

**Adult Basic Education Grant**

**Request for Applications &**

**Grant Application Guide**

**July 1, 2023 – June 30, 2027**

**For funding under the Workforce Innovation and Opportunity Act of 2014, Title II – Adult Education and Family Literacy Act and Tennessee State Government**

**Application Due Date:**

**April 6, 2023**

**5:00 PM Central Time**

**Submit via email to:**

**TN Department of Labor & Workforce Development**

**Adult Education Division**

**Jay Baker, Assistant Commissioner**

**Jay.Baker@tn.gov****;**

**Cc:** **TL.Smith@tn.gov****;** **LaToya.Newson@tn.gov****; AdultEducation@tn.gov**

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# ****SECTION 1 – GRANT OVERVIEW****

## Executive Summary

**What is the grant?**

The grant is to develop, implement, and improve an Adult Basic Education (ABE) program with math, reading, and writing instruction; high school equivalency preparation; English-as-a-second language instruction (where applicable); and workforce education services for adult learners. The grant’s purpose is to prepare students to succeed in the Tennessee workforce. It is administered through the U.S. Department of Education and TN Department of Labor and Workforce Development (TDLWD). The grant period will be from July 2023 – June 2027.

**Who is the grant intended to serve?**

The grant is to serve adult learners who lack a high school diploma, who are English language learners, and/or who need to improve their basic math, reading, writing, or general workforce preparedness skills. Grantees must also provide corrections education services in the county jails in their service area.

**Who may apply for the grant?**

Organizations that can demonstrate past effectiveness in providing adult education and literacy activities.

**Where will the grant provide services?**

Applicants will propose their desired service area—a county or cluster of counties (no more than 6 unless exceptional circumstances). For major metro areas, applicants may propose a smaller area within the county. TDLWD will negotiate with applicants to ensure services are offered in each county within Tennessee.

**What is the grant award amount?**

Applicants will propose their desired annual funding amount, using the guidance found in this document.

**How will grantees receive funds?**

Grantees will receive funds from TDLWD through a monthly cost reimbursement process.

**Is there a match requirement?**

No. TDLWD will *not* require match for this grant, unless a grantee has a single-county service area with potential-to-serve population less than 4,000.[[1]](#footnote-2)

 **Timeline**

* **Q&A available:** March 1-24, 2023
* **Information session (virtual, optional):** March 21, 2023
* **Application deadline:** April 6, 2023
* **Application review and scoring complete:** April 21, 2023
* **Negotiation of funding and service areas:** April 24 - May 5, 2023
* **Final grant awards announced:** May 12, 2023

## Funding Opportunity for Adult Basic Education

The Tennessee Department of Labor and Workforce Development (TDLWD) announces the availability of grant funds provided through the Workforce Innovation and Opportunity Act (WIOA) of 2014, Title II, the Adult Education and Family Literacy Act (AEFLA), and through Tennessee State Government. The grant period will be from July 2023 – June 2027.

TDLWD requests for interested agencies to submit grant applications in accordance with the requirements outlined in Section 8 – Grant Application Guide.[[2]](#footnote-3) Only agencies who are “eligible providers”, as defined in this section, will be considered for funding. Applications will be reviewed and scored to determine which agencies qualify for funding.

Purpose of Adult Education**[[3]](#footnote-4)**

Grantees must develop, implement, and improve an Adult Basic Education (ABE) program in the communities throughout their service delivery area. The purpose of the ABE program is to provide adult education and literacy activities in order to:

1. Assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;
2. Assist adults who are parents or family members to obtain the education and skills that –
	1. Are necessary to becoming full partners in the educational development of their children; and
	2. Lead to sustainable improvements in the economic opportunities for their family;
3. Assist adults in attaining a secondary school diploma or its recognized equivalent and in the transition to postsecondary education and training, through career pathways; and
4. Assist immigrants and other individuals who are English language learners in –
	1. Improving their –
		1. Reading, writing, speaking, and comprehension skills in English; and
		2. Mathematics skills; and
	2. Acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship.

### service area & Funding proposals

**Grant applicants will propose their desired service area and yearly base funding amount on the cover page of their grant application (see Appendix B).**

Applicants must indicate which county or counties (no more than six[[4]](#footnote-5)) they propose to serve. For areas with a large potential-to-serve population (in general, 10,000 or more), TDLWD may allow for multiple agencies to serve there depending on the need. Applicants may also consider partnering together for a consortium model of application.[[5]](#footnote-6)

Applicants should collaborate with other potential applicants in their area to determine if there is potential overlap, and how to best propose serving the area. In the case of multiple applicants potentially overlapping proposed counties, it may be possible for the applicants to determine together who is best-suited to serve a given county and write their proposals accordingly. If applicants do not make this determination, then whichever application has the highest score will be awarded the county, unless TDLWD determines that there is a need for multiple agencies to serve there.

If multiple agencies are awarded in a service area, they will be expected to partner and collaborate to provide the best possible overall services to the community. They must determine how to “split” and share the area so that outreach and service delivery don’t overlap.

For counties with a small potential-to-serve population, TDLWD may not fully fund an applicant to serve just that county (i.e., the applicant may be required to supplement the grant with local funds and/or take on additional adjacent counties). See Appendix C for details concerning minimum funding levels in relation to small potential-to-serve areas.

[**Click here for link to potential-to-serve population data for each county**](https://www.tn.gov/workforce/jobs-and-education/ae/aer/request-for-grant-proposals.html)

Applications must include budget proposals that demonstrate how funds would be used in the first year of the grant. Budget proposals must align with the parameters and guidelines provided in the budget guidance (see Appendix C), and the scope of the budget must be congruent with the proposed program design and potential-to-serve population.

### ABE, corrections, & state ae general funding

Applicants must submit a budget proposal with the application that details the desired funding amount for ABE *and* corrections education. Agencies awarded grants *must also provide corrections education services* in the county jails in their service area, to the extent possible (see Section 7 – Corrections Education for more details).

TDLWD will also provide grantees with supplemental “State AE General" funds each year. These funds are to provide services and activities such as high school equivalency exam vouchers and test administration, graduation ceremonies, workforce readiness credentials, or supplementing AE program activities. Applicants will *not* submit a budget for State AE General funds; TDLWD will allocate these funds after grantees are determined.

### Negotiations & grant Awards

Applications with the highest scores for a given proposed area will qualify for grant awards.[[6]](#footnote-7) However, the actual award may differ from the proposal in order to meet the needs of the statewide Adult Education program. To the extent possible, TDLWD must ensure sufficient services are offered in each county across Tennessee and that funds are equitably distributed.

Qualifying applicants must be open to expanding or reducing their proposed service area and/or funding amount. TDLWD will schedule virtual or phone meetings to conduct negotiations with qualifying applicants toward the end of the competition period to adjust service areas and funding levels accordingly.

When negotiations are complete, TDLWD will announce the grant awards.

### Grant Contracts

Funding will be allocated and obligated on an annual basis through grant contracts executed between TDLWD and each grant-holding agency (with a July 1 start date). Grantees will receive funds through a monthly cost-reimbursement process. The exact funding allocations will be determined leading into each year’s contract period; each year’s funding is contingent on federal and state appropriations and allocations, but in general, grantees can expect to receive very near their base amount each year.

### Onboarding and transitioning Agencies

To help onboard agencies new to the grant, TDLWD will consider providing “seed funding” to new grantees (i.e., agencies who do not have the grant in 2022-23). This funding would be allocated prior to July 1 in order to allow agencies to start the process of hiring staff and developing their program as soon as possible. The ability to provide seed funding will depend largely on whether an agency has contracted with the state in the past and how quickly contracts can be processed. TDLWD will discuss this possibility with grantees soon after the awards are announced. TDLWD will also discuss a plan for onboarding the new agency, including various trainings, available resources, and other supports that will be needed.

For agencies who currently have the grant (for 2022-23), TDLWD will facilitate transitioning equipment, supplies, and other program components between agencies as necessary, depending on the new service areas and agencies involved.

## Prospective Applicants

### Provider Eligibility[[7]](#footnote-8)

To apply for a grant, an applicant must be an “eligible provider”, and grants will be awarded to eligible providers on a competitive basis. The term “eligible provider” means an organization that has demonstrated effectiveness in providing adult education and literacy activities, that may include, but is not limited to:

1. A local educational agency;
2. A community-based organization or faith-based organization;
3. A volunteer literacy organization;
4. An institution of higher education;
5. A public or private nonprofit agency;
6. A library;
7. A public housing authority;
8. A nonprofit institution that is not described in any of subparagraphs (A) through (G) and has the ability to provide adult education and literacy activities to eligible individuals;
9. A consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described in any of subparagraphs (A) through (H); and
10. A partnership between an employer and an entity described in any of subparagraphs (a) through (i).

**Applicants must provide evidence of “demonstrated effectiveness” – see Appendix A for details and requirements. Failure to submit “demonstrated effectiveness” data will result in the applicant being disqualified.**

### How to Apply

Grant applications must be written and submitted following the instructions found in Section 8 – Grant Application Guide.

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### Question-and-Answer

A question-and-answer form for prospective applicants can be found on the TDLWD Adult Education RFA website ([**click here for link**](https://www.tn.gov/workforce/jobs-and-education/ae/aer/request-for-grant-proposals.html)). This form will be live and able to receive questions March 1–24, 2023.TDLWD will post answers at minimum once per week during the Q&A period. Final answers will be posted by March 28, 2023.

### Information session

On March 21, 2023, 9:00am Central, TDLWD will hold a virtual information session to discuss the RFA and grant with prospective applicants. Prospective applicants may use this time to ask clarifying questions and seek more information about TDLWD’s expectations for applications or the grant in general.

The session will be via a Microsoft Teams meeting or call-in via phone, as outlined below:

**Join on your computer or mobile app**

[**Click here to join the meeting**](https://teams.microsoft.com/l/meetup-join/19%3Ameeting_MjBhMzBjYzctNTliNi00ZmE1LWFkYjctOGI4ODY1YjEwNmU3%40thread.v2/0?context=%7b%22Tid%22%3a%22f345bebf-0d71-4337-9281-24b941616c36%22%2c%22Oid%22%3a%22ae91c59e-90fd-4ac0-9945-2c9b08396202%22%7d)

Meeting ID: 245 501 960 442
Passcode: Wg6L3f

[Download Teams](https://www.microsoft.com/en-us/microsoft-teams/download-app) | [Join on the web](https://www.microsoft.com/microsoft-teams/join-a-meeting)

**Or call in (audio only)**

**(629) 209-4396**

Phone Conference ID: 194 962 805#

# ****SECTION 2 – Adult Basic Education Program overview****

## Participant Eligibility[[8]](#footnote-9)

Program participants must meet the criteria of an “eligible individual”. The term “eligible individual” means an individual:

1. Who has attained 16 years of age;
2. Who is not enrolled or required to be enrolled in secondary school under State law; and
3. Who—
	1. Is basic skills deficient;
	2. Does not have a secondary school diploma or its recognized equivalent; or
	3. Is an English language learner.

## Program Activities and Services

The service delivery design of ABE programs may consist of any number of adult education and literacy activities.

Adult Education and Literacy Activities[[9]](#footnote-10)

The term “adult education and literacy activities” means programs, activities, and services that include:

1. Adult education,
2. Literacy,
3. Workplace adult education and literacy activities,
4. Family literacy activities,
5. English language acquisition activities,
6. Integrated English literacy and civics education,
7. Workforce preparation activities, or
8. Integrated educated and training.

The specific activities and services offered by a grantee should align with the needs of the potential-to-serve population in their given service area.

***Adult Education***[[10]](#footnote-11)

“Adult Education” means academic instruction and education services below the postsecondary level that increase an individual’s ability to:

1. Read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a high school diploma or equivalency;
2. Transition to postsecondary education and training; and
3. Obtain employment.

***Literacy****[[11]](#footnote-12)*

“Literacy” means an individual’s ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society.

***Workplace Adult Education and Literacy Activities****[[12]](#footnote-13)*

“Workplace adult education and literacy activities” means adult education and literacy activities offered by an eligible provider in collaboration with an employer or employee organization at a workplace or an off-site location that is designed to improve the productivity of the workforce.

***Family Literacy Activities****[[13]](#footnote-14)*

“Family literacy activities” means activities that are of sufficient intensity and quality, to make sustainable improvements in the economic prospects for a family and that better enable parents or family members to support their children’s learning needs, and that integrate all of the following activities:

1. Parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self-suffi­ciency.
2. Interactive literacy activities between parents or family members and their children.
3. Training for parents or family members regarding how to be the primary teacher for their children and full partners in the education of their children.
4. An age-appropriate education to prepare children for success in school and life experiences.

***English Language Acquisition***[[14]](#footnote-15)

English language acquisition programs and activities are designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language. The program should lead to student attainment of a secondary diploma or its equivalent and transition the student to post-secondary education and training or employment.

***Integrated English Literacy and Civics Education***[[15]](#footnote-16)

“Integrated English literacy and civics education” means education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training.[[16]](#footnote-17)

### *Workforce Preparation Activities*[[17]](#footnote-18)

“Workforce preparation activities” means activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment.

***Integrated Education & Training***[[18]](#footnote-19)

The term “integrated education and training” (IET) refers to a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

***Other Adult Education Activities***

Other Adult Education instructional activities that can help students to achieve their education and career goals may include:

* High school equivalency exam preparation
* Postsecondary admissions preparation
* Postsecondary math and literacy remediation
* Armed Services Vocational Aptitude Battery (ASVAB) exam preparation

# Section 3 – performance REQUIREMENTS

Grantees are expected to meet minimum expectations for performance outcomes. The two primary program performance categories established by TDLWD are overall participant enrollment and overall measurable skill gains (MSG). A participant is defined as a student who has at least 12 contact hours with the program. MSG is determined by a participant:

1. Increasing an educational functioning level in reading, writing, listening, or math as determined by a TDLWD-approved assessment (e.g., TABE or CASAS);
2. Obtaining a secondary school diploma or its recognized equivalent;
3. Enrolling in a postsecondary program after exiting the adult education program; or
4. Attaining sufficient progress in an integrated education and training or workplace literacy program.

In addition, grantees must ensure the Adult Education program design ultimately leads to improving a participant’s “post-exit” performance outcomes, as established in WIOA (i.e., employment status, wages, and credential attainments, postsecondary/training enrollment).

Secondary program performance categories established by TDLWD include workforce development initiatives, digital literacy and soft skills, and corrections education. Grantees are expected to include these activities in their program design and strive toward TDLWD-provided targets in these categories.

TDLWD will provide specific performance expectations through guidance and policy. When considering performance expectations and outcomes, TDLWD will take into account the degree to which a grantee served students with higher barriers to employment (e.g., English language learners, communities with higher levels of poverty and lower levels of literacy, etc.).

In general, grantees are expected to enroll at least 1 participant for every $1,500 of funding. For example, if a grantee is awarded $300,000, they are expected to enroll at least 200 participants in a program year.

In general, grantees are expected to meet the “State-adjusted levels of performance” for the primary indicators of performance identified in Tennessee’s WIOA Combined State Plan, which are as follows:

**MSG** – **40%** (i.e., 40% of program participants achieve an MSG during the year).

**Employment 2nd Quarter After Exit – 49.5%** (i.e., percentage of exited participants who are employed in the 2nd quarter after their exit quarter)

**Employment 4th Quarter After Exit – 49.8%** (i.e., percentage of exited participants who are employed in the 4th quarter after their exit quarter)

**Median Wages 2nd Quarter After Exit – $3,930** (i.e., median quarterly wages of all exited, employed participants, measured in the 2nd quarter after their exit quarter)

**Credential Attainment Rate – 41.5%** (i.e., percentage of exited participants who attain either a secondary school diploma or a recognized postsecondary credential within one year of exiting).[[19]](#footnote-20)

# Section 4 – Administration REQUIREMENTS

This section details the basic requirements of the grant’s administration components. TDLWD will provide grantees with policies and guidance that further detail these requirements.

## Fiscal Management

All grantees must abide by the cost principles found in the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (also known as the “Uniform Guidance”): [**See** **2 CFR 200 Subpart E**](https://www.ecfr.gov/cgi-bin/text-idx?SID=2cd1a48e4840d5ea60501e176d92c66c&mc=true&node=sp2.1.200.e&rgn=div6). Grantees will receive funds to operate the grant via monthly cost reimbursement from TDLWD; each month, grantees will submit expenditure reports and invoices to TDLWD, which TDLWD will review and then process payments. In addition, grantees will submit general ledger reports and may be required to submit documentation to verify expenses.

Grantees must record and submit fiscal reports and documents via the TDLWD grants management system (currently *SmartSimple*) and adhere to the fiscal management requirements established by TDLWD. TDLWD will assist grantees in getting *SmartSimple* access and training as part of the initial onboarding process after grants are awarded.

TDLWD will conduct analyses of grant funds expended at certain points throughout each program year. TDLWD may de-obligate excess funds from grantees who are not on track to spend all their funds before a contract period ends. At the end of each contract period, any unused grant funds will be reverted to TDLWD. TDLWD will award new funds to grantees with each subsequent contract (beginning July 1). If additional funds are needed during the year to successfully operate the grant, grantees may submit a proposal to TDLWD for a contract amendment. Only requests that are deemed necessary and reasonable will be considered, pending the availability of funds.

### Allowable Costs

Costs associated with AEFLA grant funds must be “necessary and reasonable for the performance of the Federal award and be allocable thereto.”[[20]](#footnote-21) “A cost is reasonable if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost.”[[21]](#footnote-22)

“A cost is allocable to a particular Federal award or other cost objective if the goods or services involved are chargeable or assignable to that Federal award or cost objective in accordance with relative benefits received.”[[22]](#footnote-23)

The following categories are the most common for grantees, and are allowable costs to the grant (this list is not comprehensive—local providers must adhere to all allowable costs requirements established in the *Uniform Guidance*):

1. Personnel salaries and wages
2. Personnel fringe benefits (including the employer-paid portions of FICA, employee insurance and retirement plans, and unemployment and workers’ compensation insurance)
3. Supplies needed for operating the program, including curriculum materials, student computers and hotspots, office supplies, office furniture, classroom furniture, staff laptops and cell phones, etc.
4. Advertising and public relations for program outreach efforts
5. Rental of real property or equipment
6. Utilities, security, janitorial services, and maintenance and repair costs
7. Training and education for employee development
8. Travel costs associated with program-related functions
9. Transportation assistance for students
10. Childcare assistance for students

### Unallowable Costs

Costs associated with the following items or categories are *unallowable* costs to the grant (this list is not comprehensive—local providers must adhere to all unallowable costs requirements established in the *Uniform Guidance*):

1. Food
2. Fees for high school equivalency testing and graduation ceremony expenses[[23]](#footnote-24)
3. Promotional items and memorabilia, including models, gifts, and souvenirs; and costs designed solely to promote the grant-holding agency
4. Entertainment, including amusement, diversion, and social activities and any associated costs
5. Capital expenditures, unless approved by TDLWD
6. Costs that are not reasonable, necessary, or allocable to the grant

### Supplement not Supplant

Adult Education grant funds “shall supplement and not supplant other State or local public funds expended for adult education and literacy activities.”[[24]](#footnote-25) Costs to the grant that are considered supplanting are unallowable.

### Administrative Costs

Not more than five (5) percent of the grant can be expended on “local administrative costs”. In cases where five percent is too restrictive to allow for administrative activities, TDLWD may increase the allowable amount. In such cases, TDLWD must negotiate with the grantee to determine an adequate level of local administrative funds.[[25]](#footnote-26)

Grantees are required to budget for and track administrative costs as part of their regular operating budgets.[[26]](#footnote-27) Costs incurred in connection with the activities listed below are considered administrative costs.[[27]](#footnote-28)

1. *Planning*: activities related to developing the local workforce plan with the other WIOA partners. (High-level planning, collaborating, and plan drafting are considered the administrative activities; further strategizing and implementing the various components of the plan is *not* considered administrative, with the exception of the high-level planning associated with co-enrollment programs—see section 2(D), below.)
2. *Administration, including carrying out performance accountability requirements*:activities related to preparing program-level reports (e.g., compiling monthly expenditure reports, aggregating quarterly performance data, fulfilling a request from TDLWD concerning AJC costs or other program-level information, etc.)
3. *Professional development*: costs for formal professional development activities, including conference fees, travel expenses, speaker/trainer fees, etc. Costs for staff salaries/wages associated with professional development are *not* considered administrative.[[28]](#footnote-29)
4. *Providing adult education and literacy services in alignment with local workforce plans, including promoting co-enrollment in programs and activities under title I, as appropriate*: activities related to designing and promoting a system for co-enrolling Adult Education students in post-secondary education and training programs via WIOA Title I funds. (High-level planning and designing the system with other service providers are considered the administrative activities; implementing and carrying out the system with students is *not* considered administrative.)
5. *Carrying out the one-stop partner responsibilities including contributing to the infrastructure costs of the one-stop delivery system*:[[29]](#footnote-30) expenses required to fulfill the Adult Education program’s financial obligation established by the infrastructure funding agreements at the local American Job Centers.

### Indirect Costs

Using an Indirect Cost Rate (ICR) is allowable under the Adult Education grant.[[30]](#footnote-31) However, grantees *must utilize the restricted rate*.[[31]](#footnote-32) ICRs (and restricted ICRs) arenegotiated with the Federal department from which the agency receives the largest portion of its Federal funding; this is known as the “cognizant agency” (e.g., if the majority of an agency’s Federal funding is received from the U.S. Department of Education, the restricted ICR is negotiated with the Department of Education).

If a grantee charges restricted indirect costs to the Adult Education grant, supporting documentation must be provided to TDLWD upon request. This includes the documentation where the restricted rate is established, and records which illustrate how indirect costs were applied for any given invoice. This is to ensure that indirect costs do not conflict with direct costs, and that the Adult Education grant receives the requisite benefit from the indirect rate. Given the restrictions of the Adult Education grant, a *de minimis* rate is not allowed.

## Personnel

The majority of the grant funds will be used for hiring and compensating personnel, both full-time and part-time,[[32]](#footnote-33) to develop and operate the Adult Education program.

### Positions, Salaries, & Wages

Grant-holding agencies, as autonomous organizations with internal HR policies, must determine the adult education positions and their associated salary/wage schedules. This determination will set the course for how employees are paid throughout the 4-year grant period; therefore, it’s imperative for agencies to be methodical and equitable in how they establish positions, salaries, and wages. Agency administrators must determine specific employees’ salaries and wages.

In general, personnel should be paid the fair market value based on their job responsibilities and scope and size of the program. Agencies should also consider an individual’s experience, merit, and value added when determining compensation.

Regarding salary or wage raises, due to grant contracts being executed on a year-by-year basis, and the amount of federal and state funding possibly fluctuating over the course of a grant period, changes to a grantee’s base allocation from year to year will be minimal. The funding allocation will *not* be automatically increased each year for the purpose of employee raises or step increases. With this caveat, grantees may follow their internal policies and practices concerning raises used for other agency personnel, insofar as their budgets allow.

An employee’s overall job responsibilities do not need to be exclusive to this grant; however, personnel-related charges to the grant must be associated with time spent on grant activities.

Regarding requirements related to workdays, leave time, overtime, and holidays, personnel must follow the policies and requirements of the grant-holding agency.

See Appendix C for additional guidance concerning salaries and wages.

The following personnel categories are generally what is required to operate an adult education program.

### Program Directors and Assistant Directors

Grantees must designate a staff member to provide oversight and leadership to the Adult Education program—considered a “program director”. A program director is typically an administrator-level position with a high level of responsibility to oversee the grant’s funds, staff, partnerships, outreach, and performance. TDLWD interacts directly with program directors concerning the grant’s operations. Ideally, the program director is a full-time employee working exclusively on the Adult Education program.

Grantees must also designate one or more staff members to act as an “assistant program director” — someone who is “second in command” and will be included in most of TDLWD’s interactions with program directors. This ensures TDLWD has multiple avenues for communicating with and building local program leadership.

### Teachers

Grantees must acquire or designate several teachers, full-time and/or part-time, to teach adult education students, including planning lessons, managing student learning pathways, managing classrooms, etc. Teachers must use differentiated, standards-based instructional methods and be competent in using distance learning and other technologies to facilitate teaching and learning. In general, TDLWD requires that teachers have a minimum of a bachelor’s degree and a Tennessee educator license or TESOL/TEFL/CELTA certification (for ESL teachers). Teachers without licensure or certification may complete the waiver requirements established by TDLWD.

### Support Staff

Grantees must acquire or designate several support staff, full-time and/or part-time, to conduct activities such as new-student intake/orientation, assessment administration, data entry, fiscal support, office support, etc. Support staff responsibilities may also be shared by teachers and program leaders as necessary.

### Career or Success Coaches

Grantees must acquire or designate one or more staff members as “career coaches” or “success coaches” or similar moniker. They are responsible for ensuring students have access to supportive and wraparound services, make career plans, learn workforce preparedness skills (such as soft skills and digital literacy), and have opportunities to participate in workforce development initiatives (such as workplace learning, integrated education and training, pre-apprenticeship, or postsecondary prep programs).

### Corrections Education Staff

Grantees must provide corrections education services to the extent possible in their service area’s county jails. Grantees must acquire or designate staff members who will provide corrections education services. This includes overseeing relationships with jail administrators and staff, overseeing program expansion and development, providing teaching and support activities to students in the jails, and working with the TDLWD staff and local American Job Center staff (see Section 7 – Corrections Education for more details).

### Other AGENCY Staff

Other staff who might assist in operating the adult education grant include an agency’s executive leaders, HR staff, IT staff, and/or facilities staff.

## Data Entry

Grantees must record and track participant and performance data via the TDLWD management information system (currently *Jobs4TN*) and adhere to the data integrity requirements established by TDLWD.TDLWD will assist grantees in getting *Jobs4TN* access and training as part of the initial onboarding process after grants are awarded.

## Monitoring, Records, & Policies

Grantees will be subject to a program monitoring process conducted by TDLWD. Grantees must retain auditable records of expenditures and accounts related to the grant for a period of 5 years. Student records must be retained for 3 years. Records must show that participants who received services conformed with eligibility requirements. Grantees must make records available for review by TDLWD upon request.

Grantees are expected to comply with state policies provided by TDLWD concerning the various aspects of managing the grant and providing service delivery. In addition, grantees must comply with state legislation that affects adult education, and federal law and regulations related to WIOA Title II and federal grants. These include, but are not limited to, Title VI of the Civil Rights Act, the Americans with Disabilities Act, FERPA, and the Uniform Guidance.

## Agency Support

It is expected that grant-holding agencies will provide administrative support to their Adult Education program and staff. This can be in the form of executive leadership and oversight; office or classroom space; office or classroom furniture and supplies; utilities, maintenance, janitorial, security, etc.; HR, IT, and fiscal assistance; and general advocacy for the program. All of these supports can be charged to the grant, either through direct or indirect costs, in accordance with the grant’s fiscal requirements. However, as feasible, grantees are encouraged and expected to donate some level of administrative support and space to the program without charging to the grant (especially for office and classroom space already owned by the agency).

# ****SECTION 5 – CORE PROGRAM DEVELOPMENT****

This section describes the basic requirements of the grant’s service delivery components. TDLWD will provide grantees with policies and guidance that further detail these requirements.

## Structure, Outreach, and Intake

### Facilities, Locations, & Schedules

As grantees develop and improve their adult education program, they must prioritize maximizing student enrollment. To maximize enrollment, programs must optimize facilities, locations, and schedules for service delivery. The extent of the activities provided, and when and where they are offered, depends on the need of a given area and the resources available. Grantees are expected to regularly analyze their facilities, locations, and schedules to determine how to best structure in order to maximize student enrollment. In general, high-quality facilities and a variety of locations and schedules are necessary to provide a robust program. TDLWD will provide ongoing guidance concerning expectations for the level of services offered (i.e., the degree to which a grantee’s services offered match the needs of the student population, given the budget available).

***Facilities***

The primary adult education activities are teaching and interacting with students. Grantees should operate services out of well-maintained, professional, and safe facilities. There should be adequate spaces for student instruction and spaces to conduct intake activities and other student interactions. Facilities should also include space for storing program supplies and records.

Facilities must be ADA-compliant and learning environments should be kept in good condition and be welcoming to adult learners. Grantees should attempt to find and use free or donated space before expending funds for rent (such as from the grant-holding agency, public libraries, high schools, etc.).

***Locations***

Locations for adult education activities should be determined by prioritizing the needs of students: maximizing accessibility and minimizing barriers. Grantees should locate sites for service delivery in strategic locations throughout their service area. Grantees who have multiple counties in their area must provide space in each of their counties.

Especially in areas with large potential-to-serve populations (such as major metro areas), grantees should offer services in multiple locations. To the extent possible, grantees should locate at sites where student populations are most concentrated and should be near public transportation or community hubs.

***Schedules***

Adult education services must be made available to participants on a year-round basis (including summer months). Many students have family and work responsibilities during “normal” workday hours. To the extent possible, classes, intake activities, and office hours should be scheduled to accommodate the needs of students, including offering services on evenings and weekends. A class offering is typically structured to occur 1-3 times per week at the same time—for example, a M/W/F 9am-11am class, or a T/Th 5pm-8pm class, or a Saturday 9am-12pm class.

***Distance Learning***

To help accommodate students’ limitations with transportation and schedules, grantees must work to offer robust distance learning options as part of their service delivery. This can include online intake and assessments, synchronous and asynchronous online instruction, and a variety of web-based curricula.

### Program Outreach & Advertising

Grantees can help maximize student enrollment in the program through robust program outreach and advertising. Grantees must prioritize “getting the word out” about their Adult Education program in the communities throughout their service area. Program leaders should advocate for the program and its offerings with various stakeholders in the area. This includes local employers, K-12 school administrators, TCAT and community college administrators, local elected officials, nonprofit organizations, and local workforce development boards and WIOA partner programs.

Grantees should also use resources to produce print and digital advertising such as fliers, yard signs, billboards, websites, radio ads, etc. to promote the Adult Education program throughout their service area. TDLWD will provide ongoing guidance and in-house expertise concerning outreach and advertising options and parameters.

### Intake & orientation

To ensure students enroll and participate in the program, grantees must provide robust intake and orientation activities. These activities should be offered at times and locations that accommodate students’ needs (including evenings and/or weekends, as possible). Activities should be designed to build rapport and trust with the prospective student, inform them about the program’s offerings and expectations, and complete registration forms. In addition, students are required to take a TDLWD-approved pre-test, such as TABE or CASAS, as part of intake. Program staff can then determine an appropriate plan for instruction and other activities (e.g., which class they will attend, if distance learning is a possibility, what their career goals are, if they are a good candidate for a workforce development initiative, etc.). TDLWD will provide ongoing guidance concerning intake and orientation design and expectations.

## Curriculum & Instruction

As grantees develop and improve their Adult Education program, they must prioritize maximizing student learning gains. To maximize learning gains, programs must utilize curriculum and instruction that incorporates:

* + - * Research-based adult learning theories and educational practice;
			* The College and Career Readiness Standards for Adult Education[[33]](#footnote-34) and/or English Language Proficiency Standards for Adult Education[[34]](#footnote-35);
			* The essential components of reading instruction;[[35]](#footnote-36)
			* Workforce preparation activities (e.g., digital literacy and soft skills);
			* Differentiated instruction that allows each student to learn at a pace and level appropriate for their unique learning needs; and
			* Technology and distance education.

Teachers should also incorporate best practices concerning lesson planning, establishing scope and sequence, and using assessments (both formative assessments and official pre-tests/post-tests) to inform student learning needs and associated instructional plans. Teachers can be paid for time spent planning for lessons and students. TDLWD will provide ongoing guidance concerning specific curriculum resources and expectations for instructional practices.

# Section 6 – WORKFORCE DEVELOPMENT System & initiatives

### Local BOARDS & Plan Alignment

To facilitate a cohesive education-workforce system, local workforce development boards (LWDBs) are established across the state in each local workforce development area (LWDA), and various local businesses, workforce and economic agencies, and WIOA partners (including Adult Education) are represented on the boards. The mission of the LWDBs is to ensure that the programs within the local system are functioning effectively, to oversee the American Job Centers (AJCs) in the area, and to maintain a written local workforce development plan that describes the system’s programs, services, and goals and vision for the future.[[36]](#footnote-37)

The adult education activities proposed within a grant application should be consistent with the applicant’s respective local workforce development plan. Applicants should review the local workforce development plan for their area to ensure their proposed services align with the plan.

[**Click here for link to local plans**](https://www.tn.gov/workforce/contact-the-department0/boards---commissions/boards---commissions-redirect/state-workforce-development-board/regional-local-plans.html)

Upon receiving applications from eligible providers, TDLWD will forward applications to the applicants’ LWDBs. The LWDBs can then review the applications for consistency with the local plan and provide TDLWD with recommendations to promote alignment with the local plan.[[37]](#footnote-38)

If an applicant is awarded the grant but their description of proposed services is poorly aligned with the local plan, the applicant may be required to modify their service delivery proposal to be more consistent with the plan as a condition of being awarded.

### WIOA Partners

The Adult Education program exists as part of a larger workforce ecosystem, per the purpose of WIOA, which envisions various workforce development, education, and training programs partnering together to provide a comprehensive system for Tennesseans in need. The agencies within a local education-workforce system should provide a clear and comprehensive pathway for individuals to achieve education goals, transition to postsecondary/training, and to attain in-demand, high-wage jobs.

At minimum, grantees are required to coordinate services with the other core WIOA programs in their area. These programs include:

* + - * WIOA Title I – Workforce development activities for adults, dislocated workers, and youth: assistance with postsecondary/training programs, career planning, and connecting to employment opportunities
			* WIOA Title III – Employment services: assistance with job search and placement via WIOA Title III)
			* WIOA Title IV – Vocational rehabilitation: assistance for individuals with disabilities, including job training and job search and placement

### American Job Centers

The coordination of the core WIOA programs occurs through the “one-stop system”. The Adult Education program (WIOA Title II), as a core WIOA partner, is also designated as a “one-stop partner”. One-stop partners are required to provide applicable career services and infrastructure funding in each of Tennessee’s comprehensive American Job Centers (AJCs).[[38]](#footnote-39) There are comprehensive AJCs established in each of Tennessee’s designated local LWDAs. Adult Education services and funds can also be provided in the affiliate (non-comprehensive) AJCs if the needs and costs are justifiable. A list of all AJCs in Tennessee can be found on the TDLWD website ([**click here for link**](https://www.tn.gov/workforce/jobs-and-education/job-search1/find-local-american-job-center.html)).

### MOUs & IFAs

The scope of services and infrastructure costs to be contributed at each AJC are established via a memorandum of understanding (MOU) and Infrastructure Funding Agreement (IFA) between the one-stop partners in each LWDA. TDLWD is the agency responsible for representing the Adult Education program as the one-stop partner; however, in practice, TDLWD delegates these responsibilities to its local grantees.[[39]](#footnote-40) TDLWD will provide supplemental funding to grantees who need to contribute to the AJC infrastructure costs. Applicants’ budget proposals do *not* need to include these infrastructure costs.

When there are multiple local Adult Education providers in a LWDA, TDLWD will facilitate a collaboration between the providers to determine the degree to which each will contribute to the AJC services and funding (based on physical proximity and relative benefit to the programs). TDLWD will provide ongoing guidance to grantees concerning the AJC requirements and the IFA and MOU negotiation process.[[40]](#footnote-41)

### Workforce Development Initiatives

To ensure adult education services connect with workforce and career opportunities for participants, grantees must strive to implement and expand “workforce development initiatives”. These can include pre-apprenticeship, integrated education and training, workplace learning, postsecondary prep, and postsecondary dual enrollment programs. TDLWD will provide ongoing guidance concerning workforce development initiatives and expectations.

### Workforce Preparation Activities

To further ensure adult education students advance their workforce preparedness skills, grantees must strive to implement and expand “workforce preparation activities”. These can include digital literacy, soft skills, and other skills necessary to succeed in postsecondary education/training or employment. TDLWD will provide ongoing guidance concerning workforce preparation activities and expectations.

### Supportive Services and wraparound service Delivery

To help adult education students succeed in the program and achieve their education and career goals, grantees must strive to assist students with accessing supportive services and wraparound service delivery. Supportive services include things such as transportation, childcare, food, and housing. Wraparound service delivery is a holistic approach to serving a participant—it includes assisting an individual to co-enroll and succeed in whatever programs and services are necessary for their education-training-career pathway. Grantees must develop processes for providing students with information about supportive services and assisting students to access those services. Grantees must also strive to build partnerships and regularly collaborate with other service providers in their area in order to provide effective wraparound services. TDLWD will provide ongoing guidance concerning supportive and wraparound services.

# Section 7 – CORRECTIONS EDUCATION

As a condition of being awarded an Adult Basic Education grant, grantees must serve individuals[[41]](#footnote-42) within correctional institutions[[42]](#footnote-43) in their area—primarily county jails. Grantees should consider hiring or designating staff specifically to do corrections education. Applicants must complete a corrections-education-specific budget proposal that details the personnel and other costs for corrections education, assuming services will be offered in each of the county jails in the proposed service area.

Correctional facilities with their own education program, and who can demonstrate past effectiveness, can also apply for an Adult Basic Education grant for the sole purpose of providing corrections education. However, such applicants must provide data on the number of individuals who could potentially be served with the grant, and the scope of the budget proposal must be congruent with the proposed service delivery and potential-to-serve population.

The corrections education activities and services can include all the activities and services provided to “free-world” students (see Section 2 – Adult Education Program Overview). In addition, corrections education can include academic programs for special education, secondary school credit, career pathways, concurrent enrollment, peer tutoring, and transition to re-entry initiatives and other post-release services with the goal of reducing recidivism.[[43]](#footnote-44) These services can be provided in-person, virtually/remotely, or as a hybrid.

In 2022-23, TDLWD launched the tablets-in-jails program, “Project REAP” (Reentry, Employment, and Adult Education Program). Project REAP tablets have adult education and workforce development resources installed on them to facilitate corrections education activities. Grantees are expected to implement and use these tablets, under the direction and guidance of TDLWD staff, and in collaboration with jail staff.

Corrections education involves engaging with many stakeholder groups. To implement and expand robust corrections education services in an area, grantees are expected to do the following:

* Build relationships with local jail staff (*not* including TN Department of Correction facilities)
* Work with local jail staff to identify a class schedule for in-person and/or distance education instruction
* Work with local jail staff to establish a process for identifying students to participate in adult education services
* Work with reentry specialists and AJC staff to establish a process for providing students with information and referrals to “free-world” services post-release
* Collaborate with workforce partners and local employers to establish workforce development initiatives in local jails
* Participate in corrections-related meetings in the local area

TDLWD will provide ongoing guidance concerning corrections education programs, services, and expectations.

# SECTION 8 – Grant Application Guide

## Considerations in Awarding Grants[[44]](#footnote-45)

In awarding Adult Education grants, TDLWD will take into account the following 13 considerations:

(1) the degree to which the eligible provider would be responsive to—

(A) regional needs as identified in the local plan under [WIOA] section 108; and

(B) serving individuals in the community who were identified in such plan as most in need of adult education and literacy activities, including individuals—

(i) who have low levels of literacy skills; or

(ii) who are English language learners;

(2) the ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities;

(3) past effectiveness of the eligible provider in improving the literacy of eligible individuals, to meet State-adjusted levels of performance for the primary indicators of performance described in WIOA, especially with respect to eligible individuals who have low levels of literacy;

(4) the extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan under [WIOA] section 108, as well as the activities and services of the one-stop partners;

(5) whether the eligible provider’s program—

(A) is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and

(B) uses instructional practices that include the essential components of reading instruction;

(6) whether the eligible provider’s activities, including whether reading, writing, speaking, mathematics, and English language acquisition instruction delivered by the eligible pro­vider, are based on the best practices derived from the most rigorous research available and appropriate, including scientif­ically valid research and effective educational practice;

(7) whether the eligible provider’s activities effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance;

(8) whether the eligible provider’s activities provide learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship;

(9) whether the eligible provider’s activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have access to high quality professional development, including through electronic means;

(10) whether the eligible provider’s activities coordinate with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local workforce development boards, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, for the develop­ment of career pathways;

(11) whether the eligible provider’s activities offer flexible schedules and coordination with Federal, State, and local support services (such as childcare, transportation, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs;

(12) whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes (consistent with WIOA Title II section 116) and to monitor program performance;[[45]](#footnote-46) and

(13) whether the local areas in which the eligible provider is located have a demonstrated need for additional English language acquisition programs and civics education programs.

## Required Application Information[[46]](#footnote-47)

Each eligible provider seeking a grant or contract must submit an application to TDLWD containing the information listed below, as well as any additional information required by TDLWD as described in this grant application guide, including:

1. A description of how funds awarded under this title will be spent consistent with the requirements of title II of AEFLA;
2. A description of any cooperative arrangements the eligible provider has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities;
3. A description of how the eligible provider will provide services in alignment with the local workforce development plan, including how such provider will promote concurrent enrollment in programs and activities under title I, as appropriate;
4. A description of how the eligible provider will meet the State-adjusted levels of performance for the primary indicators of performance identified in the State's Unified or Combined State Plan, including how such provider will collect data to report on such performance indicators;[[47]](#footnote-48)
5. A description of how the eligible provider will fulfill, as appropriate, required one-stop partner responsibilities[[48]](#footnote-49) to—
6. Provide access through the one-stop delivery system to adult education and literacy activities;
7. Use a portion of the funds made available under the Act to maintain the one-stop delivery system, including payment of the infrastructure costs for the one-stop centers, in accordance with the methods agreed upon by the Local Board and described in the memorandum of understanding or the determination of the Governor regarding State one-stop infrastructure funding;
8. Enter into a local memorandum of understanding with the Local Board, relating to the operations of the one-stop system;
9. Participate in the operation of the one-stop system consistent with the terms of the memorandum of understanding, and the requirements of the Act; and
10. Provide representation to the State board;[[49]](#footnote-50)
11. A description of how the eligible provider will provide services in a manner that meets the needs of eligible individuals;
12. Information that addresses the 13 considerations listed under “Considerations in Awarding Grants” of this section; and
13. Documentation of the activities required by §463.21(b).[[50]](#footnote-51)

### GEPA Section 427[[51]](#footnote-52)

Applicants must include information to address Section 427 of the General Education Provisions Act (GEPA). The provision established in Section 427 requires each applicant to include a description of 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. This provision allows applicants discretion in developing the required description.

The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, applicants should determine whether these or other barriers may prevent students, teachers, etc. from such access or participation in, the Federally funded project or activity. The description in the application of steps to be taken to overcome these barriers need not be lengthy; the applicant should provide a clear and succinct description of how the applicant plans to address those barriers that are applicable to their circumstances.

Section 427 is meant to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve high standards. Consistent with program requirements, a grantee may use the Federal funds awarded to it to eliminate barriers it identifies.

The following examples may help illustrate how an applicant may comply with Section 427.

* An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to potential participants in their native language.
* An applicant that proposes to carry out a manufacturing integrated education and training program for students, and is concerned that women may be less likely than men to enroll in the program, might indicate how it intends to conduct outreach efforts to women to encourage their enrollment.

## Writing the Application

Applicants should write their grant application in a way that coincides with the “Considerations for Awarding Grants” and “Required Application Information” detailed above and in the scoring rubric (see Appendix D). The application must:

* Be written in narrative form;
* Be formatted using 12-point, double-spaced, Times New Roman font;
* Include numbered pages and a running header containing the applicant name;
* Be organized to reflect the 13 parts of the scoring rubric and include clearly labeled section headings to distinguish each part;
* Include a cover page[[52]](#footnote-53) (see Appendix B); and
* Be submitted as a Word document or PDF.
* Applicants must also provide “Demonstrated Effectiveness” data (see Appendix A).
* Applicants must also provide a completed budget proposal spreadsheet (see Appendix C).

**The application should address each of the required elements listed in the preceding pages of this section and follow the instructions listed above. Failure to do so may result in the application being disqualified or receiving a low score.**

## Application Submission, Review, and Scoring

The completed application, budget proposal, and “demonstrated effectiveness” data must be submitted via email to:

**Jay Baker (****Jay.Baker@tn.gov****); Cc: Teresa Smith (****TL.Smith@tn.gov****); LaToya Newson (****LaToya.Newson@tn.gov****); and** **AdultEducation@tn.gov**

**Deadline: April 6, 2023, 5:00 PM Central Time. No late applications will be accepted.**

Grant applications will be reviewed and scored based on the scoring rubric (see Appendix C). Reviewers will also indicate whether they recommend each applicant for funding. Final application scores will be calculated based on the average scores from each reviewer. The applicant with the highest score for a given service area, and that is recommended for funding by each of the reviewers, will be awarded a grant.

The reviewers’ determination to recommend or not recommend an applicant for funding is a safeguard to ensure that if the highest-scoring applicant has serious deficiencies, TDLWD is not obligated to award them the grant. If the highest-scoring applicant is not recommended for funding by the reviewers, TDLWD reserves the right to deny the award to the applicant.

By **May 12, 2023,** TDLWD will announce the awardees on its website ([**click here for link**](https://www.tn.gov/workforce/jobs-and-education/ae/aer/request-for-grant-proposals.html)). TDLWD will also email each applicant to inform them of whether or not they were awarded a grant.

# Appendix A: Demonstrated Effectiveness

To be considered an eligible provider, an applicant must establish their “demonstrated effectiveness” in providing adult education services. An eligible provider must demonstrate past effectiveness by providing performance data on its record of improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy, in the content domains of reading, writing, mathematics, and English language acquisition. An eligible provider must also provide information regarding its outcomes for participants related to employment, attainment of high school diploma or equivalency, and transition to postsecondary education and training.[[53]](#footnote-54)

### Process

“Demonstrated effectiveness” is not a scored part of the application, but it is required to determine if an applicant is an eligible provider. Prior to an application being reviewed and scored, TDLWD must evaluate applicants for their demonstrated effectiveness. Applicants who do not establish demonstrated effectiveness will not have their applications reviewed, scored, or considered for funding.

Applicants must submit “demonstrated effectiveness” data to TDLWD in one of two ways:

Prior to submitting the application, sending “demonstrated effectiveness” data via an email to Jay.Baker@tn.gov; Cc: TL.Smith@tn.gov and LaToya.Newson@tn.gov. This allows TDLWD to determine the applicant’s eligibility for the grant in advance, and potentially prevent an ineligible applicant from writing an application.

Sending “demonstrated effectiveness” data as a separate attachment within the application submission email.

**Failure to submit “demonstrated effectiveness” data will result in the applicant being disqualified.**

### Data to Submit

An agency that has been previously funded by TDLWD under AEFLA (since 2016) must provide their two (2) most recent years of data from Jobs4TN—specifically, Federal reports “Table 4” and “Table 5”.

An agency that has *not* been previously funded by TDLWD under AEFLA (since 2016) must provide performance data to demonstrate its past effectiveness in serving basic skills deficient eligible individuals, including evidence of its success in achieving the outcomes listed above. Such applicants must provide their two (2) most recent years of data by completing the following “demonstrated effectiveness” tables (please copy-paste into a new document):

**Content Domains Table**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Reading and/or Writing Performance** | **Mathematics Performance** | **English Language Acquisition Performance** |
| ***EXAMPLE******Year: July 2018 – June 2019*** | * ***48% EFL gains based on CASAS reading test***
* ***Improved writing scores for 75% of students based on XYZ assessment***
 | * ***34% EFL gains based on TABE math test***
* ***Improved math scores for 52% of students based on XYZ assessment***
 | * ***55% overall EFL gains based on CASAS reading and listening tests***
* ***Improved English literacy scores for 38% of ESL students based on XYZ assessment***
 |
| **Year:** |  |  |  |
| **Year:** |  |  |  |

**Outcome Domains Table**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Employment** | **Secondary School Diploma or Equivalency** | **Transition to Postsecondary Education & Training**  |
| ***EXAMPLE******Year: July 2021 – June 2022*** | * ***33% of participants employed 4th quarter after exit quarter based on Jobs4TN data match***
* ***$2,916 median quarterly wages for participants 2nd quarter after their exit quarter based on Jobs4TN data match***
* ***72% of students placed in employment after program completion, as reported by administration***
 | * ***55 students earned high school equivalency diplomas by passing the HiSET exam***
* ***26 adult high school students earned regular high school diplomas***
 | * ***12 students concurrently enrolled in recognized training programs, based on enrollment records***
* ***70% of graduating students enrolled in postsecondary programs within one year, based on enrollment records***
 |
| **Year:** |  |  |  |
| **Year:** |  |  |  |

Note: In the case of applicants applying as a consortium, each member of the consortium must contribute “demonstrated effectiveness” data. A single consortium member that fails to demonstrate effectiveness disqualifies the entire consortium application.

### SCREENING

TDLWD will screen applicants’ “demonstrated effectiveness” data to determine if the following minimum criteria are met:

1. **Non-zero data are provided for at least one of the following content areas (for two years).**
	* Reading/writing
	* Mathematics
	* English language acquisition
2. **Non-zero data are provided for at least one of the outcome areas (for two years).**
	* Employment (e.g., employment status, wages, recruitment, etc.)
	* High school diploma or equivalency attainment
	* Transitioning learners to postsecondary education and training

Applicants who meet these criteria will be considered as agencies with demonstrated effectiveness, and their applications will be reviewed, scored, and considered for funding. Soon after receiving “demonstrated effectiveness” data from a prospective applicant, TDLWD will respond concerning their eligibility.

# Appendix B: Cover Page[[54]](#footnote-55)

**Application for Grant Funding | 2023 - 2027**

**WIOA Title II: Adult Education – Adult Basic Education**

|  |
| --- |
| Agency Name:  |
| Address:  |
| Agency DUNS Number:  |
| Chief Executive or Administrator Name and Title:  |
| Email:  |
| Phone:  |
| Application Contact Person (if different from above)Name and Title: Email: Phone:  |
| County or counties proposed (no more than six):  |
| ABE funding amount proposed: $Corrections funding amount proposed: $ |

# Appendix C: Budget Guidance

Applicants must complete and submit a budget proposal to accompany their grant application. This budget provides the details that correspond with the total yearly funding amount proposed by an applicant. The budget should be based on anticipated costs in the first year of the grant (costs should be for an annual amount). The guidance below provides details concerning minimum operating costs; small, single-county proposals; and various cost categories and estimates. There is also an example budget proposal provided.

### Minimum operating costs

TDLWD has determined that, at minimum, a grantee needs $200,000 annually to operate an effective Adult Education program, regardless of its size. This amount allows for a skeleton staff with a small variety of class offerings, as well as for basic office supplies, curriculum, computers and phones, facilities, etc. Budget proposals should total at least $200,000.

### Small Single-County Proposals

Considering the minimum operating costs associated with running an Adult Education program, to ensure a good return on investment, TDLWD will only fund small single-county programs—defined as less than 4,000 potential-to-serve population—to a certain level.

There are two possible scenarios:

1. TDLWD will consider funding the applicant at a rate of $50,000 per 1,000 potential-to-serve. The local agency must provide match contributions (cash or in-kind) to supplement the grant to bring the total to at least $200,000. For example, if a county has 3,600 potential-to-serve, TDLWD will consider funding $150,000 for an applicant who wants just that county, provided that the applicant secures $50,000 in supplemental funds or in-kind contributions. OR,
2. If an adjacent county or counties have no applicant, TDLWD can negotiate with the single-county applicant to take on additional counties and thereby warrant being fully funded via the grant.

In either scenario, TDLWD will negotiate with the applicant to discuss the specific circumstances and options.

## Budget Proposal: Spreadsheet and Narrative

Applicants must complete and submit a budget proposal spreadsheet and narrative to accompany their grant application. TDLWD has provided an example budget spreadsheet and narrative that applicants should use as a template to create their own.

[**Click here for link to example budget spreadsheet and narrative**](https://www.tn.gov/workforce/jobs-and-education/ae/aer/request-for-grant-proposals.html)

Applicants should complete the budget spreadsheet and narrative using the examples provided and the cost estimates below. The examples and estimates are general by design; applicants should use their best judgement to determine specific anticipated costs.

### Budget Spreadsheet

For the budget spreadsheet, applicants should download the example spreadsheet file and modify it for their proposal. Applicants should delete example information and add rows/columns as necessary (e.g., breaking out personnel costs into more detail if desired—a row per employee, or columns to detail each of the benefits; including other personnel positions; including additional program development costs, etc.)

There are two tabs in the budget spreadsheet, one for ABE and one for Corrections. Applicants must complete the budgets in both tabs, unless the applicant is an agency that is dedicated solely to corrections education (e.g., Davidson County Sheriff’s Office or Shelby County Division of Corrections). Such agencies should only complete the Corrections tab.

### Budget Narrative

The budget narrative is “Part 1” of the application. It should indicate the potential-to-serve population. It should describe how the applicant plans to structure classes and teaching personnel; support functions and personnel; and program development, office, facilities, and admin support components in a way that justifies the budget proposed. This is especially important in justifying costs that are significantly above or below the estimates provided below by TDLWD.

## Cost Estimates

### Personnel Salary & Wages Cost Estimates

Grant-holding agencies must determine employee positions, salaries, and wages. However, if guidance is needed concerning what is “typical” or possible for local adult education staff, TDLWD has provided the following salary and wage ranges. These are based on results from a 2023 salary survey of the state’s adult education providers, budget trends, and the need to ensure adult education programs attract and retain high-quality staff. These ranges are for general guidance only and are *not* to be interpreted as requirements from TDLWD. However, TDLWD does expect for agencies to attempt to be within or close to the provided ranges, unless exceptional circumstances warrant it.

|  |  |  |
| --- | --- | --- |
|  | **Low End** | **High End** |
| **Full-Time Program Director** | $65,000 | $80,000 |
| **Full-Time Teacher** | $43,000 | $60,000 |
| **Part-Time Teacher** | $23/hr. | $30/hr. |
| **Full-Time Support Staff** | $35,000 | $45,000 |
| **Part-Time Support Staff** | $18/hr. | $23/hr. |

Other positions, such as assistant program directors or career coaches, should fall in ranges that are based on an individual’s qualifications and assigned duties.

Staff salaries and wages are required to be listed in the budget proposal. Applicants should include the titles of various staff positions, their full-time or part-time status, and the number of positions. If proposed salaries or wages fall outside the ranges provided above, the applicant must include justification for the pay rates in their budget narrative (e.g., by referencing an HR policy or salary schedule that shows where certain positions fall on a pay scale, or providing evidence for how a certain salary is justified because of experience and market value, etc.).

The number and types of positions needed depends on the size of the potential-to-serve population, the geographic size and nature of the service area (i.e., urban vs. rural), and the variety of activities and classes to be offered (e.g., ESL classes, workforce development initiative classes, corrections education, etc.). Applicants should use their best judgement to determine a realistic scope of activities and classes to budget for. In general, larger and more-populated areas will have more students and more classes, thereby requiring more teachers and support staff compared to smaller and less-populated areas. Applicants should also consider an appropriate student-to-staff ratio. While it may be ideal to have level-specific and content-specific classes, offered at multiple locations and multiple times per week, if very few students are actually able to attend a given class, it may not be a good use of funds. In general, a class should have at least an average of 3-5 students who attend regularly to justify implementing or maintaining it.

### Personnel Benefits & Taxes Cost Estimates

On average, employer contributions for fringe benefits and taxes cost approximately 30% of salaries and wages. However, the actual benefits offered and their costs can vary significantly depending on local agencies’ HR policies and insurance and retirement plans. When completing the budget proposal, applicants should use their agency’s actual costs if they are known, but can use an approximate percentage if necessary. Note: part-time employees may also receive benefits covered by grant funds, if local agency policy allows for it.

Costs to consider include payroll taxes (FICA—7.65% of payroll), health/dental/vision/life insurance premiums, retirement plan contributions, unemployment insurance premiums or benefits, and worker’s compensation insurance premiums.

### Program development Cost Estimates

**Staff Computers and Cell Phones:** On average, staff computers and cell phones cost ~$750 per employee per full-time employee, and ~$250 per part-time employee, per year. Applicants should use their agency’s actual computer and cell phone costs when completing the budget proposal, if they are known.

**Student Computers, Hotspots, etc.:** Assume ~$500 per unique class offering (for example, a M/W evening class and a T/Th morning class would each have $500 budgeted; if an applicant is planning on offering 12 total classes across their area, they should budget $6,000).

**Program-Related Travel:** In general, defined as mileage reimbursement for employees who do extra driving for the day-to-day jobs (more than a regular commute). Assume ~3% of salaries/wages. May be higher or lower depending on the size of the service area.

**Training/Conferences:** In general, defined as training events sponsored by TDLWD or other third-party professional learning events. Includes mileage reimbursement, per diem, hotel costs, airfare, conference fees, etc.Assume~3% of salaries/wages.

**Curriculum:** TDLWD will provide a learning management system (currently *Schoology*) which includes a few curriculum resources. TDLWD also will occasionally provide some statewide curriculum (e.g., HiSET Academy, Burlington English, etc.); however, applicants should not assume they will be provided TDLWD-purchased curriculum when completing budget proposals. Assume ~$500 per unique class offering (for example, a M/W morning class and a T/Th evening class would each have $500 budgeted; if an applicant is planning on offering 15 total classes across their area, they should budget $7,500). In addition, assume ~$3,000-$15,000 for distance learning curriculum (depending on size of the program).

For test materials, TDLWD will provide online and paper-based TABE and CASAS tests and materials.

**Program Outreach and Advertising:** TDLWD will conduct statewide advertising, but local grantees should plan to do local outreach and advertising in the communities across their service area. Assume ~$3,000-$15,000 (depending on size of the program).

### Office, Facilities, and admin support Cost Estimates

The following categories are often quite varied in their cost and can be difficult to anticipate, depending on what an agency already has available, what the agency is willing to provide without charging to the grant, how large the service area and potential-to-serve is, and the degree to which free space can be found (e.g., local libraries or high schools). Applicants should discuss these potential costs with agency administrators to try to get as accurate of an estimate as possible.

**Office and classroom furniture and supplies** (e.g., desks, chairs, copiers, filing cabinets, paper, ink, pencils, whiteboards, document cameras, etc.)**:** Assume ~$3,000-$15,000

**Rent, utilities, maintenance, janitorial, and security:** Assume ~$5,000-$25,000

**Administrative support (i.e., executive leadership, HR, IT, and fiscal functions):** assume $5,000-$25,000

### Corrections education cost estimates

**Personnel:** Reference above guidance for salaries, wages, and benefits. Assume needing a teacher for two separate classes per week for each county jail in the service area. For large areas with many county jails, it may be necessary to hire or designate a full-time corrections education coordinator (who could help with building partnerships, expanding the program, and do teaching and other program activities).

Adult Education program leaders and support staff can assist with corrections education services, but will not likely be needed solely for corrections education. Program staff who assist with corrections education will use “time and effort” tracking and reporting to allocate costs accordingly. However, to keep the budget proposal simple, applicants should not attempt to split employees between the ABE and Corrections budgets. The personnel part of the Corrections budget should only indicate staff who would be dedicated primarily to corrections education (i.e., they are not accounted for in the ABE budget).

**Program Development:** Reference above guidance for staff computers and cell phones, program-related travel, training/conferences, and curriculum and test materials.

# Appendix D: scoring Rubric

When scoring an Adult Education grant application, reviewers will consider how well the applicant describes their ability to provide high-quality adult education services to Tennesseans in the proposed service area. In general, reviewers will score applications based on:

* **Completeness** - How thorough the answer is; whether it addresses all necessary items
* **Clarity** - how clear and specific the answer is; generic answers and hypothetical descriptions should be scored lower
* **Alignment with Grant Requirements** - how well the answer indicates a robust and reasonable plan and ability to execute a given grant requirement

There are 13 scored parts to the application. The rubric below contains descriptions of what each part should address (in the light-blue boxes), and the specific criteria for scoring each part. Each part has a designated total points possible, and reviewers should utilize the rubric to determine how many points to award. Reviewers are encouraged to provide comments to justify the points awarded.

Note: Each part of the application is associated with requirements established by Federal regulations, as detailed in Section 8 – Grant Application Guide. The specific regulatory “considerations” and “required information” associated with each part are indicated in the rubric below.

When the review is complete, reviewers will complete the “Application Scoring Summary” information, including whether the reviewer recommends the applicant for funding. Reviewers will recommend the applicant for funding if the overall application indicates that the applicant would provide adequate adult education services. Reviewers will *not* recommend the applicant for funding if the overall application indicates that the applicant would *not* provide adequate adult education services. This determination is a safeguard to ensure that if the highest-scoring applicant has serious deficiencies, TDLWD is not obligated to award them the grant.

The remaining pages in this appendix contain the scoring rubric that will be used to review and score applications.

**Application Scoring Summary**

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| --- | --- |
| **Applicant**  |  |
| **Reviewer Name** |  |
| **Date Completed** |  |

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| --- | --- |
| **Part** | **Points Awarded** |
| Part 1: Budget Narrative | **/10** |
| Part 2: Community Need for Adult Education | **/10** |
| Part 3: Performance | **/30** |
| Part 4: Academic Rigor | **/25** |
| Part 5: Use of Technology | **/25** |
| Part 6: Accommodating Student Needs | **/25** |
| Part 7: High-Quality Staff | **/25** |
| Part 8: Students with Disabilities | **/10** |
| Part 9: Contextualized Learning | **/10** |
| Part 10: Cross-Agency Collaboration | **/10** |
| Part 11: Local Plan Alignment | **/10** |
| Part 12: One-Stop Participation | **/5** |
| Part 13: GEPA Section 427 | **/5** |
| **Total Points** | **/200** |
| **Recommended for Funding** | **Yes or No** |

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| **PART 1: BUDGET NARRATIVE – 10 points possible** |
| This part is the budget narrative referenced in Appendix C. Describe how funds awarded will be spent consistent with the requirements of title II of AEFLA. (See Required Information 1.) |
| No or poor description of how funds will be used. Poor attempt to break down and describe specific costs and categories (i.e., for class structure and teaching personnel, support functions and personnel, and program development, office, facilities, and admin support). | 0-2 points |
| Brief, generic summary description of how funds will be used. Describes some anticipated costs, but is limited in providing a breakdown and description of specific costs and categories. Poor description of how costs were determined. | 3-6 points |
| Detailed summary description of how funds will be used to provide adult education services throughout the service area. Indicates the potential-to-serve population and specific communities and locations for services. Provides breakdown and description of anticipated costs for the various categories and describes how costs were determined.  | 7-10 points |
| **Score** | **/10 points** |
| **Comments:**  |

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| **PART 2: COMMUNITY NEED FOR ADULT EDUCATION – 10 points possible** |
| Describe how the eligible provider will serve individuals in the community who were identified in the local workforce development plan as most in need of adult education and literacy activities, including individuals— (i) who have low levels of literacy skills; or (ii) who are English language learners. (See Consideration 1(B).)Also address whether the local areas in which the eligible provider is located have a demonstrated need for additional English language acquisition programs and civics education programs. (See Consideration 13.) |
| No or poor description of the adult education needs of the local community and how the agency plans to serve them. | 0-2 points |
| Brief or generic description of the adult education needs of the local community and how the agency plans to serve them. Provides limited data or evidence. No or limited description of staff who specialize in literacy and/or ESL instruction. Generically describes classes or activities the agency plans to provide to individuals. | 3-6 points |
| Detailed description of the adult education needs of the local community and how the agency plans to serve them. Provides data and other supporting evidence. Addresses if there is a need for additional English language acquisition and civics programs (e.g., by describing how the current level of services provided in the area are insufficient). Describes how the agency already has literacy and/or ESL specialists on staff, or how the agency plans to hire or train and develop staff in literacy and ESL instruction. Describes the classes and activities the agency plans to provide specifically to individuals most in need of services. | 7-10 points |
| **Score** | **/10 points** |
| **Comments:**  |

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| **PART 3: PERFORMANCE – 30 points possible** |
| Describe how the eligible provider will meet the State-adjusted levels of performance for the primary indicators of performance identified in the State's Combined State Plan (as described in Section 3 – Performance Requirements), including how the provider will collect data to report on the performance indicators. (See Required Information 4.)As part of the response, applicants should address past effectiveness of their agency in improving the literacy of eligible individuals, especially with respect to eligible individuals who have low levels of literacy. (See Consideration 3.)Applicants should include, at minimum, their two (2) most recent years of performance data specific to the services they intend to provide with the grant. *Note: The data provided for “Demonstrated Effectiveness” may be duplicated in this part, but applicants should provide narrative and additional details in order to achieve a high score.*  |
| No or poor description of past effectiveness, performance, results, program outcomes, etc. No data is provided, or the data indicate poor past performance. | 0-9 points |
| Brief or generic description of past effectiveness, performance, results, post-exit outcomes, etc. Addresses only some of the performance indicators. Provides some data as evidence, and the data indicate somewhat effective past performance (e.g., fewer than 40% of students showed learning gains; limited numbers of students earned diplomas and successfully transitioned to postsecondary, training, or career opportunities, etc.). Brief or generic description of outcomes for low literacy levels. No description of plans for having staff collect and report data. | 10-19 points |
| Detailed description of past effectiveness, performance, results, post-exit outcomes, etc. Addresses all or most of the performance indicators. Provides ample data as evidence, and the data indicate very effective past performance (e.g., more than 40% of students showed learning gains; a large proportion of students earned diplomas and successfully transitioned to postsecondary, training, or career opportunities, etc.). Specifically describes effectiveness of, and provides data for, serving students with low literacy levels. Demonstrates the ability to effectively provide foundational instruction to adult learners (i.e., basic math, reading, writing and/or English language acquisition, as applicable). Describes a plan to have capable staff members collect and report performance data via the Jobs4TN MIS. | 20-30 points |
| **Score** | **/30 points** |
| **Comments:**  |

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| **PART 4: ACADEMIC RIGOR – 25 points possible** |
| Describe how the eligible provider’s program— (A) is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and (B) uses instructional practices that include the essential components of reading instruction. (See Consideration 5.)Also address whether the eligible provider’s activities, including whether reading, writing, speaking, mathematics, and English language acquisition instruction delivered by the eligible provider, are based on the best practices derived from the most rigorous research available and appropriate, including scientifically valid research and effective educational practice. (See Consideration 6.) |
| No or poor description of the program’s instructional practices. Indicates no knowledge of best practices and research concerning pedagogy/andragogy.  | 0-6 points |
| Brief or generic description of the program’s instructional practices. Provides some details of subject-specific pedagogical/andragogical practices. Somewhat cites research to validate the practices. Level of academic rigor is difficult to ascertain or seems possibly not sufficient to help students achieve education goals. | 7-13 points |
| Detailed description of the program’s academic practices. Specifically details subject-specific pedagogical/andragogical practices and cites research to justify the practices. Specifically addresses how the program incorporates the essential components of reading instruction. Level of academic rigor is clearly described and seems sufficient to help students achieve education goals. | 14-20 points |
| **Score** | **/25 points** |
| **Comments:**  |

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| **PART 5: USE OF TECHNOLOGY – 25 points possible** |
| Describe how the eligible provider’s activities effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance. (See Consideration 7.) |
| No or poor description of the program’s current or planned use of technology to facilitate service delivery.  | 0-9 points |
| Brief or generic description of the program’s current or planned use of technology to facilitate service delivery. Describes various technology tools, including software/applications. Generally describes plans to provide distance education, but lacks specific details or evidence of effective current practices. Scope of distance education offerings and use of technology seems possibly not sufficient to meaningfully increase the amount and quality of learning. | 10-19 points |
| Detailed description of the program’s current or planned use of technology to facilitate service delivery. Describes specific technology tools, including software/applications, and how they meet the varying needs of students. Details the plans to provide distance education, including evidence for how current distance education practices (and other use of technology) has improved student performance. Scope of distance education offerings and use of technology seems sufficient to meaningfully increase the amount and quality of learning. Describes how the program already has several staff members who are skilled in digital literacy and use of virtual learning technologies (e.g., video conferencing, learning management systems, virtual assessments, etc.).  | 20-30 points |
| **Score** | **/25 points** |
| **Comments:**  |

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| **PART 6: ACCOMMODATING STUDENT NEEDS – 25 points possible** |
| Describe how the eligible provider will provide services in a manner that meets the needs of eligible individuals. (See Required Information 6.) Also address whether the eligible provider’s activities offer flexible schedules and coordination with Federal, State, and local support services (such as childcare, transportation, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs. (See Consideration 11.) |
| No or poor description of how the program currently accommodates or plans to accommodate the non-academic needs of students (e.g., flexible schedule, multiple location options, coordination with wraparound services, etc.). Addresses primarily hypotheticals and not already-established practices. | 0-7 points |
| Brief or generic description of how the program currently accommodates or plans to accommodate the non-academic needs of students. Generically describes supportive service options and class location/schedule options for students, but there is a lack in some of these areas. | 8-16 points |
| Detailed description of how the program currently accommodates or plans to accommodate the non-academic needs of students. Plans are not just hypothetical but have already been coordinated with other stakeholders to some degree. Describes a robust process for how staff help students to access supportive services. There are multiple class location/schedule options for students (e.g., evenings and weekends, several locations within a county, etc.). Classes are located to optimize accessibility. | 17-25 points |
| **Score** | **/25 points** |
| **Comments:**  |

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| **PART 7: HIGH-QUALITY STAFF – 25 points possible** |
| Describe how the eligible provider’s activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have access to high quality professional development, including through electronic means. (See Consideration 9.) |
| No or poor description of current or planned Adult Education staff. Teachers do not have good qualifications and do not have educator licenses or certifications.  | 0-7 points |
| Brief or generic description of the current or planned Adult Education staff. Teachers have good qualifications, and many have educator licenses or certifications. Describes generally how staff will be provided professional development opportunities. | 8-16 points |
| Detailed description of the current or planned Adult Education staff. Teachers have excellent qualifications and experience, and most have educator licenses or certifications. The program already has teachers who are specially trained in a content area (e.g., math, literacy, or ESL) or has specific plans to hire them. Describes specifically how staff will be provided regular professional development opportunities. | 17-25 points |
| **Score** | **/25 points** |
| **Comments:**  |

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| **PART 8: STUDENTS WITH DISABILITIES – 10 points possible** |
| Describe how the eligible provider will serve eligible individuals with disabilities, including eligible individuals with learning disabilities. (See Consideration 2.) |
| No or poor description of how the program currently accommodates or plans to accommodate students with disabilities.  | 0-2 points |
| Brief or generic description of how the program currently accommodates or plans to accommodate students with disabilities. Only addresses disabilities generally. Addresses primarily hypotheticals and not already-established practices. | 3-6 points |
| Detailed description of how the program currently accommodates or plans to accommodate students with disabilities. Addresses specific disabilities, including physical and learning disabilities, and details how they are accommodated. Practices are not just hypothetical but have already been established to some degree. Describes how the agency already has special education-trained staff, or how the agency plans to hire or train and develop staff in special education. The program has an established partnership with the Vocational Rehabilitation service provider(s) in the area. | 7-10 points |
| **Score** | **/10 points** |
| **Comments:**  |

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| **PART 9: CONTEXUALIZED LEARNING – 10 points possible** |
| Describe how the eligible provider’s activities provide learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship. (See Consideration 8.) |
| No or poor description of the program’s current or planned integration of contextualized learning activities.  | 0-2 points |
| Brief or generic description of the program’s current or planned integration of contextualized learning activities. Activities are somewhat limited in scope or rigor. Few examples are provided. There is limited description of the content or curriculum. | 3-6 points |
| Detailed description of the program’s current or planned integration of contextualized learning activities. Activities encompass a wide range of specific skills needed, including for various training programs, jobs, career pathways, and civics. Specifically addresses how the program currently designs and provides, or plans to provide, integrated education and training programming. Provides specific examples of contextualized activities and describes the content or curriculum. | 7-10 points |
| **Score** | **/10 points** |
| **Comments:**  |

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| **PART 10: CROSS-AGENCY COLLABORATION – 10 points possible** |
| Describe any cooperative arrangements the eligible provider has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities. (See Required Information 2.)Also address whether the eligible provider’s activities coordinate with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local workforce development boards, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, for the develop­ment of career pathways. (See Consideration 10.) |
| No or poor description of cooperative agreements or coordination with other education and workforce agencies. Addresses primarily hypotheticals and not already-established agreements. | 0-2 points |
| Brief, generic description of cooperative agreements or coordination with other education and workforce agencies. Only a few links with other organizations are already established. Some cross-agency collaboration exists for developing career pathways, but it is not very robust or well established. | 3-6 points |
| Detailed description of cooperative agreements and coordination with other education and workforce agencies. Several links with other organizations are already established and results are described. Regular and robust cross-agency collaboration exists for developing career pathways.  | 7-10 points |
| **Score** | **/10 points** |
| **Comments:**  |

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| **PART 11: LOCAL PLAN ALIGNMENT – 10 points possible** |
| Describe how the eligible provider will provide services in alignment with the local workforce development plan, including how such provider will promote concurrent enrollment in programs and activities under Title I, as appropriate. (See Required Information 3.)Also address the degree to which the eligible provider would be responsive to regional needs as identified in the local workforce development plan. (See Consideration 1(A).)Also address the extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local workforce development plan, as well as the activities and services of the one-stop partners. (See Consideration 4.) |
| No or poor description of plans to co-enroll students with Title I services, align with the local plan, and provide services to meet the workforce needs and goals of the local area. Demonstrates little to no knowledge of the local plan and one-stop partners and services in their area. | 0-2 points |
| Brief or generic description of plans to co-enroll students with Title I services, align with the local plan, and provide services to meet the workforce needs and goals of the local area. Demonstrates some knowledge of the local plan and one-stop partners and services in their area. | 3-6 points |
| Detailed description of plans to align activities and services with the local plan. Describes how program will co-enroll students with Title I. Demonstrates knowledge of the local plan and one-stop partners and services in their area. Describes how the adult education program will help meet the workforce needs and goals of the local area and region as outlined in the local plan. Describes how the program will align and collaborate with their one-stop partners. | 7-10 points |
| **Score** | **/10 points** |
| **Comments:**  |

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| **PART 12: ONE-STOP PARTICIPATION – 5 points possible** |
| Describe how the eligible provider will fulfill, as appropriate, required one-stop partner responsibilities to—(i) Provide access through the one-stop delivery system to adult education and literacy activities;(ii) Use a portion of the funds made available under the grant to maintain the one-stop delivery system, including payment of the infrastructure costs for the one-stop centers, in accordance with the methods agreed upon by the Local Board and described in the memorandum of understanding or the determination of the Governor regarding State one-stop infrastructure funding;(iii) Enter into a local memorandum of understanding with the Local Board, relating to the operations of the one-stop system; and(iv) Participate in the operation of the one-stop system consistent with the terms of the memorandum of understanding, and the requirements of WIOA. (See Required Information 5.)TDLWD will provide guidance and funding to the grantees who are required to participate in and provide funds toward the one-stop system. Although not every grantee will be required to fulfill one-stop partner responsibilities, applicants should describe their willingness to participate if asked to do so by TDLWD. |
| No or poor description of willingness to participate in the one-stop system. | 0-1 points |
| Brief or generic description of willingness to participate in the one-stop system. | 2-3 points |
| Detailed description of willingness and capability to fulfill one-stop partner responsibilities as delegated by TDLWD, which may include providing access to adult education services through the one-stop system, serving on the Local Board, providing funding toward American Job Center infrastructure costs, and participating in partner negotiations and MOUs. | 4-5 points |
| **Score** | **/5 points** |
| **Comments:**  |

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| **PART 13: GEPA SECTION 427 – 5 points possible** |
| Describe the steps the eligible provider proposes to take to ensure equitable access to, and participation in, its Federally-assisted Adult Education program for students, teachers, and other program beneficiaries with special needs. Types of barriers that can impede equitable access or participation include: gender, race, national origin, color, disability, or age. (See Section 8 – Grant Application Guide.) |
| No or poor description of how the applicant will address the GEPA requirements. | 0-1 points |
| Brief or generic description of how the applicant will address the GEPA requirements. Only a few types of barriers are addressed. | 2-3points |
| Detailed description of how the applicant will address the GEPA requirements. Specific examples and plans are provided, and several types of barriers are addressed. | 4-5 points |
| **Score** | **/5 points** |
| **Comments:**  |



1. TDLWD reserves the right to reinstate a local match requirement if it becomes necessary in order to meet the minimum state match requirement established in WIOA. [↑](#footnote-ref-2)
2. TDLWD reserves the right to reject any application for failure to comply with the instructions in this guide. TDLWD may contact applicants for clarification of their applications as necessary. [↑](#footnote-ref-3)
3. See [34 CFR §463.1](https://www.ecfr.gov/current/title-34/section-463.1) [↑](#footnote-ref-4)
4. TDLWD will consider allowing more than six counties if there are no other applicants for the area. However, an agency must not apply for more than six; TDLWD will initiate discussions if an exception is necessary. If a grantee is awarded more than six due to exceptional circumstances, the grantee must plan to provide sufficient leadership, oversight, and community penetration across the whole area. [↑](#footnote-ref-5)
5. In a consortium, multiple agencies partner together to serve an area via one grant—only one application would be submitted to represent all agencies within the consortium. In a consortium, one agency acts as the fiscal agent and subcontracts to its partner agencies. [↑](#footnote-ref-6)
6. In cases where multiple applicants apply for a service area with more than 10,000 potential-to-serve population, multiple applicants may qualify. [↑](#footnote-ref-7)
7. See [WIOA Title II §203(5)](https://www.govinfo.gov/content/pkg/PLAW-113publ128/pdf/PLAW-113publ128.pdf#page=185) [↑](#footnote-ref-8)
8. See [WIOA Title II §203(4)](https://www.govinfo.gov/content/pkg/PLAW-113publ128/pdf/PLAW-113publ128.pdf#page=185) [↑](#footnote-ref-9)
9. See [34 CFR §463.30](https://www.ecfr.gov/current/title-34/section-463.30) [↑](#footnote-ref-10)
10. See [WIOA Title II §203(1)](https://www.govinfo.gov/content/pkg/PLAW-113publ128/pdf/PLAW-113publ128.pdf#page=185) [↑](#footnote-ref-11)
11. See [WIOA Title II §203(13)](https://www.govinfo.gov/content/pkg/PLAW-113publ128/pdf/PLAW-113publ128.pdf#page=187) [↑](#footnote-ref-12)
12. See [WIOA Title II §203(16)](https://www.govinfo.gov/content/pkg/PLAW-113publ128/pdf/PLAW-113publ128.pdf#page=187) [↑](#footnote-ref-13)
13. See [WIOA Title II §203(9)](https://www.govinfo.gov/content/pkg/PLAW-113publ128/pdf/PLAW-113publ128.pdf#page=186) [↑](#footnote-ref-14)
14. See [34 CFR §463.31-32](https://www.ecfr.gov/current/title-34/subtitle-B/chapter-IV/part-463/subpart-D/section-463.31) [↑](#footnote-ref-15)
15. See [34 CFR §463.33](https://www.ecfr.gov/current/title-34/section-463.33) [↑](#footnote-ref-16)
16. TDLWD also provides grants to local IELCE programs in the major metro areas of Tennessee. Because of IELCE programs’ required focus on civics and integrated education and training that is absent in ABE-ESL programs, IELCE programs often most benefit ESL students who are professionals with a degree or credential obtained in their native country and who can be “fast-tracked” to training and employment opportunities. Students should be referred between ABE and IELCE programs based on which program can best meet their needs. [↑](#footnote-ref-17)
17. See [34 CFR §463.34](https://www.ecfr.gov/current/title-34/section-463.34) [↑](#footnote-ref-18)
18. See [34 CFR §463.35-38](https://www.ecfr.gov/current/title-34/section-463.35) [↑](#footnote-ref-19)
19. This is a simplified definition; there are additional stipulations to count a secondary school diploma or recognized postsecondary credential for the credential attainment rate. These can be found in the [Technical Assistance Guide from the National Reporting System for Adult Education](https://nrsweb.org/sites/default/files/NRS-TA-Mar2021-508.pdf#page=21). [↑](#footnote-ref-20)
20. See [2 CFR §200.403](https://www.ecfr.gov/current/title-2/subtitle-A/chapter-II/part-200/subpart-E/subject-group-ECFRea20080eff2ea53/section-200.403) [↑](#footnote-ref-21)
21. See [2 CFR §200.404](https://www.ecfr.gov/current/title-2/subtitle-A/chapter-II/part-200/subpart-E/subject-group-ECFRea20080eff2ea53/section-200.404) [↑](#footnote-ref-22)
22. See [2 CFR §200.405](https://www.ecfr.gov/current/title-2/subtitle-A/chapter-II/part-200/subpart-E/subject-group-ECFRea20080eff2ea53/section-200.405) [↑](#footnote-ref-23)
23. State Adult Education General funds are allowed to be used for these costs [↑](#footnote-ref-24)
24. See [WIOA Title II §241(a)](https://www.govinfo.gov/content/pkg/PLAW-113publ128/pdf/PLAW-113publ128.pdf#page=196) [↑](#footnote-ref-25)
25. See [34 CFR §463.25](https://www.ecfr.gov/current/title-34/subtitle-B/chapter-IV/part-463/subpart-C/section-463.25) [↑](#footnote-ref-26)
26. Applicants are *not* required to determine local administrative costs in their budget proposals; administrative cost limits will be determined as part of each year’s grant contracting process. [↑](#footnote-ref-27)
27. See [34 CFR §463.26](https://www.ecfr.gov/current/title-34/subtitle-B/chapter-IV/part-463/subpart-C/section-463.26). The language from the regulation is in italics; the subsequent explanations are from TDLWD and indicate what local programs will be held accountable for. [↑](#footnote-ref-28)
28. Formal professional development activities are different from technical assistance or training. Whereas technical assistance or training is meant to provide staff with a greater understanding of how to implement the grant’s requirements and is typically conducted internally or by TDLWD staff, professional development activities are more supplemental in nature, specially designed to enhance a staff member’s professional skill set more generally relative to their profession. Examples of professional development activities include an instructor who attends a math teacher workshop put on by the local school district, a data specialist who participates in a Microsoft Excel training program, or a program director who attends the national COABE conference. [↑](#footnote-ref-29)
29. See [34 CFR](https://www.ecfr.gov/cgi-bin/retrieveECFR?gp=&SID=851c62d6eff4b4a4e5f8657176550094&mc=true&r=PART&n=pt34.3.463#se34.3.463_1420) [§463.420](https://www.ecfr.gov/current/title-34/subtitle-B/chapter-IV/part-463/subpart-J/section-463.420) [↑](#footnote-ref-30)
30. See [2 CFR §200.414](https://www.ecfr.gov/cgi-bin/text-idx?SID=5c3f9ec9ec46d6314c6821f42d70fbb1&mc=true&node=pt2.1.200&rgn=div5#se2.1.200_1414) [↑](#footnote-ref-31)
31. See [34 CFR §76.563](https://www.ecfr.gov/cgi-bin/text-idx?SID=473343904d42417ea03cd8835ad2eb1f&mc=true&node=se34.1.76_1563&rgn=div8) [↑](#footnote-ref-32)
32. Grant-holding agency’s administration policies define full-time versus part-time employment. [↑](#footnote-ref-33)
33. See <https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf> [↑](#footnote-ref-34)
34. See <https://lincs.ed.gov/publications/pdf/elp-standards-adult-ed.pdf> [↑](#footnote-ref-35)
35. The term “essential components of reading instruction” is defined in the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6368). It means explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency—including oral reading skills—and reading comprehension strategies. [↑](#footnote-ref-36)
36. See [20 CFR §679.310](https://www.ecfr.gov/current/title-20/section-679.310) [↑](#footnote-ref-37)
37. See [34 CFR §463.21](https://www.ecfr.gov/cgi-bin/retrieveECFR?gp=&SID=a73a0f33bbbfdf811224a1d1d885f237&mc=true&n=pt34.3.463&r=PART&ty=HTML#se34.3.463_121) [↑](#footnote-ref-38)
38. See [34 CFR §463.305](https://www.ecfr.gov/current/title-34/section-463.305) and [34 CFR §463.420](https://www.ecfr.gov/current/title-34/section-463.420) [↑](#footnote-ref-39)
39. [See [34 CFR §463.415(b)](https://www.ecfr.gov/current/title-34/subtitle-B/chapter-IV/part-463#p-463.415(b))](https://www.ecfr.gov/cgi-bin/retrieveECFR?gp=&SID=a73a0f33bbbfdf811224a1d1d885f237&mc=true&n=pt34.3.463&r=PART&ty=HTML#se34.3.463_1415) [↑](#footnote-ref-40)
40. At minimum, AJC staff must be able to provide a direct linkage to local Adult Education providers for an individual who enters an AJC and seeks or requires Adult Education services. Ideally, Adult Education providers are able to regularly have a staff member onsite or occasionally conduct intake/orientation or class in the AJC. [↑](#footnote-ref-41)
41. Programs must prioritize serving individuals who are likely to leave the corrections institute within five years of participation in the program. See [34 CFR §463.62](https://www.ecfr.gov/current/title-34/subtitle-B/chapter-IV/part-463/subpart-F/section-463.62) [↑](#footnote-ref-42)
42. See [WIOA Title II §225(e)](https://www.govinfo.gov/content/pkg/PLAW-113publ128/pdf/PLAW-113publ128.pdf#page=193) for full definition of “correctional institutions” [↑](#footnote-ref-43)
43. See [34 CFR §463.60(b)](https://www.ecfr.gov/current/title-34/subtitle-B/chapter-IV/part-463/subpart-F/section-463.60#p-463.60(b)) and [34 CFR §463.63](https://www.ecfr.gov/current/title-34/subtitle-B/chapter-IV/part-463/subpart-F/section-463.63) [↑](#footnote-ref-44)
44. See [34 CFR §463.20(d)](https://www.ecfr.gov/current/title-34/subtitle-B/chapter-IV/part-463/subpart-C/section-463.20#p-463.20(d)) [↑](#footnote-ref-45)
45. TDLWD maintains the statewide information management system (currently *Jobs4TN*). [↑](#footnote-ref-46)
46. See [34 CFR §463.22](https://www.ecfr.gov/current/title-34/subtitle-B/chapter-IV/part-463/subpart-C/section-463.22) [↑](#footnote-ref-47)
47. TDLWD requires grantees to utilize the TDLWD information management system (currently *Jobs4TN*) for collecting and reporting data. [↑](#footnote-ref-48)
48. TDLWD will provide guidance and funding to the grantees who are required to participate in and provide funds toward the one-stop system. [↑](#footnote-ref-49)
49. All local providers are represented on the State board by the TDLWD Assistant Commissioner of Adult Education. [↑](#footnote-ref-50)
50. Applicants are *not* required to provide documentation; this requirement is fulfilled by TDLWD sending applications to the LWDBs and considering the results of their review. [↑](#footnote-ref-51)
51. See U.S. Department of Education guidance: <https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc> [↑](#footnote-ref-52)
52. A Data Universal Numbering System (DUNS) number is required on the cover page for all applicants. This is a nine-digit number established and assigned by Dun & Bradstreet, Inc. School districts and postsecondary institutions should already have a DUNS number, as well as other agencies that receive funding directly from the Federal government. To obtain a DUNS number, see <https://www.irs.gov/pub/irs-utl/duns_num_guide.pdf>. [↑](#footnote-ref-53)
53. See [34 CFR §463.24](https://www.ecfr.gov/current/title-34/subtitle-B/chapter-IV/part-463/subpart-C/section-463.24) [↑](#footnote-ref-54)
54. Copy-paste this form into the application [↑](#footnote-ref-55)