(3) The applicant's purpose for participating in this project, including goals, objectives, and expected impact on the applicant's system.

(4) The applicant's overall project design, as outlined in the **DESCRIPTION OF PROGRAM** above.

(a) Explain how the design reflects unique features of the applicant's service delivery system(s) and

(b) Assure that all constituencies and other literacy stakeholders (including learners, other system customers, practitioners, administrators, funders, and policymakers) have opportunities to participate in a meaningful way in the process and are well-prepared to participate in the process, including having opportunities to read, discuss and reflect on the information presented in *Equipped for the Future;*

(50 The applicant's plan of operation, including:

(a) A description and timeline of activities to be conducted;

(b) A description of key personnel, qualifications, roles and affiliations;

(c) How the applicant will assure investment of all constituencies in the process and its products;

(d) How key decisions will be made throughout the course of the project to assure that the project has maximal impact on the quality of the adult literacy and basic skills system, including how constituencies and stakeholders will be involved in decision-making, and in validation of the Working Group's products;

(e) A description of how funds will be used to assure broad participation of all constituencies in development of the content standards and system improvement plan.

(6) Describe the process for documenting, monitoring and evaluating the project processes and results.

Selection Criteria: In evaluating applications for a grant under this competition, the Director uses the following selection criteria:

(1) Capability and Commitment (25 points): The Director reviews each application to determine the capability of the applicant to achieve the goals of this project, including:

(a) The applicant's ability to secure the commitment and full participation of constituencies and other literacy stakeholders in the project:

(b) The extent to which the applicant demonstrates knowledge of and linkages to previous and current national, regional, or state efforts to—

(i) Develop content standards in areas related to adult literacy and basic skills and

(ii) Improve the ability of adult literacy programs to meet the needs of adult learners.

(c) The extent to which the applicant demonstrates knowledge of and experience in successfully managing grassroots consensus building processes;

(d) The explicit and documented commitment of constituencies and other stakeholder organizations to participate in information-gathering events and the Working Group;

(e) The applicant's explicit and documented commitment to participate in two national meetings referenced above and any other national activities relating to the conduct of the grant.

(2) Plan of Operation (45 points): Quality of the plan for creating multi-year system improvement plan including:

(a) The extent to which the applicant states clear goals and objectives for the project in terms of impacts on the quality of the delivery system;

(b) The quality of the plan for assuring meaningful participation of key constituencies, including:

(i) Adult learners;

(ii) Full and part-time teachers and tutors, including volunteers;

(iii) Program administrators;

(iv) Representatives of public and private agencies that fund adult literacy;

(v) Members of organizations and institutions, including schools and employers, with a stake in the performance of adults as parents, citizens and workers;

(vi) Public officials;

(vii) Members of organizations involved in provision of staff development and technical assistance;

(c) Quality of the process for developing a system-improvement plan, including the extent to which plan provides for broad participation in standards development.

(3) Project Management Plan, Including Qualifications of Key Personnel (25 points): The Director reviews each application to determine the quality of the management plan, including:

(a) The soundness of the plan for forming and operating a Working Group to carry out the project, including provisions for membership; duties; responsibilities, term of service.

(b) The soundness of the timeline for undertaking key project tasks and accomplishing them by set dates;

(c) The quality of the qualifications and job description developed for the project director, including—

(i) The soundness of provisions for how the project director will relate to the Working Group;

(ii) If a candidate for project director has been selected, the quality of the candidate's resume,

(iii) If a candidate for project director has not been selected, the applicant's provisions for selecting and hiring a candidate within a month of receiving the grant award.

(d) The quality of provisions for documenting the systems improvement plan development process; and

(e) The soundness of provisions for monitoring the systems improvement plan development process in terms of—

(i) The inclusiveness of the process, and

(ii) The quality of the results;

(4) Budget and Cost effectiveness (5 points): The Director reviews each application to determine the extent to which:

(a) The budget is adequate to support grant activities;

(b) Costs are reasonable in relation to the objectives of the project;

(c) The budgets for any subcontracts are detailed and appropriate; and

(d) The budget details any resources, cash or in-kind, that the applicant or others will provide to the project in addition to grant funds.

Other Applications Requirements: The application shall include the following:

Project Summary: The proposal must contain a brief summary of the proposed project suitable for publication. It should not be an abstract of the application, but rather a self-contained description of the activities that would explain the proposal. The summary must include the following information:

a. Name of applicant organization

b. Description of literacy constituency represented by the applicant:

1. State:

2. Region:

3. Type of program:

c. Adult role(s) to be addressed in plan:

1. Parent/family.

2. Citizen.

3. Worker.

d. Type of instruction to be addressed in plan:

1. ABE.

2. ESL.

3. Other.

Project Description: This description should not exceed twenty (20) single-spaced pages, or forty (40) double-spaced pages. The description may be amplified by material in attachments and appendices, but the body should stand alone to give a complete picture of the project. Applications which exceed 20 single-spaced pages or 40 double-spaced pages will not be reviewed.