

## **PROGRAM-SPECIFIC REQUIREMENTS FOR ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAMS**

The Unified or Combined State Plan must include a description of the following as it pertains to Adult Education and Literacy programs under title II, the Adult Education and Family Literacy Act (AEFLA).

### **ALIGNING OF CONTENT STANDARDS**

Describe how the eligible agency will, by July 1, 2016, align its content standards for adult education with State-adopted challenging academic content standards, as adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 6311(b)(1)).

Tennessee is a College and Career Readiness Standards in Action State. Tennessee has adopted the College and Career Readiness Standards developed by OCTAE and has provided training to all adult educators across the state in the standards. All AE content has been aligned to these standards as of July 1, 2016. To accomplish this goal, a Curriculum Advisory Team (CAT) has been formed composed of Supervisors and Instructors from the field as well as state staff. The CAT is currently undergoing rigorous training on the College and Career Readiness Standards as part of Tennessee Adult Education's participation in the United States Department of Education sponsored College and Career Readiness Standards in Action Project. Since the development of the CAT team, instructor training has been designed to focus on the incorporation and application of the standards. As well as keeping instructors trained, Tennessee Adult Education purchases curriculum designed to meet College and Career Readiness standards and requirements, and only uses verified literature that aligns with the standards.

For the next two years, Tennessee will focus efforts on training for College and Career Readiness standards, and work to adapt the delivery of the instruction for the greatest benefit to participants. Because of the difference in nature of adult education students and the traditional K-12 student, Tennessee is working towards providing workforce preparation instruction in addition to the College and Career Readiness standards. The life circumstances of Adult Education participants requires an immediate need to be prepared for jobs, which does not always entail an all-inclusive career pathway, but instead, training and education of what employers expect and how best to improve chances of success on the job. Working towards this goal is based on the realization that not all individuals seeking adult education services desire to go to postsecondary, but may only need instruction for workforce purposes.

### **1. LOCAL ACTIVITIES**

Describe how the State will, using the considerations specified in section 231(e) of WIOA, fund each eligible provider to establish or operate programs that provide any of the following adult education and literacy activities identified in section 203 of WIOA, including programs that provide such activities concurrently. The Unified or Combined State Plan must include at a minimum the scope, content, and organization of these local activities.

## **ADULT EDUCATION AND LITERACY ACTIVITIES (SECTION 203 OF WIOA)**

- Adult education;
- Literacy;
- Workplace adult education and literacy activities;
- Family literacy activities;
- English language acquisition activities;
- Integrated English literacy and civics education;
- Workforce preparation activities; or
- Integrated education and training that—
  - Provides adult education and literacy activities, concurrently and contextually with both, workforce preparation activities, and workforce training for a specific occupation or occupational cluster, and
  - Is for the purpose of educational and career advancement.

Please see III.b.5.B.i. Tennessee will be funding the Adult Education and Family Literacy Act, but will not be funding the optional Family Literacy activities. Using the considerations specified in section 231(e) of WIOA, The Division of Adult Education plans to conduct a statewide competitive bid for the term of July 1, 2018-June 30, 2021. The application will be for the duration of three (3) years, with contracts issued yearly. The Division of Adult Education will post a Notice of Funding Opportunity on the Tennessee Adult Education website for each designated Adult Education District. Potential eligible providers shall submit their application to be reviewed and scored by independent reviewers using the Tennessee Adult Education Scoring Rubric. Applications will be evaluated and scored on the basis of thoroughness, completeness, clarity, and merit.

The Division of Adult Education, based upon the recommendation of the reviewer, shall submit to the successful applicant an “Intent to Fund Letter” outlining special terms and the award amounts. The successful eligible provider will adhere to the Scope of Services and Assurances that will delineate approved activities and set forth the terms and conditions under which to manage the Adult Education grant for the term of July 1, 2018 - June 30, 2021.

All local activities will only be provided to eligible individuals. In Tennessee, eligible individuals are individuals who have attained 17 years of age (16 if emancipated); who are not enrolled or required to be enrolled in secondary school under State law; and who are basic skills deficient; do not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or is an English language learner. Through the grants awarded for the term of July 1, 2018 - June 30, 2021, the Division of Adult Education shall provide the following local activities:

*Adult Education (AE)* - Academic instruction and education services below the postsecondary level that increases an individual’s ability to read, write, and speak in English and perform mathematics at a level necessary for the attainment of a Tennessee High School Equivalency Diploma. This academic instruction and education service will be targeted to meet the needs of the student based upon an academic functioning level as determined by standardized testing. Services provided will be tailored to meet AE core

performance indicators including, but not limited to, the transition to postsecondary education and training or employment. Eligible students will have the opportunity to participate in online classes using approved Distance Education programs.

*Workplace Adult Education and Literacy Activities* - Eligible providers will develop partnerships with business, industry and the Local Workforce Investment Board to provide Adult Education and literacy activities concurrently and contextually with both, workforce preparation activities, and workforce training in collaboration with an employer or employee organization designed to improve the productivity of the workforce as well as educational and career advancement for the eligible individual.

*English Language Acquisition Activities* - Eligible providers will develop a program of instruction designed to help eligible individuals who are English language learners (ELL) achieve competence in reading, writing, speaking and comprehension of the English language.

*Integrated English Literacy and Civics Education (IEL/CE)* - The Integrated English Literacy and Civics Education Programs in Tennessee will provide services to ELL's who are adults, including professionals with degrees and credentials in their native countries that enable them to achieve proficiency necessary to function on the job, in their families, and in society. These services shall include instruction in literacy and English language acquisition as well as instruction on the rights and responsibilities of citizenship and civic participation. Job readiness training will also be included in instruction and will be facilitated by the integration of digital literacy. In addition, students will be instructed in computation and problem-solving at levels of proficiency necessary to promote personal growth and to integrate effectively into their communities. Program must also provide Integrated Education and Training activities. Information and resources for job advancement and training opportunities will be made available to students.

*Workforce Preparation Activities* - Eligible providers will help individuals acquire a combination of basic academic skills and employability skills necessary for successful transition into and completion of postsecondary education or training or employment. Tennessee is making great efforts to institute software and instruction in the development of participant skills that will advance their goals of employability and self-sustainability. The focus will be on developing soft skills in furthering the marketability of Adult Education participants.

*Integrated Education and Training* - Academic instruction and education services below the postsecondary level that increases an individual's ability to read, write, and speak in English and perform mathematics at a level necessary for the attainment of a Tennessee High School Equivalency Diploma. This academic instruction and education service will be targeted to meet the needs of the student based upon an academic functioning level as determined by standardized testing. Services provided will be tailored to meet AE core performance indicators including, but not limited to, the transition to postsecondary education and training or employment. Eligible students will have the opportunity to participate in online classes using approved Distance Education programs. This academic instruction may be provided concurrently and contextually with both, workforce

preparation activities as described above, and workforce training for a specific occupation or occupational cluster.

Instruction will be provided and tailored, to the best of the eligible provider's ability, to labor force needs within the region being served. As well as tailored instruction, Tennessee is looking to implement computer modules that provide instruction that will adapt in intensity based on the performance of the individual. Depending on the goals and career that the individual wishes to work towards, the modules have career or industry instruction that will assist in preparing the participant.

**Special Rule.** The Tennessee Department of Labor and Workforce Development, Division of Adult Education, in awarding any grant or contract under this section will not use any funds made available under this title for adult education and literacy activities for the purpose of supporting or providing programs, services, or activities for individuals who are under the age of 16 and are enrolled or required to be enrolled in secondary school under State law, except that the Tennessee Department of Labor and Workforce Development, Division of Adult Education may use such funds for such purpose if such programs, services, or activities are related to family literacy activities. In providing family literacy activities under this title, an eligible provider shall attempt to coordinate with programs and services that are not assisted under this title prior to using funds for adult education and literacy activities under this title for activities other than activities for eligible individuals.

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## **SPECIAL RULE**

Each eligible agency awarding a grant or contract under this section shall not use any funds made available under this title for adult education and literacy activities for the purpose of supporting or providing programs, services, or activities for individuals who are under the age of 16 and are enrolled or required to be enrolled in secondary school under State law, except that such agency may use such funds for such purpose if such programs, services, or activities are related to family literacy activities. In providing family literacy activities under this title, an eligible provider shall attempt to coordinate with programs and services that are not assisted under this title prior to using funds for adult education and literacy activities under this title for activities other than activities for eligible individuals.

## **2. CORRECTIONS EDUCATION AND OTHER EDUCATION OF INSTITUTIONALIZED INDIVIDUALS**

Describe how the State will establish and operate programs under section 225 of WIOA for corrections education and education of other institutionalized individuals, including how it will fund, in accordance with the requirements of title II, subtitle C, any of the following academic programs for:

- Adult education and literacy activities;
- Special education, as determined by the eligible agency;
- Secondary school credit;
- Integrated education and training;

- Career pathways;
- Concurrent enrollment;
- Peer tutoring; and
- Transition to re-entry initiatives and other post release services with the goal of reducing recidivism.

Each eligible agency using funds provided under Programs for Corrections Education and Other Institutionalized Individuals to carry out a program for criminal offenders within a correctional institution must give priority to serving individuals who are likely to leave the correctional institution within 5 years of participation in the program.

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Each eligible agency using funds provided under Programs for Corrections Education and Other Institutionalized Individuals to carry out a program for criminal offenders within a correctional institution must give priority to serving individuals who are likely to leave the correctional institution within 5 years of participation in the program. Funding for corrections education will be a part of the initial competition that takes place for the Adult Basic Education grants. Within the initial competition, all applicants will be informed that up to 20% of the available funding of the grant can be used for corrections education in accordance with section 222(a)(1). Eligible providers will be required to provide a budget for corrections education listing anticipated costs and how funding will be used to provide services under section 225. The funds will be expended to set up classes in corrections institutions and partner with reentry programs to provide services listed in section 225(a) in order to curb the recidivism rate within Tennessee. Classes will focus on academic instruction towards the achievement of high school equivalency diplomas. In addition, projects will be created and are ongoing to provide work skills to inmates to improve the likelihood of employment upon release. The policy has been implemented to ensure that priority is provided for those that have been sentenced for five (5) years or less as an effort to focus services on those whose emanate release can have the greatest impact on society.

Tennessee will compete Section 225 according to the narrative set forth in (5)(B)(i). The grants awarded may be for up to 20% of the available federal dollars as set forth in section 222(a)(1).

The funds described in section 225(a) shall be used for the cost of educational programs for criminal offenders in correctional institutions and for other institutionalized individuals, including academic programs for 1) adult education and literacy activities; 2) special education, as determined by the agency; 3) secondary school credit; 4) integrated education and training; 5) career pathways; 6) concurrent enrollment; 7) peer tutoring; and 8) transition to re-entry initiatives and other post-release services with the goal of reducing recidivism.

### **3. INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION PROGRAM**

1. Describe how the State will establish and operate Integrated English Literacy and Civics Education programs under Section 243 of WIOA, for English language learners who are adults, including professionals with degrees and credentials in their native countries.

Tennessee will compete Section 243 according to the narrative set forth in (5)(B)(i). The Division of Adult Education will utilize the thirteen considerations set forth in Section 231(e) as evaluative criteria to score eligible providers' application for funding. All eligible providers will be notified by the same grant announcement and will be accountable to the same process to adhere to all direct and equitable provisions. Integrated English Literacy and Civics Education programs will prepare adult English Language Learners (ELLs) to become functional in the four language skills, reading, writing, listening and speaking, so they might gain the proficiency necessary to function on the job, in their families, and in their communities.

Programs will assess the students' educational functioning level using standardized testing instruments approved by the National Reporting System, specifically the CASAS Assessment. Assessment results will be used to identify and address learning deficiencies to assure that ELLs are able to achieve their goals. The student will then be enrolled in a course of instruction designed to meet their language acquisition and academic needs as identified through their initial CASAS Assessment results. Post-Assessments will be administered in accordance with the approved Tennessee Adult Education Assessment Policy in order to measure educational functioning level gains. All instruction for language acquisition or academic skills will incorporate Civics Education to instruct the student in the rights and responsibilities of American citizenship as well as skills necessary to function on the job, in their families, and in their communities. Programs may also provide Integrated Education and Training activities. The course of academic instruction for ELLs must be provided concurrently and contextually with both, workforce preparation activities as described above and workforce training for a specific occupation or occupational cluster.

Programs will implement job readiness training, which includes job acquisition and retention skills and employability skills. Students will also be connected with other One-Stop partners to provide assistance in identifying in-demand industries in the students' community and connect them to appropriate training designed to lead to unsubsidized employment and economic self-sufficiency. Further, students will be connected to their local Tennessee Career Center to assist them in job searches and other services designed to lead to unsubsidized employment and economic self-sufficiency. These connections to the local workforce development system and its functions may be made through referrals or memoranda of understanding. Tennessee Adult Education will work to form closer relationships with workforce partners and encourage co-enrollment of services and development of skills for employment. Adult education has implemented computer software that will assist in the development of individuals academic skill, but also contains workforce training component where students can build an understanding of desired industry careers with practical application. Tennessee plans to make efforts in

tracking the civic improvements of individuals taking part in civics education, whether that be voting registration, sitting for the citizenship exam, or increased community involvement.

Programs will provide instruction that promotes academic success so that ELLs may pursue a secondary diploma or its equivalent and/or post-secondary training. Digital literacy will be an integral part of instruction at all levels.

2. Describe how the State will fund, in accordance with the requirements of title II, subtitle C, an Integrated English Literacy and Civics Education program and how the funds will be used for the program.

Tennessee will compete Section 243 according to the narrative set forth in (5)(B)(i). The Division of Adult Education will utilize the thirteen considerations set forth in Section 231(e) as evaluative criteria to score eligible providers' application for funding. All eligible providers will be notified by the same grant announcement and will be accountable to the same process to adhere to all direct and equitable provisions. Integrated English Literacy and Civics Education programs will prepare adult English Language Learners (ELLs) to become functional in the four language skills, reading and writing, listening and speaking, so they might gain the proficiency necessary to function on the job, in their families, and in their communities.

Programs will assess the students' educational functioning level using standardized testing instruments approved by the National Reporting System, specifically the CASAS Assessment. Assessment results will be used to identify and address learning deficiencies to assure that ELLs are able to achieve their goals. The student will then be enrolled in a course of instruction designed to meet their language acquisition and academic needs as identified through their initial CASAS Assessment results. Post-Assessments will be administered in accordance with the approved Tennessee Adult Education Assessment Policy in order to measure educational functioning level gains. All instruction for language acquisition or academic skills will incorporate Civics Education to instruct the student in the rights and responsibilities of American citizenship as well as skills necessary to function on the job, in their families, and in their communities.

Programs may also provide Integrated Education and Training activities. The course of academic instruction for ELLs must be provided concurrently and contextually with both, workforce preparation activities as described above and workforce training for a specific occupation or occupational cluster.

Programs will implement job readiness training, which includes job acquisition and retention skills and employability skills. Students will also be connected with other One-Stop partners to provide assistance in identifying in-demand industries in the students' community and connect them to appropriate training designed to lead to unsubsidized employment and economic self-sufficiency. Further, students will be connected to their local Tennessee Career Center to assist them in job searches and other services designed to lead to unsubsidized employment and economic self-sufficiency. These connections to the local workforce development system and its functions may be made through referrals or memoranda of understanding.

Programs will provide instruction that promotes academic success so that ELLs may pursue a secondary diploma or its equivalent and/or post-secondary training. Digital literacy will be an integral part of instruction at all levels.

#### **4. STATE LEADERSHIP**

1. Describe how the State will use the funds to carry out the required State Leadership activities under section 223 of WIOA.

The Division of Adult Education will align adult education and literacy activities with other core programs and one-stop partners. This will be done by having by eligible providers partnering with their local AJC for the referral of potential students; there, students will be assisted in building a resume and creating an account in Jobs4TN. Eligible providers will also refer students completing the program to the Tennessee Career Center for career information and job placement. Eligible providers will refer eligible students completing the program to the Local Workforce Board or Vocational Rehabilitation as set forth in this State Plan; this will include the development of career pathways to provide access to employment and training services for individuals in adult education and literacy activities.

Tennessee has made endeavors to visit comprehensive American Job Centers where colocation is taking place to ensure that staff has sufficient knowledge of partner programs for referral processes and that the present is sufficient to provide a benefit to participants.

The Division of Adult Education in conjunction with the Tennessee Department of Human Resources will conduct high-quality professional development programs in the form of Leadership/Management training for District Coordinators. Such programs will assist them in the efficient and effective operation of their District. This training will take place at two Leadership Summits per year as well as at the Academy for Instructional Excellence and on a more individual basis between as needed.

The Division of Adult Education will conduct two Regional Instructional Workshops per year in which instructors will receive professional development training regarding instruction methods for adult learners. Instructors will also receive information about current models and best practices in instruction for adult learners.

The Division of Adult Education will conduct an Academy for Instructional Excellence wherein instructors will receive professional development training regarding instruction methods for adult learners. Instructors will also receive information about current models College and Career Readiness Standards and best practices in instruction for adult learners.

The Division of Adult Education will provide professional development opportunities to individual Districts as needed in instructional methods for adult learners in mathematics and reading or other subjects as needs may arise.

These high-quality professional development programs shall be established and operated to improve the instruction provided pursuant to local activities required under Section 231(b). This will include instruction; incorporating the essential components of reading



instruction as such components relate to adults; instruction related to the specific needs of adult learners; provided by volunteers or by personnel; about dissemination of information concerning models and promising practices related to such programs.

Training will be conducted for additional staff that assists with the programmatic operations such as data and office management. This training will focus on the processes for data entry, National Reporting System standards, and proper filing and office management.

The Division of Adult Education will assess the professional development system in several ways. The Division of Adult Education, through regional consultants and other state staff, will conduct systematic site visits along with desktop and onsite monitoring. Based on the results of these visits and monitoring activities, the Division will provide professional development to meet demonstrated needs. Regional consultants and other State staff will also conduct systematic follow-up site visits and desktop and onsite monitoring; this will be done to ensure the efficacy of the professional development offered and to determine if additional professional development is necessary. Further, each professional development training provided will be evaluated by the audience through the use of evaluation forms. Future training and professional development events will be revised or modified for improvement based on the results of the evaluation.

The Division of Adult Education, through regional consultants and other State staff, will conduct systematic site visits and desktop and onsite monitoring. Based upon the results of these visits and monitoring activities, the Division will provide technical assistance to eligible providers to develop and disseminate instructional and programmatic practices. These practices will be based on the most rigorous or scientifically valid research available and appropriate, in reading, writing, speaking, mathematics, English language acquisition programs, distance education and staff training.

The Division of Adult Education, through regional consultants and other State staff, will conduct systematic site visits and desktop and onsite monitoring. Based upon the results of these visits and monitoring activities, the Division will provide technical assistance to eligible providers regarding their role as a one-stop partner to provide access to employment, education and training services.

The Division of Adult Education, through regional consultants and other State staff, will conduct systematic site visits and desktop and onsite monitoring. Based upon the results of these visits and monitoring activities, will provide technical assistance to eligible providers in the use of technology.

The Division of Adult Education, through regional consultants and other state staff, will conduct systematic site visits and desktop and onsite monitoring. Through these visits and monitoring activities, the Division will monitor and evaluate the quality of, and the improvement in, adult education and literacy activities and the dissemination of information about models and proven or promising practices within the State. Each eligible provider will be monitored for compliance and appropriate technical assistance will be provided as needed.

2. Describe how the State will use the funds to carry out permissible State Leadership Activities under section 223 of WIOA, if applicable.

The Division of Adult Education will partner with State or regional networks of literacy resource centers to provide technical assistance, program support, Integrated English Literacy and Civics Education and curriculum development as may be needed.

The Division of Adult Education will develop and implement a distance education program including professional development to support the use of instructional technology.

The Division of Adult Education will develop and disseminate curricula, including curricula incorporating the essential components of reading instruction as such components relate to adults.

The Division of Adult Education will develop content and models for integrated education and training and career pathways.

The Division of Adult Education will provide assistance to eligible providers in developing and implementing programs that achieve the objectives of this title and in measuring the progress of those programs in achieving such objectives, including meeting the State adjusted levels of performance described in Section 116(b)(3).

The Division of Adult Education will develop and implement a system to assist in the transition from adult education to postsecondary education, including linkages with postsecondary educational institutions or institutions of higher education.

The Division of Adult Education will Integrate literacy and English language instruction with occupational skill training, including promoting linkages with employers.

The Division of Adult Education will conduct activities to promote workplace adult education and literacy activities.

The Division of Adult Education will identify curriculum frameworks and align rigorous content standards that -

Specify what adult learners should know and be able to do in the areas of reading and language arts, mathematics, and English language acquisition; and

Take into consideration the following:

- State adopted academic standards.
- The current adult skills and literacy assessments used in the State.
- The primary indicators of performance described in Section 116.
- Standards and academic requirements for enrollment in non-remedial courses, for-credit courses in postsecondary educational institutions or institutions of higher education supported by the State.
- Where appropriate, the content of occupational and industry skill standards widely used by business and industry in the State.

The Division of Adult Education will develop and pilot strategies for improving teacher quality and retention.

The Division of Adult Education will develop and implement programs and services to meet the needs of adult learners with learning disabilities or English language learners, which may include new and promising assessment tools and strategies that are based on scientifically valid research, where appropriate, and identify the needs and capture the gains of such students at the lowest achievement levels.

The Division of Adult Education will conduct outreach to instructors, students, and employers.

The Division of Adult Education will conduct other activities of statewide significance that promote the purpose of Title II of WIOA.

## **5. ASSESSING QUALITY**

Describe how the eligible agency will assess the quality of providers of adult education and literacy activities under title II and take actions to improve such quality, including providing the activities described in section 223(a)(1)(B) of WIOA.

Subrecipients will be subject to on-site monitoring, at a minimum, once every three years, depending on their risk assessments (risk assessments, as well as site visits and desktop monitoring, will be conducted once a year). The monitoring cycle will begin after the Monitoring Guide is approved for the State fiscal year starting October 1st. The Monitor will schedule those programs to be monitored for that fiscal year at his/her discretion with priority given to programs identified as a level one risk.

For on-site monitoring, the Monitor will provide a written notice to each entity being monitored 30 days prior to a visit. The written notice will inform the entity of the dates for review, the programs that will be reviewed, the contract numbers that will be examined, and the estimated time of arrival. The Monitor is authorized to examine program records, interview participants, and employees, and enter any site or the premises which receive Adult Education funds. Random sampling techniques will be used to perform the review of program records. The Monitor will hold an exit conference with appropriate officials for each review conducted.

After the Monitor finishes the review, working papers, which include any documents collected during the monitoring of program that will assist the monitor in completing a report of a program's business, shall be established during the review and maintained by the TDLWD. A monitoring report indicating noteworthy practices, non-compliance, and corrective actions as well as recommendations for improvement is issued within 15 working days of the completion of the monitor working papers. A corrective action plan (CAP) will be submitted within 30 calendar days of the publishing of monitoring report that requires corrective action. A progress report will be issued to TDLWD during a designated time period (a minimum of three months) as directed by the Monitor until the corrective action has been accomplished. Finally, a letter of resolution will be sent to the provider stating that all actions have been taken and the CAP is closed.

In addition to on-site monitoring, Desktop Monitoring will take place monthly to review the subrecipient's performance, specifically HSE attainment and level gains. Regional

Consultants will also conduct informal site visits to review the operations of the program, provide technical assistance and identify professional development needs. The Regional Consultants will recommend and provide professional development opportunities as necessary.

Tennessee is unique in that many of the partners use an integrated data management system, which will allow monitoring of data as it pertains to the expectations of WIOA. Tennessee Adult Education will begin evaluating subrecipients on co-enrollment, assistance in enrolling in postsecondary and working with employers to better ensure services are being provided as expected.

## **6. CERTIFICATIONS**

States must provide written and signed certifications that

1. The plan is submitted by the State agency that is eligible to submit the plan. Yes
2. The State agency has authority under State law to perform the functions of the State under the program. Yes
3. The State legally may carry out each provision of the plan. Yes
4. All provisions of the plan are consistent with State law. Yes
5. A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan. Yes
6. The State officer who is submitting the plan, specified by the title in the certification, has authority to submit the plan. Yes
7. The agency that is submitting the plan has adopted or otherwise formally approved the plan. Yes
8. The plan is the basis for State operation and administration of the program. Yes

## **CERTIFICATIONS REGARDING LOBBYING**

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

- (1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.
- (2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative

agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### **STATEMENT FOR LOAN GUARANTEES AND LOAN INSURANCE**

The undersigned states, to the best of his or her knowledge and belief, that: If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Applicant's Organization: Tennessee Department of Labor and Workforce Development

Full Name of Authorized Representative: Burns Phillips

Title of Authorized Representative: Commissioner

SF LLL Form – Disclosure of Lobbying Activities (only if applicable) (<http://www2.ed.gov/fund/grant/apply/appforms/appforms.html>). If applicable, please print, sign, and email to OCTAE\_MAT@ed.gov

### **7. ASSURANCES**

The State Plan must include assurances that:

1. The eligible agency will expend funds appropriated to carry out title II of the Workforce Innovation and Opportunity Act (WIOA) only in a manner consistent with fiscal requirements under section 241(a) of WIOA (regarding supplement and not supplant provisions). Yes
2. The eligible agency will ensure that there is at least one eligible provider serving each local area, as defined in section 3(32) of WIOA. Yes
3. The eligible agency will not use any funds made available under title II of WIOA for the purpose of supporting or providing programs, services, or activities for individuals who are not "eligible individuals" within the meaning of section 203(4) of WIOA, unless

it is providing programs, services or activities related to family literacy activities, as defined in section 203(9) of WIOA. Yes

4. The Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be delivered in combination with integrated education and training activities; Yes

5. The Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to (1) prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency and (2) integrate with the local workforce development system and its functions to carry out the activities of the program; and Yes

6. Using funds made available under title II of WIOA to carry out a program for criminal offenders within a correctional institution, the eligible agency will give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program. Yes

7. The eligible agency agrees that in expending funds made available under title II of WIOA, the eligible agency will comply with sections 8301 through 8303 of the Buy American Act (41 U.S.C. 8301-8303 ). Yes

#### **SECTION 427 OF THE GENERAL EDUCATION PROVISIONS ACT (GEPA)**

In the text box below, describe the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs provide the information to meet the requirements of Section 427 of the General Education Provisions Act (GEPA), consistent with the instructions posted at

<https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc>.

State training, provided align with GEPA

Tennessee provides professional development to its programmatic staff as well as technical assistance when needed and includes talking points concerning the provision of providing services to those with barriers. Subrecipients are required, when applying for the grant, to provide a description and plan to ensure that the program is made available for any participant despite the individual's gender, race, national origin, color, disability, or age. Subrecipients are required to provide classes and services within counties where the need is greatest despite the six elements mentioned above. Classes are made available to all, and are advertised as such through literature and media, so as to reach the population in need of Adult Education services. Equitable access is further insured through the monitoring process (EEO signs are posted in locations where Adult Education services are provided and are a requirement). All services provided are provided with the intent to reach those with barriers and make services available to all who wish to partake.