



REQUEST FOR QUOTES

For the period October 21, 2020 –June 30, 2021

Business Education Partnership Activities

WORKFORCE INNOVATION AND OPPORTUNITY ACT (WIOA)

Release Date September 11, 2020

**Due Date: October 5, 2020
by noon (Eastern Standard Time)**

SCPa Works is an equal opportunity employer.

Auxiliary aids and services are available upon request to persons with disabilities.

PURPOSE

SCPa Works is soliciting proposals for Business Education Partnership and Career Awareness activities in our region. In order to be considered for funding, an application must provide for direct student involvement in career awareness and exposure activities. The applicant or partnership is recommended to include business entities, school districts, career and technical schools, and institutions of higher education. Additional partner's community-based organizations (e.g., nonprofits, afterschool, summer learning programs, youth development centers, and recreation departments), trade associations, economic development entities, etc. will be considered favorably.

SCPa Works will be focusing on four key pillars of strategy for implementation of grant activity and programming with BEP funds through a rigorous Request for Quote (RFQ) process. We are looking to fund projects that align with PA Career Education & Work (CEW) standards, the Chapter 339 plans, and the PA Future Ready Index, and will invest in programs that support them to include one or more of our four pillars of strategy listed below.

- Career Awareness and Opportunities
- School District and Business Alignment
- Career and Technical Education/Training and range of Post-Secondary Opportunities
- Essential Workplace Skills

Programs will only be funded for organizations that are part of the SCPa Works region, which includes the counties of Adams, Cumberland, Dauphin, Franklin, Juniata, Lebanon, Perry and York. You will be entering into a contract with SCPa Works. You may apply for more than one grant. **Funding average for proposals is \$5,000.** If you are submitting more than one proposal, they may not be combined. Each proposal must be submitted separately.

BACKGROUND

SCPa Works (the South-Central Workforce Development Board) is responsible for an eight-county region with a great diversity of business needs and economic conditions. A strong work ethic, industrial infrastructure, and skills of its workforce make the region one of the premier industrial regions in the country. The dynamic change and diversity within the region's career opportunities calls for organization, planning, education, and communication if there is any expectation that the required occupational skills gaps will be filled with people who also find enrichment and job satisfaction in their workplace.

Integrating career awareness and planning initiatives into the education of students is not only a critical part of future success in training and employment, it is now a required part of Pennsylvania students' education. The creation of the PA Career Education & Work (CEW) standards, Chapter 339 Plans and [PA Future Ready Index](#) requires schools to take an active role in their students' career planning. Whether it is college or career, the end destination is still a job or occupation that fills a business need. For most students that desired job, profession, or occupation is close to home and family. The organization most closely linked to companies and jobs close to home is their PA CareerLink®. As the Workforce system creates stronger ties with business skills needs, heightened outreach of PA CareerLink® services is needed.

Results have shown that important themes have emerged that shows early exposure to a range of career and higher education information and opportunities is associated with better post-secondary outcomes. Work experiences for youth still in school, including summer jobs, has some significant results in terms of educational outcomes particularly if job skills and education are combined. Occupation and industry-based training programs show promising employment outcomes for youth. Work based learning such as internships and cooperative education will create more awareness. The results of our efforts will create opportunities for youth in the region to be more educated to make effective decisions in preparing for their careers.

The mission of Chapter 339 Education and the Academic Standards for Career Education and Work adopted in Pennsylvania is clear. Pennsylvania learners will be prepared for meaningful engagement in post-secondary education, in workplace training, in career pathways, and as responsible involved citizens. Both of these resources serve as a guideline for all funded activities to be proposed in our grant.

The Academic Standards for Career and Education and Work

The CEW Standards reflect the increasing complexity and sophistication that students experience as they progress through school. Career Education and Work Standards describe what students should know and be able to do at four grade levels (3,5,8,11) in four areas:

- Career Awareness and Preparation
- Career Acquisitions (Getting a Job)
- Career Retention and Advancement
- Entrepreneurship

Pennsylvania's economic future depends on having a well-educated and skilled workforce. No student should leave secondary education without a solid foundation in Career Education and Work. It is the rapidly changing workplace and the demand for continuous learning and innovation on the part of the workers that drive the need to establish academic standards in Career Education and Work.

All grade bands in the CEW standards identify key benchmarks that activities to be proposed with BEP funds can support. The CEW standards adopt key strategies to put them into practice.

Career Awareness and Preparation

- Grade 3 Identify the range of jobs available in the community
- Grade 5 Describe the range of career training programs in the community to include but not limited to CTE programs and colleges
- Grade 8 Explain the relationship of career training programs to employment opportunities
- Grade 11 Evaluate school-based opportunities for career awareness/preparation such as but not limited to career days, internships, job shadowing and apprenticeship programs.

Career Acquisition

- Grade 3 Identify the importance of developing a plan for the future
- Grade 5 Identify individualized career portfolio components such as but not limited to career plans, portfolios, interests and hobbies.
- Grade 8 Develop an individualized career portfolio including components such as but not limited to career plans, portfolios, interests and hobbies.
- Grade 11 Analyze, revise and apply an individual career portfolio to chosen career path.

Career Retention and Advancement

- Grade 3 Explain effective group interaction terms
- Grade 5 Identify effective group interaction strategies
- Grade 8 Explain and demonstrate conflict resolution skills
- Grade 11 Evaluate conflict resolution skills as they relate to the workplace

Entrepreneurship

- Grade 3 Describe age appropriate entrepreneurial opportunities
- Grade 5 Discuss the steps entrepreneurs take to bring their goods or services to market
- Grade 8 Identify and describe the basic components of a business plan
- Grade 11 Develop a business plan for an entrepreneurial concept of personal interest and identify potential resources

Chapter 339

Chapter 339 is a comprehensive guidance plan is required as part of Pennsylvania School Code under Chapter 339 entitled Guidance. Chapter 339 requires all school districts and CTC's to develop a comprehensive counseling plan, K-12. This plan is to be implemented as a K-12 curriculum, focusing on career development. Counselors should include all five-stakeholder groups when developing the comprehensive guidance plan. Representation from all of the groups should be included on a District Advisory Council including:

- Students
- Parents/Guardians
- Educators/Administrators
- Business/Community Members
- Postsecondary Representatives

Business-Education Partnerships connect local businesses with school districts to promote job opportunities and career pathways. These programs increase awareness of in-demand technical careers for students, their parents, and educators to engage more students in the technical skills required by employers. The partnerships connect schools, employers and students to provide career-related experiences and exposure opportunities for students through soft skills development, internships, workplace shadowing, career mentoring, etc. Your response must be in alignment with the four pillars of strategy as defined by SCPa Works.

Four Pillars of Strategy

Pillar 1: Career Awareness and Opportunities

Career awareness opportunities can be accomplished with any of the activities listed below. Each activity will be evaluated and funded as to what level it is aligned with the PA Career Education & Work (CEW) standards, Chapter 339 Plans and the [PA Future-Ready Index](#)..

Industry tours

Industry and plant tours will be offered to expose youth to actual work environments and professionals as well as provide new perspectives and allow youth to visualize their possibilities for new career awareness. Students will experience technical career fields and have the opportunity to see them in action. The tours offer an excellent opportunity for all youth, especially those who are uncertain about their career goals.

Career and job exploration fairs

Career Experience/Exploration Fairs are a great opportunity for businesses to connect with their future workforce and encourage students to acquire the skills they need to be successful in the workplace.

SCPa Works shares the belief that our students need the support of our business community and believe that businesses of all sizes, industry types and focus areas need to participate in order to make Career Experience/Exploration Fairs successful events. Students will explore their future career options by using an interest inventory website to explore and learn about different work environments and help lead them in researching the best job types for their interests.

Participation in a Career Experience/Exploration Fair is a win-win. Businesses and organizations get the opportunity to give back to the community, promote their business, identify potential future employees and provide work-study, job shadowing or summer job opportunities. Businesses can also increase your brand awareness to both students and other participating organizations.

Participation is a win for students. They have the opportunity to explore career options that they might be interested in, learn about opportunities in our region they may not be aware of, and potentially participate in a summer job or internship program. For those students wishing to further their education through college, work experience is looked at favorably on an application. Students will learn the value of networking, as career fairs are all about networking. Of all the benefits of the career fair, this task might be the most vital. Being visible and getting noticed is a big benefit of networking and a skill that our student population needs to master at a young age to set them up for future success.

Educator in the workplace opportunities

The Educator in the Workplace program connects teachers with the business community. The course provides educators the opportunity to develop an awareness and understanding of

integrating the business and education communities, explore and develop innovative instructional practices, and provide relevance while building a capacity to enhance student achievement.

Through a mix of classroom learning activities and on-site learning in a workplace environment, educators enrolled in this course can expect to bring relevant work standards and experiences back to their classrooms enabling them to incorporate their experiences into lesson plans and integrating the CEW standards.

Job shadowing

Job shadowing is a work experience option where students learn about a job by walking through the work day as a shadow to a competent worker. The job shadowing work experience is a temporary, unpaid exposure to the workplace in an occupational area of interest to the student. Students witness firsthand the work environment, employability and occupational skills in practice, the value of professional training and potential career options. Job shadowing is designed to increase career awareness, help model student behavior through examples and reinforce in the student the link between classroom learning and work requirements.

Job shadowing is one of the most popular work-based learning activities because it provides students with opportunities to gather information on a wide variety of career possibilities before deciding where they want to focus their attention. Job shadowing helps students develop realistic outlooks on careers and the educational preparation, competencies, and experience it takes to enter the workforce. A visit to the workplace exposes students to careers they do not know exist and shows them workplaces they otherwise might not have an opportunity to know about or experience.

Staff in schools report that students who participate in job shadowing are excited and often are more motivated learners. Integrating job shadowing into a school's program enables the school to enhance their career development curriculum. As a result of arranging job shadowing for their students, schools form positive relationships with community members and local employers.

Mentoring programs

Mentor or partnership programs connect people who have specific skills and knowledge (mentors) with youth who need or want the same skills and advantages to move up in work, skill level, or school performance. Participants in mentor programs, both young and old, share their values and personal goals in a mutually respectful, supportive way which leads to a more enriched life for both. Therefore, a successful mentor program helps break down barriers and creates opportunities for success. There are many benefits of such programs for both the mentor and the youth. A few examples of the effects of youth in mentoring programs have recorded increases in:

- Self-esteem levels;
- decision-making ability in the career-choice process;
- increase school attendance;
- and internships.

Pre-apprenticeship programs

Pre apprenticeship programs are introductory learning programs that students can use to

determine if an apprenticeship in a certain field is right for them and give them an opportunity to explore a career before entering the workforce. Data shows that at a national level, pre-apprenticeships are shown to increase the success rates of individuals entering into a Registered Apprenticeship program. SCPa Works believes that pre-apprenticeship programs align with the intent of the BEP grant, especially in giving students an opportunity to get a hands-on learning experience to find out if the occupation is a good fit for them.

Credentialing

High-quality credentials are recognized by multiple employers across an industry. They demonstrate mastery or competency in specific knowledge, skills or processes that can be measured against a set of accepted standards. Industry-recognized credentials

Pillar 2: School District and Business Alignment

The partnership's primary linkage to private business will continue to be through the region's PA CareerLink® centers and SCPa Works. SCPa Works Program Committee will also create partnership linkages between our Targeted Industry Clusters (healthcare, logistics and transportation, and manufacturing), youth, their parents and teachers. SCPa Works will provide economic information such as wages, labor trends, demographics, and links to education opportunities. Community Organizations, Professional Groups, and Tech Councils can assist in the identification of skills gaps and occupational needs to assist youth to select good choices in career and occupation selection. These same vehicles can be of benefit to educators and counselors to make them aware of occupational opportunities that exist within their region. Please describe activities that will bring businesses and schools together that create partnerships and pathways for students.

Pillar 3: Career and Technical Education/Training and a range of Post-Secondary Opportunities

SCPa Works will look to fund local projects and initiatives that effectively integrate the key elements of the Chapter 339 Plans, particularly awareness of a range of postsecondary options. The following types of activities represent the range of options that provide linkages to postsecondary training:

Career and Technical Education

Career Technical Education (CTE) provides students of all ages with the academic and technical skills, knowledge and training necessary to succeed in future careers and to become lifelong learners. In total, about 12.5 million high school and college students are enrolled in CTE across the nation. CTE prepares these learners for the world of work by introducing them to workplace competencies and makes academic content accessible to students by providing it in a hands-on context. In fact, the high school graduation rate for CTE concentrators is about 90% – 15 percentage points higher than the national average.

Raising the public's awareness of the value and benefits CTE provides your community is an effective way to garner public support. Strategies we want to employ to reach the general public is by hosting public forums, such as town hall meetings. Discover what issues concern your community and brainstorm how CTE addresses these issues. Convening of local experts and discuss how they can effectively use a public forum to draw attention to these issues. Have

education experts, business leaders, lawmakers, parents and students available to speak to community groups about the benefits and needs of CTE.

Create more local awareness of the value of Career and Technical Education by expanding existing outreach efforts to make potential students aware of the local opportunities by hosting tours, open houses, and conducting outreach to middle and elementary schools. This can also be accomplished by creating virtual tours of the CTC's.

OJT (on the job training)

On-the-job training (OJT) is an employer-designed training established for the worker to gain the necessary work skills while they are getting paid on the job. Usually these will last weeks to months.

Diploma or Certification Program

Short term programs of 6 months to 1 year to gain specific skills to gain employment at the entry level. These can be found at technical schools, community colleges, junior colleges and even some universities

Military Training

All branches of the military have skilled training for 3 years or more. Students can use their GI Bill to pay for college after their discharge or serve for 20 years until retirement with full benefits.

Apprenticeship Programs

Industry based program training workers on the job and in a classroom setting as well. Upon completion the worker will gain journeyman status in the specific industry (3-4 Years in length). Apprentices are paid as they go to school.

Associate's Degree Programs

These 2-year degrees allow the person to gain entry level employment in a specific career. Many times, these workers will begin employment after 2 years of school and then go on for future degrees at the employer's expense. Typical locations are community and junior colleges. Most universities have some associate degree programs.

Bachelor's Degree Programs

These are 4-year degrees with a combination of general education coursework and a specific major. They can be liberal arts colleges, private colleges, public colleges or universities.

Graduate and Professional Degree Programs

These are the post graduate fields such as law, medicine, and Ph. D. or other professional fields, typically 1 to 5 years beyond the bachelor's degree.

Pillar 4: Essential Workplace Skills

As part of our key pillars for BEP projects in our region, we believe it is critical to hear directly from employers about the essential workplace skills that make for excellent employees. This demand-driven approach will help integrate these essential workplace skills into the projects that we hope to fund through the BEP grant.

In our conversations with businesses throughout the region, there are a number of themes that emerge regarding key workplace skills. These include:

- Work ethic;
- the abilities to work in a team structure;
- verbally communicate with persons inside and outside the organization;
- to make decisions and solve problems;
- to obtain and process information;
- to plan organize and prioritize work;
- to analyze quantitative data;
- technical knowledge related to the job;
- proficiency with computer software programs;
- and the ability to create and/or edit written reports.

SUBMISSION INFORMATION

1. BEP Application Form (Attachment “A”)

2. Work Plan (Attachment “B”)

The project work plan must not exceed two (2) one-sided pages, Times Roman or Arial no smaller than 10 pt. font, 1” margins. Work plans need to be guided by one or more of the 4 pillars of strategy identified by SCPa Works. You will need to include the required budget forms and all assurances and certifications in your submission packets. The attachments and required documents are available on SCPa Works website www.scpaworks.org These are attachments and not part of the 2 page work plan limit.

3. Budget Form (OMB Approval No. 038-0044)

Applicants must submit a detailed budget request using the form provided. The budget will be evaluated in terms of cost reasonableness and the relationship to proposed activities. Budgets must be for the time period ending **October 21, 2021**. The budget will also become the financial basis for any grant award, including making cost reimbursement payments over the course of the project.

4. Budget Justification (Attachment :”C”)

You must justify, in detail and by line item: the costs proposed in each object class category/cost classification category; the general categories of supplies and amount for each category; and any other information you wish to support your budget.

5. Assurances and Certifications (Attachment “D”)

Please fill out all assurances and certifications and include them with your proposal.

All proposals must be received electronically by SCPa Works **by noon** Eastern Standard Time on **October 5, 2020**. Proposals not received by this time will be automatically disqualified from competition—no exceptions. Please submit your proposals by email with the **subject line of BEP Proposal Submission** to: info@scpaworks.org. Please send all questions regarding the RFQ to info@scpaworks.org All questions must be received **by September 17th 2020**, by close of business.

A bidder's conference will be conducted at **10:00 am on Tuesday September 22nd 2020** via phone/video call. Prior registration is required. **Deadline to register is Friday, September 18th , 2020 COB.** To register, email info@scpaworks.org **Attn: RFQ – BEP 2020.** A return email will be sent prior to the call/video conference with a link and password to participate. Attendance is not mandatory; however, it is a chance to ask additional questions.

PROPOSAL SUBMISSION REQUIREMENTS

- Include all of the required forms, work plan answers and attachments that pertain to your proposal. Failure to do so will disqualify your proposal from competition.
- Proposals are limited to a maximum allowable work plan page limit.
- All proposals are to be submitted in accordance with the terms, conditions and procedures stated in the RFQ.
- Any submitted proposal shall remain a valid proposal for one year after the closing date of the RFP.

FUNDING RESTRICTIONS

Allowable Costs

Funds available through this funding must be used to create or expand a Business-Education Partnership through activities in support of our 4 pillars of strategy in SCPa Works. Allowable activities include:

- Implementing a strategic plan to bring education, workforce and business entities together to coordinate career awareness and exposure opportunities;
- Supporting and funding career awareness guidance resources;
- Supporting and funding career development components including, but not limited to: career awareness activities for youth, parents and educators; student activities and coursework focused on soft skills development; costs associated with providing internships, workplace shadowing, career mentoring and similar opportunities; and,
- Convening partners to discuss local labor market needs and how the education system can support training and curriculum development to meet those needs.

Applicants are strongly encouraged to build upon existing resources, including the use of existing staff, facilities and equipment to support the submitted proposal. Projects will differ based upon proposed scope of work. However, for this grant application, allowable costs will fall into costs directly associated with collaboration, planning, training development, career development components and research. All costs must be direct costs.

Disallowable Costs

- Indirect costs;

- Purchasing equipment;
- Building construction;
- Supporting lease or rental cost of a building; and,
- Procuring lobbying services.
- Pre-award costs are incurred at the applicant's risk. SCPa Works is under no obligation to reimburse such costs if for any reason the applicant does not receive an award or if the award is made for a lesser amount than the applicant expected.

REPORTING REQUIREMENTS

Applicants awarded funding will be required to submit quarterly reports summarizing grant activities and monthly financial status reports. Reports will include impact measures that clearly demonstrate a direct connection to this funding. Report due dates will be provided by SCPa Works.

Upon expiration or termination of this grant agreement, a close out package must be submitted by the grantee within 60 days of the end date of the grant. Additional information will be supplied to each approved applicant.

PROJECT EVALUATION

The comprehensive merit evaluation will be conducted by SCPa Works to include the following:

Criterion 1: Project Approach and Management Plan

- The degree to which the proposal articulates well-defined, measurable benefits and ensures desirable outcomes;
- The degree to which an application demonstrates the need for expansion of an existing initiative or creation of a new initiative;
- The degree to which an application provides for direct student involvement in career awareness and exposure activities;
- The degree to which an applicant involves businesses in mentoring, internship and career awareness activities with school districts and students;
- The ability of the lead applicant to coordinate partner entities;
- Reasonableness of the proposed approach, as evidenced by clear goals, description of persons to be served, tasks, methods, deliverables, and timeline;
- The degree to which the applicant seeks to align high need occupations (HPOs) with components of student learning.
- The degree to which the applicant works to integrate essential (soft) skill components into program components when possible.
- The degree to which the application adequately describes the implementation of the project, including intended target constituency/ies;
- The ability to serve business and education needs.

Criterion 2: Applicant/Team Capabilities

- Identification of key partners and additional partners as warranted;
- The degree to which the roles and responsibilities of the project team have been identified and the reasonableness of the applicant's ability to successfully coordinate and

- implement the proposed project utilizing identified partners;
- Applicant's prior track record related to a current Business-Education Partnership, if applicable; and,
- Adequacy of applicable key personnel to foster collaboration and implement programs (identify personnel by name).

Criterion 3: Potential Impact and Sustainability

- How proposed activities will help connect schools, employers and students to provide career-related experiences and exposure opportunities for students through soft skills development, internships, workplace shadowing, career mentoring, etc.;
- Any certifications and/or credentials to be obtained by participants; and,
- The degree to which the applicant ensures connection between local businesses and school districts to promote job opportunities and career pathways.

Fiscal Standards, Budget Form and Budget Narrative

- Include a statement of financial health to include any monitoring or audit finding for the past 2 years and status of corrective action taken to resolve.
- Line item justification of a complete budget and budget narrative that identifies where and how the awarded funds will be spent. Include any potential and/or committed in-kind and/or matching funds associated with the project and ways you may be leveraging resources.
- Reasonableness of costs in relation to proposed activities.

Other Selection Factors

Favorable consideration will be given to the following:

- 1. Collaboration** [**This is now a required element of the proposal*] - the degree to which a proposal coordinates with entities and partnerships
- 2. Innovation** – the degree to which a proposal is innovative in reaching students and parents; providing Educator in the Workplace opportunities; and, providing opportunities for employers in the schools.
- 3. Cost Efficiency** – an emphasis on service delivery with minimal costs.
- 4. Alignment** – the degree to which a proposal aligns with PA Department of Education Career Education Work Standards, Chapter 339 and the Future Ready PA Index, as well as local business/industry needs.
- 5. Leverage** – the degree to which a proposal leverages activities already being conducted through School District K-12 Counseling Plans (Chapter 339) and/or the Future Ready PA Index, to include, if possible, appropriate artifacts to be used as evidence. Leveraging resources for maximum value for partners will be looked upon favorably.
- 6. Bonus Points** – bonus points will be awarded to proposals that include any of the following elements: a parent engagement element, any form of longitudinal data that

can be captured and reported back to SCPa Works yearly, programs that address early education, programs that incorporate HPOs and or CTE.

DISCUSSIONS AND AWARD

SCPa Works may enter into discussions with a selected applicant for any reason deemed necessary, including but not limited to: (1) the budget is not appropriate or reasonable for the requirement; (2) only a portion of the application is selected for award; (3) SCPa Works additional information to determine that the recipient is capable of complying with reporting requirements; and/or (4) special terms and conditions are required. Failure to satisfactorily resolve the issues identified by SCPa Works within a specific period of time determined by SCPa Works may preclude award to the applicant.

SCPa Works reserves the right to request clarification and negotiate final awards with grantees. If at any time the provider/contractor violates the terms of the agreement or fails to submit timely invoices and reports, SCPa Works may revoke said contract.

APPLICATION FORM

Application Instructions SCPa Works Workforce Development Grant

1. **Type of Submission:** Indicate whether this is a new request for funds for a new project or if this is a continuation of a project that was previously funded.
2. **Type of Project:** Indicate whether this grant is for training or services.
3. **Applicant:** Select Applicant type from drop down menu.
4. **Date Received:** To be completed by SCPa Works
5. **Local Workforce Development Board (LWDB):** Select the name of the LWDB with whom this project will be affiliated from the drop down menu.
6. **Grant/Project Title:** Enter the name of the project.
7. **7a/7b Target Industry Cluster/Sub Cluster:** Select the name of the Industry Cluster and, if applicable, the sub-cluster from the drop down menu.
8. **Counties Served** – Include all counties that will be served by the grant.
9. **Legislative Districts** – Enter state legislative districts covered by the grant.
10. **LWIA's affected** – List all LWIA's involved in the grant.
11. **Small Business** – Check if your business is a Pennsylvania Qualified Small Business.
12. **Applicant Information:**
 - a. Enter the applicant's name
 - b. Enter the applicant's address
13. **Contact Information:** Enter contact information.
14. **Funding Proposal Requests:** Enter the amount requested for the project and include the amount of matching funds (if applicable).
15. **Authorized Representative:** Enter the name of the authorized representative. Sign and date the form.

Project Title: _____

Dates of the activity/activities: _____

Objective of the project

Description of the project and targeted audience to be served

Potential impact of the project

Projected Partners

**Budget Justification - Business Education Partnerships
SCPa Works**

Please provide a description of your line items

TOTAL REQUEST: \$

BUDGET INFORMATION - Non-Construction Programs

OMB Approval No. 0348-0044

SECTION A - BUDGET SUMMARY

Grant Program Function or Activity (a)	Catalog of Federal Domestic Assistance Number (b)	Estimated Unobligated Funds		New or Revised Budget		
		Federal (c)	Non-Federal (d)	Federal (e)	Non-Federal (f)	Total (g)
1.		\$	\$	\$	\$	\$
2.						
3.						
4.						
5. Totals		\$	\$	\$	\$	\$

SECTION B - BUDGET CATEGORIES

6. Object Class Categories	GRANT PROGRAM, FUNCTION OR ACTIVITY				Total (5)
	(1)	(2)	(3)	(4)	
a. Personnel	\$	\$	\$	\$	\$
b. Fringe Benefits					
c. Travel					
d. Equipment					
e. Supplies					
f. Contractual					
g. Construction					
h. Other					
i. Total Direct Charges (sum of 6a-6h)					
j. Indirect Charges					
k. TOTALS (sum of 6i and 6j)	\$	\$	\$	\$	\$

7. Program Income	\$	\$	\$	\$	\$
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SECTION C - NON-FEDERAL RESOURCES

(a) Grant Program	(b) Applicant	(c) State	(d) Other Sources	(e) TOTALS
8.	\$	\$	\$	\$
9.				
10.				
11.				
12. TOTAL (sum of lines 8-11)	\$	\$	\$	\$

SECTION D - FORECASTED CASH NEEDS

	Total for 1st Year	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
13. Federal	\$	\$	\$	\$	\$
14. Non-Federal					
15. TOTAL (sum of lines 13 and 14)	\$	\$	\$	\$	\$

SECTION E - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT

(a) Grant Program	FUTURE FUNDING PERIODS (Years)			
	(b) First	(c) Second	(d) Third	(e) Fourth
16.	\$	\$	\$	\$
17.				
18.				
19.				
20. TOTAL (sum of lines 16-19)	\$	\$	\$	\$

SECTION F - OTHER BUDGET INFORMATION

21. Direct Charges:	22. Indirect Charges:
23. Remarks:	

INSTRUCTIONS FOR THE SF-424A

Public reporting burden for this collection of information is estimated to average 180 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0044), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

General Instructions

This form is designed so that application can be made for funds from one or more grant programs. In preparing the budget, adhere to any existing Federal grantor agency guidelines which prescribe how and whether budgeted amounts should be separately shown for different functions or activities within the program. For some programs, grantor agencies may require budgets to be separately shown by function or activity. For other programs, grantor agencies may require a breakdown by function or activity. Sections A, B, C, and D should include budget estimates for the whole project except when applying for assistance which requires Federal authorization in annual or other funding period increments. In the latter case, Sections A, B, C, and D should provide the budget for the first budget period (usually a year) and Section E should present the need for Federal assistance in the subsequent budget periods. All applications should contain a breakdown by the object class categories shown in Lines a-k of Section B.

Section A. Budget Summary Lines 1-4 Columns (a) and (b)

For applications pertaining to a *single* Federal grant program (Federal Domestic Assistance Catalog number) and *not requiring* a functional or activity breakdown, enter on Line 1 under Column (a) the Catalog program title and the Catalog number in Column (b).

For applications pertaining to a *single* program *requiring* budget amounts by multiple functions or activities, enter the name of each activity or function on each line in Column (a), and enter the Catalog number in Column (b). For applications pertaining to multiple programs where none of the programs require a breakdown by function or activity, enter the Catalog program title on each line in *Column* (a) and the respective Catalog number on each line in Column (b).

For applications pertaining to *multiple* programs where one or more programs *require* a breakdown by function or activity, prepare a separate sheet for each program requiring the breakdown. Additional sheets should be used when one form does not provide adequate space for all breakdown of data required. However, when more than one sheet is used, the first page should provide the summary totals by programs.

Lines 1-4, Columns (c) through (g)

For new applications, leave Column (c) and (d) blank. For each line entry in Columns (a) and (b), enter in Columns (e), (f), and (g) the appropriate amounts of funds needed to support the project for the first funding period (usually a year).

For continuing grant program applications, submit these forms before the end of each funding period as required by the grantor agency. Enter in Columns (c) and (d) the estimated amounts of funds which will remain unobligated at the end of the grant funding period only if the Federal grantor agency instructions provide for this. Otherwise, leave these columns blank. Enter in columns (e) and (f) the amounts of funds needed for the upcoming period. The amount(s) in Column (g) should be the sum of amounts in Columns (e) and (f).

For supplemental grants and changes to existing grants, do not use Columns (c) and (d). Enter in Column (e) the amount of the increase or decrease of Federal funds and enter in Column (f) the amount of the increase or decrease of non-Federal funds. In Column (g) enter the new total budgeted amount (Federal and non-Federal) which includes the total previous authorized budgeted amounts plus or minus, as appropriate, the amounts shown in Columns (e) and (f). The amount(s) in Column (g) should not equal the sum of amounts in Columns (e) and (f).

Line 5 - Show the totals for all columns used.

Section B Budget Categories

In the column headings (1) through (4), enter the titles of the same programs, functions, and activities shown on Lines 1-4, Column (a), Section A. When additional sheets are prepared for Section A, provide similar column headings on each sheet. For each program, function or activity, fill in the total requirements for funds (both Federal and non-Federal) by object class categories.

Line 6a-i - Show the totals of Lines 6a to 6h in each column.

Line 6j - Show the amount of indirect cost.

Line 6k - Enter the total of amounts on Lines 6i and 6j. For all applications for new grants and continuation grants the total amount in column (5), Line 6k, should be the same as the total amount shown in Section A, Column (g), Line 5. For supplemental grants and changes to grants, the total amount of the increase or decrease as shown in Columns (1)-(4), Line 6k should be the same as the sum of the amounts in Section A, Columns (e) and (f) on Line 5.

Line 7 - Enter the estimated amount of income, if any, expected to be generated from this project. Do not add or subtract this amount from the total project amount, Show under the program

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narrative statement the nature and source of income. The estimated amount of program income may be considered by the Federal grantor agency in determining the total amount of the grant.

Section C. Non-Federal Resources

Lines 8-11 Enter amounts of non-Federal resources that will be used on the grant. If in-kind contributions are included, provide a brief explanation on a separate sheet.

Column (a) - Enter the program titles identical to Column (a), Section A. A breakdown by function or activity is not necessary.

Column (b) - Enter the contribution to be made by the applicant.

Column (c) - Enter the amount of the State's cash and in-kind contribution if the applicant is not a State or State agency. Applicants which are a State or State agencies should leave this column blank.

Column (d) - Enter the amount of cash and in-kind contributions to be made from all other sources.

Column (e) - Enter totals of Columns (b), (c), and (d).

Line 12 - Enter the total for each of Columns (b)-(e). The amount in Column (e) should be equal to the amount on Line 5, Column (f), Section A.

Section D. Forecasted Cash Needs

Line 13 - Enter the amount of cash needed by quarter from the grantor agency during the first year.

Line 14 - Enter the amount of cash from all other sources needed by quarter during the first year.

Line 15 - Enter the totals of amounts on Lines 13 and 14.

Section E. Budget Estimates of Federal Funds Needed for Balance of the Project

Lines 16-19 - Enter in Column (a) the same grant program titles shown in Column (a), Section A. A breakdown by function or activity is not necessary. For new applications and continuation grant applications, enter in the proper columns amounts of Federal funds which will be needed to complete the program or project over the succeeding funding periods (usually in years). This section need not be completed for revisions (amendments, changes, or supplements) to funds for the current year of existing grants.

If more than four lines are needed to list the program titles, submit additional schedules as necessary.

Line 20 - Enter the total for each of the Columns (b)-(e). When additional schedules are prepared for this Section, annotate accordingly and show the overall totals on this line.

Section F. Other Budget Information

Line 21 - Use this space to explain amounts for individual direct object class cost categories that may appear to be out of the ordinary or to explain the details as required by the Federal grantor agency.

Line 22 - Enter the type of indirect rate (provisional, predetermined, final or fixed) that will be in effect during the funding period, the estimated amount of the base to which the rate is applied, and the total indirect expense.

Line 23 - Provide any other explanations or comments deemed necessary.