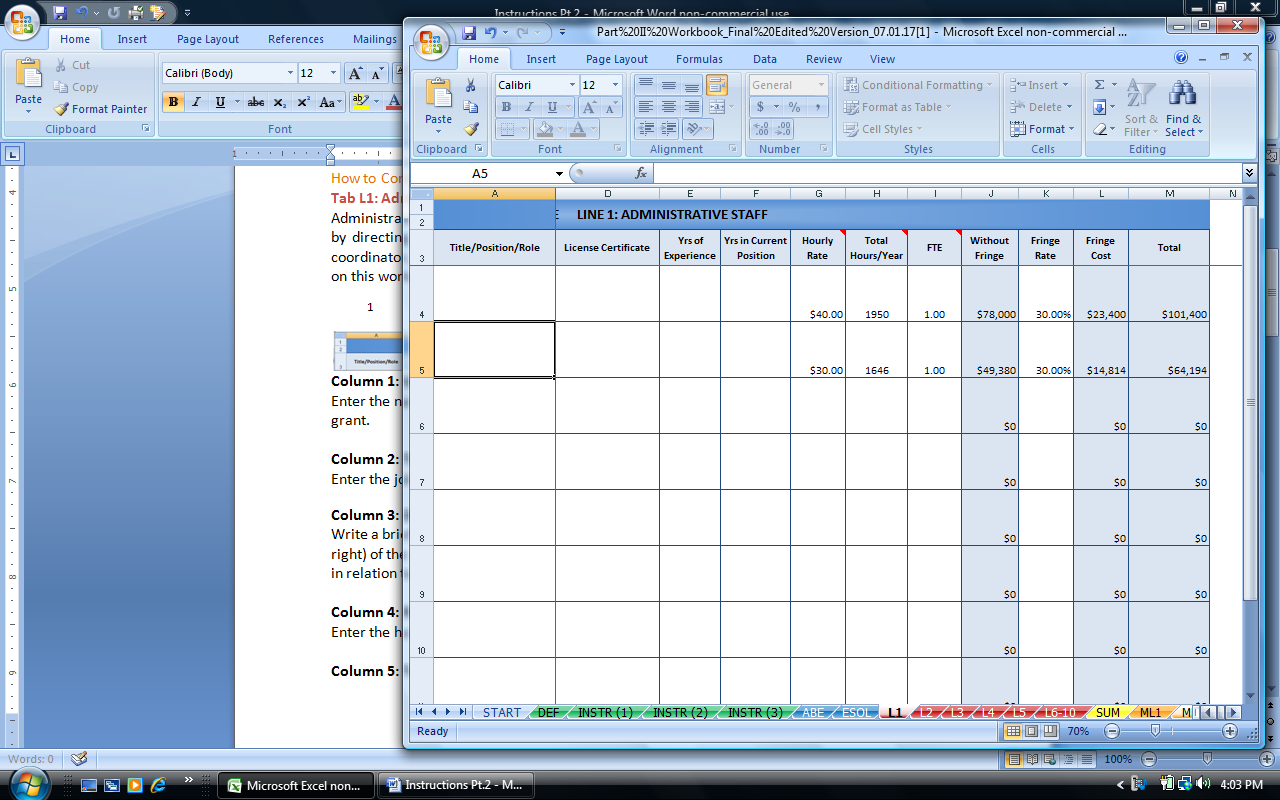
To accommodate innovative program designs, the budget narrative is divided into six separate worksheets (the red tabs):

* Line item 1 – Administrative Staff (L1)
* Line item 2 – Professional Staff (L2)
* Line item 3 – Support Staff (L3)
* Line item 4 – Fringe (L4)
* Line item 5 – Contractual Services (L5)
* Line items 6-10 – Supplies, Travel, Other, Indirect, and Equipment (L6-10)

**How to Complete the Worksheets**

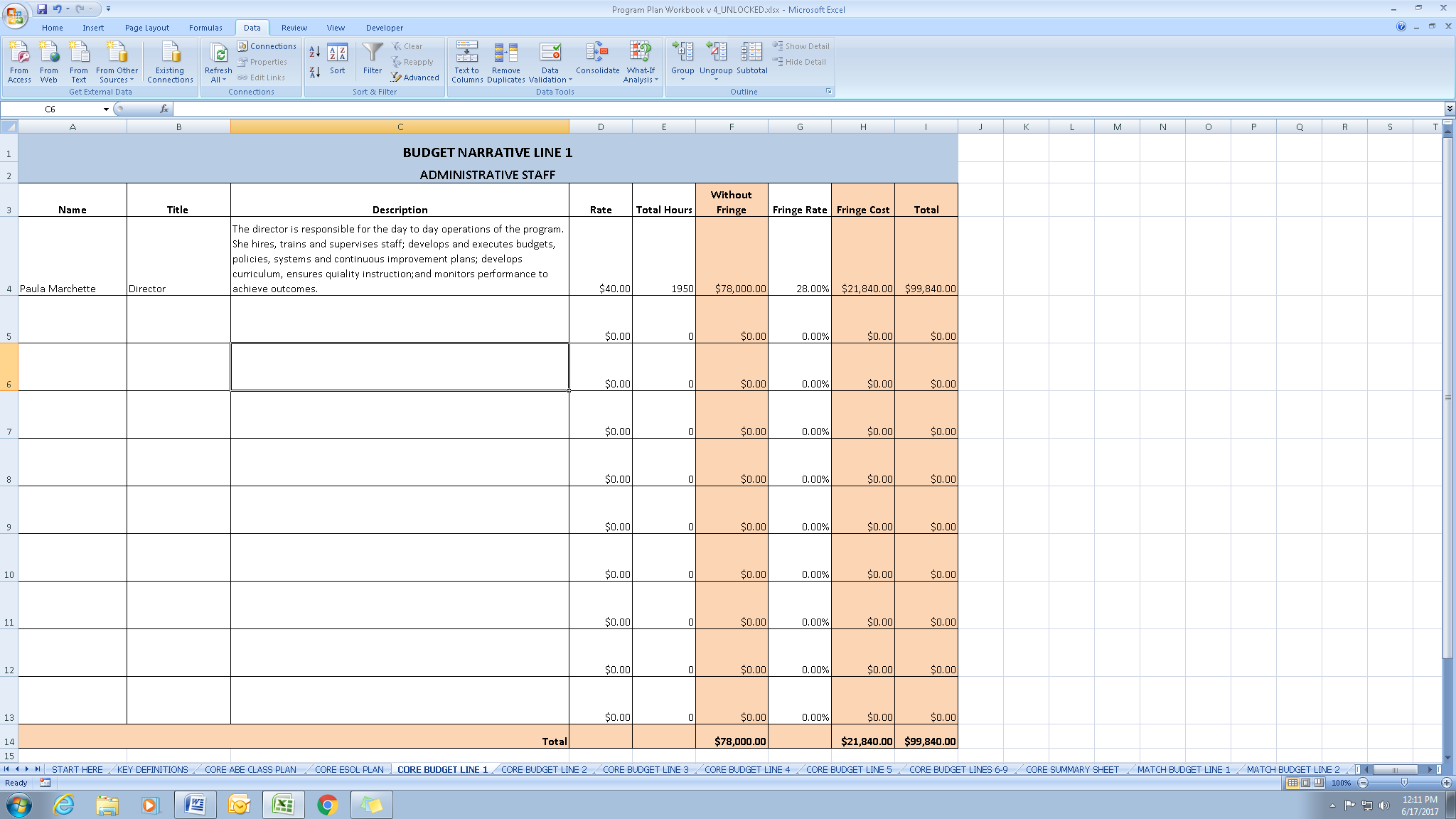
**Tab L1: Administrative Staff**

Administrative staff are those individuals whose primary responsibility is to provide leadership by directing and managing the day-to-day operational systems of the program, e.g., director, coordinator, principal, etc. All administrative staff that support your program need to be listed on this worksheet. There are 13 required cells to be completed for this line item.



**Column A: Title**

Enter the title of the position each administrator holds (e.g., director, coordinator, principal). All administrators whose salary (or portion thereof) will be charged to this grant must be entered on this line item.



**Column B: Description**

Write a brief description of the duties this individual performs in relation to managing the AE program.

**Column C: Degree**

Enter the highest academic degree each administrator holds and the area of concentration. For example, *Master’s in Educational Leadership*

**Column D: License/Certificate**

Enter any licenses and/or certificates each administrator has been awarded relevant to supporting the AE program. For example, *K-12 Special Education Administrator; certificate in Educational Technology*

**Column E: Years of Experience**

Enter the number of years of experience each administrator has in the field of adult education.

**Column F: Years in Current Position**

Enter the number of years each administrator has served in his/her current position.

**Column G: Hourly Rate**

Enter the hourly salary rate being charged to this grant for each administrator.

**Column H: Total Hours**

Some administrators are responsible for multiple programs within an agency. Enter only the number of hours this staff member will dedicate to directly supporting the AE program.

**Column I: FTE**

Calculate the Full Time Equivalent by taking the number of hours allocated to the grant for each position and then dividing by the number of hours constituting a full-time position at your organization.

For example, if full-time at your organization is 37.5 hours a week for 52 weeks, the total hours would equal 1950. An administrator dedicating 1950 hours/year to this grant would have an FTE of 1.0. An administrator working 1040 hours on this grant would have an FTE of .53 (1040 divided by 1950).

**Column J: Without Fringe**

This is a **read-only** column that will calculate the salary for each position when no fringe is applied.

**Column K: Fringe Rate**

If the salary for the position includes fringe, enter the percentage that will be charged to this grant.

**Column L: Fringe Cost**

This is a **read-only** column that will calculate the total cost of fringe benefits for each position.

**Column M: Total**

This is a **read-only** cell that will calculate the total salary for each position including fringe.

**L2: Professional Staff**

Professional staff are those individuals whose primary responsibility is to provide direct services to the students, e.g., teachers, advisors, etc. All professional staff being charged to this grant must be listed on this worksheet. In addition to the same 13 columns required on L1, two additional pieces of information are needed for teaching positions:

In **Column G**, enter the subjects/content each instructor will teach relevant to the classes charged to this grant. In **Column H**, identify the level(s) each teacher will instruct using SPLs or GLEs.

**Worksheet Instructions**

**Budget Narrative continued**

**L3: Support Staff**

Support staff are those individuals whose primary responsibility is to provide administrative assistance to the program (e.g., data entry specialist, receptionist). All support staff being charged to this grant must be listed on this worksheet. The required information is the same as that on L1.

**L4: Fringe**

This worksheet is **read-only**. The costs of fringe benefits for all staff are automatically calculated based on the data you provide on L1, L2 and L3.

**L5: Contractual Services**

Contractors are typically self-employed individuals, independent of the agency, who agree to provide a specific service to the program at a specific hourly rate for a specific period of time, e.g., substitute teacher, curriculum developer, and computer consultant. All contractors that support your program need to be listed on this worksheet. There are five required columns to be completed:

**Column A: Type**

Enter a category or title identifying the type of contractor being charged to the grant. For example, Fiscal; Technology; Instruction

**Column B: Description**

Enter a detailed description of the services each contractor will provide to the AE program. For example, *Technology – a computer specialist trains staff in basic computer skills and educational digital tools. This contractor also supports staff in integrating technologies into instruction to improve digital literacy.*

**Column C: Hourly Rate**

Enter the rate per hour being charged to this grant to compensate each contractor.

**Column D: Total Hours**

Enter only the number of hours the contractor will dedicate to the AE program.

**Column E: Total**

This is a **read-only** column that will automatically calculate the total fee for the services provided by the contractor.

**L6-10: Line Items 6-10**

These four line items are grouped together because they are costs more closely associated with the operating of the program rather than the staffing of the program.

**Line Item 6: Supplies and Materials**

This line item is divided into three categories:

* *instructional supplies* – enter a detailed description of materials proposed for purchase that are essential to the learning process and used by the teachers and students in or outside the classroom (i.e. books).
* *instructional technology* – enter a description of digital materials you anticipate purchasing, including software, that aid in the development, delivery and evaluation of instruction (i.e. Aztec’s College Ready).
* *non-instructional supplies* – enter a description of the office materials you propose to purchase that will be used for the day to day administration of the program (i.e. paper, tape, binder clips).

**Line Item 7: Travel**

Like line item 6, travel is divided into categories to distinguish between the travel that is considered an administrative cost, travel that is not. The categories are:

* *administrative travel* – enter a detailed description of all proposed travel expenses of the administrators identified on line 1 (i.e. airfare and hotel for the COABE conference)
* *professional travel* - all anticipated travel expenses of the staff listed on line item 2

(i.e. mileage and 2 nights hotel for two teachers attending the TESOL conference)

* *support staff travel* - all proposed travel expenses for the staff listed on line item 3

(i.e. registration and mileage for administrative assistant to attend Excel training)

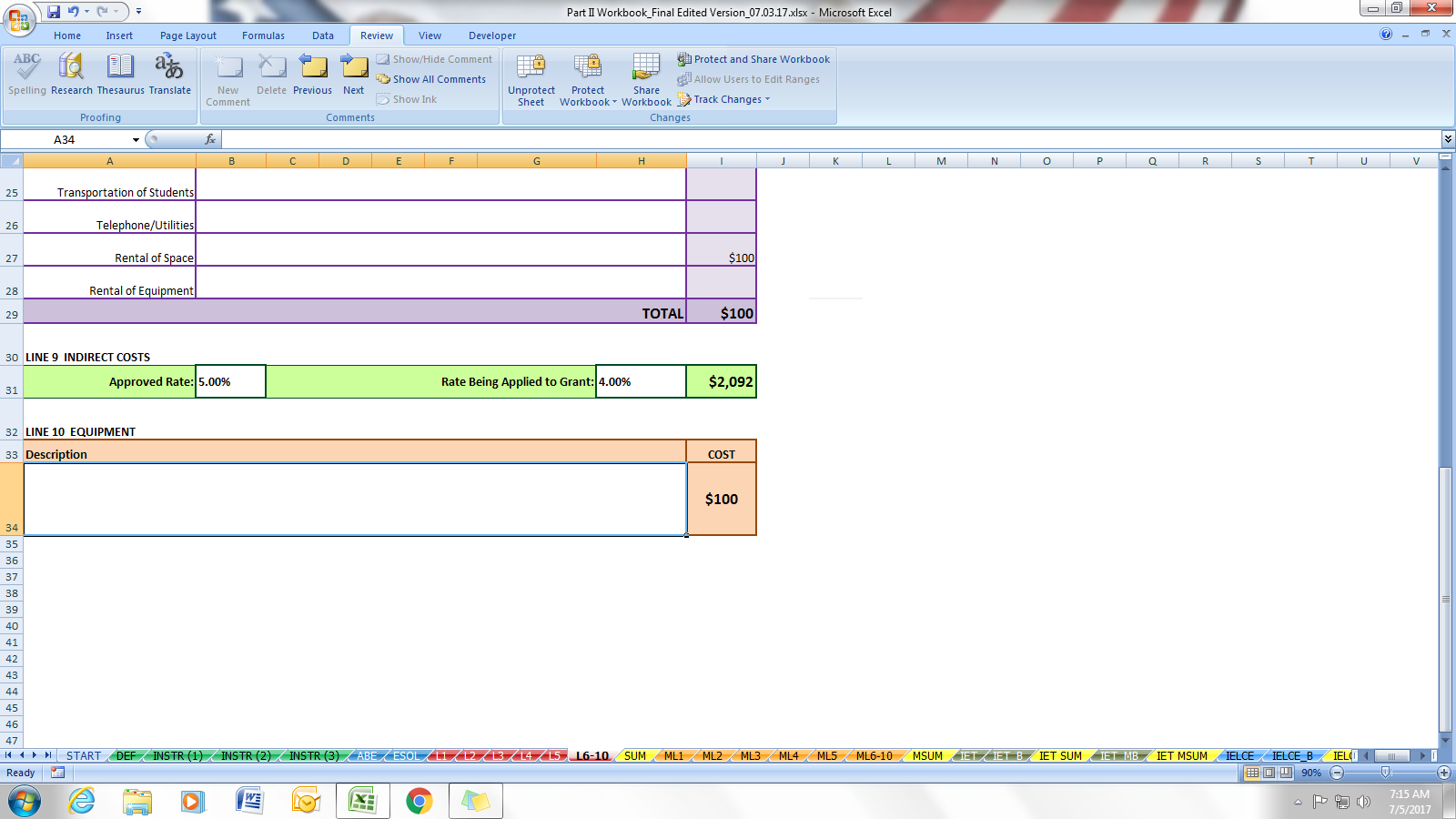
**Line Item 8: Other**

If you anticipate charging overhead expenses to this grant, enter a detailed description in the appropriate categories listed under line 8.

**Line Item 9: Indirect Costs**

These costs are the expenses of doing business that are incurred in joint usage and therefore difficult to directly charge to one particular funding source. Examples of indirect costs include rent, telephone expenses, utilities, and accounting services. Applicants must apply to and be approved by the state before claiming indirect.

If claiming indirect, enter your approved rate and the rate being charged to the grant which can be the same or lower than the approved rate but never higher.



**Line Item 10: Equipment**

Individual pieces of equipment costing $5,000 or more are listed here.