2013-14 Application for Funding
Adult Education
Competitive Grant Application Packet

For funding under the Workforce Investment Act of 1998, Title II – Adult Education and Family Literacy Act (AEFLA)

Department of Labor and Workforce Development
Division of Adult Education

Due Date:
February 25, 2013
By 4:00 PM Central Time

In this Application for Funding, all federal requirements are identified in italics.
All other requirements are State.

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Tennessee Department of Labor and Workforce Development
Division of Adult Education
Application for Funding Guide

SECTION 1 – APPLICATION SUMMARY AND REQUIREMENTS

Introduction

The Tennessee Department of Labor and Workforce Development, Division of Adult Education, announces the availability of funds provided through the Workforce Investment Act of 1998: Title II; the Adult Education and Family Literacy Act (AEFLA) to deliver educational services for eligible adults seeking: basic skills upgrades in reading, writing and/or math skills; General Educational Development (GED®) exam and/or other state approved high school equivalency diploma preparation for those who have not completed high school; and English for Speakers of Other Languages (ESOL) for individuals to learn to speak, read, and write the English language.

Contingent upon funding, forty-six (46) grants will be awarded on a competitive basis for eligible providers to provide adult education services in all 95 counties in Tennessee.

***In this Application for Funding, all federal requirements are identified in italics.* All other requirements are State.**

Following the purposes and intent of the Act, local activities may include academic instruction in the following categories:

- *Adult Basic Education (ABE, Educational Functioning Levels 1-4)*
- *Adult Secondary Education (Educational Functioning Levels 5-6)*
- *Reading, writing, and speaking in English for Speakers of Other Languages (ESOL Educational Functioning Levels 1-6)*

Application packets for any eligible entity interested in applying for the adult education grant funds are included with this announcement and are available at: http://www.tn.gov/labor-wfd/AE/aff.shtml

Applicable Laws and Regulations

The funds for this grant are allocated to the Division of Adult Education by the United States Department of Education (USDOE), Office of Vocational and Adult Education (OVAE). Additional federal statutes governing local funding include the General Education Provisions

Act (GEPA) and Education Department General Administrative Regulations (EDGAR). See Resources section for websites.

A Data Universal Numbering System (DUNS) number is required for all grantees. A DUNS number is a nine-digit number established and assigned by Dun & Bradstreet, Inc. School districts and postsecondary institutions usually have been assigned a DUNS number, as well as any other potential applicants that receive funding directly from the federal government. If needed, a DUNS number may be obtained from Dun & Bradstreet, Inc. by telephone (currently 866-705-5711) or the internet (currently at http://fedgov.dnb.com/webform).

Grantees shall not subcontract with other entities to deliver services; however, a consortium of eligible applicants joined under one fiscal agent is allowable. Grantees may collaborate with employers, community organizations or other appropriate agencies to carry out project activities.

All awarded funds will be allocated on a cost reimbursement basis. Documentation supporting expenditures must accompany each reimbursement request.

Grantees shall ensure that auditable and adequate records are maintained which support the expenditure of all funds received through a contract with the Division of Adult Education.

The Division of Adult Education reserves the right to reject any or all applications for failure to submit an application in accordance with the instructions in this application packet or by the specified deadline. Receipt of applications by the Division of Adult Education confers no rights upon the applicant nor obligates the Division of Adult Education in any manner.

The Tennessee Department of Labor and Workforce Development, Division of Adult Education, reserves the right to contact applicants for clarification of their proposals.

The Tennessee Department of Labor and Workforce Development, Division of Adult Education, will make awards to responsible applicants who demonstrate the ability to perform successfully under the terms and conditions of this application for funding. Consideration will be given to such matters as applicant integrity, compliance with public policy, record of past performance, and financial and technical resources.

Tennessee Department of Labor and Workforce Development, Division of Adult Education, reserves the right to reject all proposals received or cancel this application for funding if it is in the best interest of the Department.

Project Period

Contracts for successful grantees will begin July 1, 2013 and end June 30, 2015. While the contract period is two years, funding will be awarded on an annual basis, will be pending availability of Federal and State funds, and may be extended at the end of the project period at the discretion of the TNDOL.

Schedule of Events 2013

January 10	Application for Funding posted on website
January 10 -28	*Questions may be posted on website
February 4	Answers posted on website
Week of February 11-18	External Reader Orientation (specific date TBA)
February 25	Application for Funding due to Division of Adult Education
March 4	Applications to external readers
March 4-20	External readers to read and score applications
March 20	Scores due to Division of Adult Education
March 29	Letters to applicants
April 22-23	Training for 2013-15 providers

*After thoroughly reading and reviewing the entire application packet, eligible entities may submit questions to the Division of Adult Education. All questions must be received by 4:00 PM Central on January 28, 2013. Only inquiries received within this timeframe will be considered. Questions should be submitted in writing via email to Christy.Chapman@tn.gov or by mail to Christy Chapman, Division of Adult Education, 220 French Landing Drive, Nashville, TN 37243. Questions and responses will be posted at http://www.tn.gov/labor-wfd/AE/aff.shtml by February 4, 2013. This site is the ONLY place that responses will be posted. In order to comply with "equal access", Department of Labor and Workforce Development staff, Center for Literacy, Education and Employment (CLEE) staff & Tennessee Center for Performance Excellence (TNCPE) staff are not allowed to answer any questions outside of the responses on this site.

Service Delivery Areas

Only one provider will be funded for each service delivery area (SDA) unless otherwise indicated. See Appendix 1 for list and map. If a single eligible applicant applies for more than one SDA, separate funding applications and budgets must be submitted for each SDA.
If a single provider is awarded more than one service delivery area, only one supervisor will be funded to supervise both or all areas.

Review of Applications

Reviewers of the applications will note the thoroughness of the proposed plan by specific criteria. Each section of the application will be evaluated and scored on the basis of completeness, clarity, and merit. Although the applicant may have provided the same or similar information in a previous section, the information should be included in each section where applicable to fully explain, answer, or clarify.

Reviewers will read and score the applications using a scoring rubric (see *Scoring Rubric* included in the appendices.) The rubric indicates the point values and items described in the Program Application Format section. The minimum score to qualify for funding is 70% or 129 total points. One eligible provider (unless otherwise noted) for each service delivery area will be recommended for funding based on scores as evidenced by thoroughness of plan, evidence of previous program effectiveness and sound, research-based practice and evaluation. Applications should follow the outline defined in the "Program Application Format" section.

Where multiple applications are received for a service delivery area that meet the minimum score and qualifications, the applicant having the highest score for that service delivery area will be awarded the grant. In the event that no eligible agency meets the minimum score and/or qualifications for a service delivery area or if no eligible agency applies, a new Application for Funding will be posted for other eligible agencies to submit an application.

Appeals Procedures

Applicants who are not selected for funding will receive written notification.

The following procedures provide the opportunity for applicants to appeal the denial of funding for an application. Applicants who plan to appeal <u>must</u> follow these steps:

1. An applicant appealing the final decision must submit a letter to the Division Administrator within ten (10) calendar days stating that they are appealing the decision. At that time, the appeal will be acknowledged and their score and reviewers comments will be sent to the applicant.

2. If the applicant feels a continuation of the appeal is warranted, a letter must be submitted in writing detailing the reasons for appeal to the Deputy Commissioner, Department of Labor and Workforce Development with a copy to the Administrator, Division of Adult Education postmarked no later than ten (10) calendar days after receipt of the acknowledgement from the Administrator. The Deputy Commissioner will reply in writing to your concern.

3. If the written response from the Deputy Commissioner is not satisfactory, the applicant may request in writing, a hearing with the Commissioner of the Department of Labor and Workforce Development postmarked no later than ten (10) calendar days after the receipt of the Deputy

Commissioner's response. The Commissioner will reply to your concern. The decision of the Commissioner is final.

Eligible Providers

Grants will be awarded to eligible providers on a competitive basis.

Eligible providers include:

(A) a local educational agency;
(B) a community-based organization of demonstrated effectiveness;
(C) a volunteer literacy organization of demonstrated effectiveness;
(D) an institution of higher education;
(E) a public or private nonprofit agency;
(F) a library;
(G) a public housing authority;
(H) a nonprofit institution that is not described in any of subparagraphs (A) through (G) and has the ability to provide literacy services to adults and families; and
(I) a consortium of the agencies, organizations, institutions, libraries, or authorities described in any of subparagraphs (A) through (H).

Targeted Population

The targeted population includes adults:

1. *Who have attained 16 years of age;*
2. *Who are not enrolled or required to be enrolled in secondary school under state law; and*
3. *Who:*
   - *(i) lack sufficient mastery of basic educational skills to enable the individuals to function in society*
   - *(ii) do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or*
   - *(iii) are unable to speak, read, or write the English language.*

Criteria for Awarding Grants to Eligible Providers

The Tennessee Department of Labor and Workforce Development, Division of Adult Education shall consider:

(1) the degree to which the eligible provider will establish measurable goals for participant outcomes;
(2) the past effectiveness of an eligible provider in improving the literacy skills of adults and families, and, after the 1-year period beginning with the adoption of an eligible agency's performance measures under section 212, the success of an eligible provider receiving funding under this subtitle in meeting or exceeding such performance measures, especially with respect to those adults with the lowest levels of literacy;

(3) the commitment of the eligible provider to serve individuals in the community who are most in need of literacy services, including individuals who are low-income or have minimal literacy skills;

(4) whether or not the program—

(A) is of sufficient intensity and duration for participants to achieve substantial learning gains; and

(B) uses instructional practices, such as phonemic awareness, systematic phonics, fluency, and reading comprehension that research has proven to be effective in teaching individuals to read;

(5) whether the activities are built on a strong foundation of research and effective educational practice;

(6) whether the activities effectively employ advances in technology, as appropriate, including the use of computers;

(7) whether the activities provide learning in real life contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship;

(8) whether the activities are staffed by well-trained instructors, counselors, and administrators;

(9) whether the activities coordinate with other available resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, one-stop centers, job training programs, and social service agencies;

(10) whether the activities offer flexible schedules and support services (such as child care and transportation) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs;

(11) whether the activities maintain a high-quality information management system that has the capacity to report participant outcomes and to monitor program performance against the eligible agency performance measures; and

(12) whether the local communities have a demonstrated need for additional English literacy programs.

Program Accountability

All successful applicants must submit data based on the Federal requirements of the National Reporting System (NRS). Information for the NRS may be found on the web page http://www.nrsweb.org/ Implementation of the NRS in Tennessee is through the Consolidated Management and Tracking System (CMATS). The CMATS database allows for data to be accessed and reported by sub-population, program, and class. Adult Education student attendance and educational gains must be reported in CMATS. All grantees will be allowed access to CMATS after attendance at a required CMATS training. Training and technical assistance are provided free of charge to eligible program staff.

Performance Measures

Tennessee annually negotiates core performance measures with the US Department of Education. Agencies funded under this application for funding are, as a minimum, expected to achieve the Adult Education measures for 2013-2014. Although performance measures for 2013-14 have not yet been negotiated, as a guide, the 2012-2013 performance measures are listed below. Approved performance measures will be furnished to successful applicants when available.

The performance measures outlined below indicate the percent of enrolled students who have advanced one or more functioning levels above their beginning level based on standardized pre- and post-testing using one of the assessment instruments listed in the "Participant Assessment" section.

- *ABE Beginning Literacy* *72%*
- *ABE Beginning* *60%*
- *ABE Low Intermediate* *59%*
- *ABE High Intermediate* *61%*
- *ASE Low* *79%*
- *ASE High* *85%*
- *ESL Beginning Literacy* *49%*
- *ESL Low Beginning* *57%*
- *ESL High Beginning* *60%*
- *ESL Low Intermediate* *64%*
- *ESL High Intermediate* *53%*
- *ESL Advanced* *58%*

The following are additional performance measures indicating the percent of enrolled students who are expected to accomplish the goals:

- *HS Diploma/GED* *60%*
- *Entered Postsecondary Ed / Training* *50%*
- *Entered Employment* *50%*
- *Retained Employment* *58%*

According to current NRS Guidelines and Performance Measures for ABE and Equivalency Diploma preparation, students' educational functioning levels may be categorized for reporting purposes according to the grade level criteria below:

Educational Functioning Level	***Grade Level Equivalency***
ABE Beginning Literacy	*0-1.9*
ABE Beginning	*2.0-3.9*
ABE Low Intermediate	*4.0-5.9*
ABE High Intermediate	*6.0-8.9*

ASE Low	*9.0-10.9*
ASE High	*11.0-12.9*

Participant Assessment

Adult Education programs must assess students using state approved standardized pre-post assessments to report educational gain measures as indicated in previous Program Accountability section. USDOE and Tennessee approved assessments include TABE (Test of Adult Basic Education) published by CBT/McGraw Hill, BEST Literacy and BEST Plus (Basic English Skills Test) published by Center for Applied Linguistics (CAL). Students will be tested at intervals necessary to determine progress according to Tennessee's assessment policy. Assessment policy information will be distributed to selected grantees at an initial Adult Education training. Additional training may be scheduled.

The Official Practice Test (OPT) is required in Tennessee prior to students registering at a testing center for a High School Equivalency Diploma. OPT is published by Steck-Vaughn.
(See websites on Resources page for publishers of the assessments listed above.)

Records Management

All records of fiscal transactions and accounts related to this grant will be retained for a period of five years and student records for three years. Grantees will make such records available for inspection and review by Division of Adult Education personnel and Department of Labor and Workforce Development Performance Accountability Review Team.

Fiscal Management

Amounts reported as expenditures for reimbursement must be for allowable services after the expense is incurred. Records must show that those who received services or benefits were eligible to receive them.

Funds for grants will be used to supplement and not supplant the amount of state and local funds available for uses specified in the Workforce Investment Act. The term supplanting means to deliberately reduce local funds because of the existence of federal funds.

Funding levels are subject to revision based on availability of federal and state funds. The grantee will comply with all fiscal policies.

All duties and responsibilities of state-funded adult education positions must be dedicated to adult education and literacy activities.

Allowable Expenditures

Funds for Adult Education programs are intended for direct services to individuals. Allowable expenditures under this application for funding include:

- **Supervision**

Note: Supervisor, coordinator, and clerical salaries not directly tied to classroom activities are considered administrative costs. Section 233 of the AEFLA states*: not less than 95 percent of funds shall be expended for carrying out adult education and literacy activities; and* the *remaining amount, not to exceed 5 percent, shall be used for planning, administration, personnel development, and interagency coordination.*
Special Rule.--In cases where the cost limits described in subsection (a) are too restrictive to allow for adequate planning, administration, personnel development, and interagency coordination, the eligible provider shall negotiate with the eligible agency in order to determine an adequate level of funds to be used for non-instructional purposes.

On the budget sheet, supervisors who perform instructional* duties should enter the percentage of their total allowable salary spent on instruction in the section marked Salary for Instructional Personnel, and the percentage of time spent on supervisory/administrative responsibilities in the Salaries for Supervisor/Coordinator. The amounts and percentages must be explained in the budget narrative and the amount in both categories must not exceed the total eligible salary. Time and effort sheets will be required as documentation.

*Instructional duties may include direct teaching, testing, orientation, counseling students, and other instructional activities involving working directly with the students.

The local program manager/supervisor position will be paid according to the local salary schedule based on degree and years of experience contingent on available funds. Eligible organizations that do not have an established salary schedule based on degree and years of experience will be paid at the agency's established rate or at a rate comparable with other supervisory staff in the agency with similar duties, education, and years of experience. The local salary schedule must be included as an attachment with the application for funding. If the salary is based on a rate comparable with other supervisory staff, a list of titles, their duties, and their salary amounts must be included. **The supervisor is expected to spend 100% of their time on Adult Education activities and must not be assigned other duties by the local system.**

Benefits approved for reimbursement with adult education funds for full-time program managers/supervisors are Unemployment Insurance, medical insurance, retirement through Tennessee Consolidated Retirement System, Worker's Compensation, Social Security, and Medicare. If the provider does not offer the state retirement plan, a 401K plan is allowable for full-time employees if it does not exceed the amount that would normally be placed into the state retirement plan for that employee. If the provider does offer the state's retirement plan, a 401K <u>will not be an option</u> with Adult Education funds.

- **Instruction**

Funds must be used to pay for classroom instruction for eligible adult education students only (see "Target Population" page 8). All paid teaching personnel <u>must</u> have a minimum of a

Bachelor's Degree. A Tennessee Teacher's License is required unless an exception is approved by the Division of Adult Education.

Full-time degreed teachers may be reimbursed according to the Division of Adult Education salary schedule for a teaching position. Local funds supplement the remaining salary package. (See Salary Schedule in the Appendices)

Licensed teachers paid hourly will be paid $20/hour not to exceed the maximum amount allowed on the Division of Adult Education salary schedule and contingent on funding being available.

Supervisors have the discretion to pay AE teachers attending staff development activities pending availability of funds in their budget under the following conditions:

Part-time adult education teachers attending state-sponsored staff development may be paid their usual hourly rate up to twelve (12) hours per year and local/regional in-service up to ten (10) hours per year. New part-time teachers may be paid up to eighteen hours their first year of service and up to ten (10) hours for local/regional in-service. Full- time teachers cannot be paid for attending staff development since this is part of their job.

All personnel paid with adult education funds are required to maintain documentation to verify that salaries/hourly wages charged are commensurate with the amount of time devoted to the project.

The state's portion of Social Security and Medicare must be paid at the current rate for part-time employees. The State's portion of retirement may be paid on part-time employees that are currently vested in the Tennessee Consolidated Retirement System (TCRS). Any other benefits received by part-time employees must be paid by the local system and cannot be paid with Adult Education funds.

Benefits approved for reimbursement with adult education funds for full-time teachers are Unemployment Insurance, the State's portion of medical insurance and retirement, Worker's Compensation, Social Security, and Medicare.

Any additional benefits provided to other employees in the system, such as dental and life insurance, must be paid by the local system and cannot be paid with adult education funds. If the provider does not offer the state retirement plan, a 401K plan is allowable for full-time employees if it does not exceed the amount that would normally be placed into the state retirement plan for that employee. If the provider does offer the state's retirement plan, a 401K <u>will not be an option</u> with Adult Education funds. Employee benefit costs, while not paid directly to the employee (i.e. insurance premiums), are eligible for reimbursement to the local system.

- **Paraprofessional/Clerical**

Funds may be used to employ paraprofessional support for instructional services or clerical support. Note that clerical support is an administrative cost and must be included in the 5% limit on administrative costs.

Paraprofessional/clerical staff shall be paid at a rate comparable with other paraprofessional/ clerical staff in the local system with similar duties, education, and years of experience.

Under no circumstances shall the rate of pay exceed the hourly rate of an adult education instructor and/or the state portion of a beginning teacher salary as listed in the current year Division of Adult Education salary schedule. (See Salary Schedule in Appendices)

Paraprofessional staff may be paid their usual hourly rate for up to twelve (12) hours of state-sponsored staff development and up to ten (10) hours of local/regional in-service per year. The state's portion of Social Security and Medicare must be paid at the current rate for part-time employees. The State's portion of retirement may be paid on part-time employees that are currently vested in the Tennessee Consolidated Retirement System (TCRS). Any other benefits received by part-time employees must be paid by the local system and cannot be paid with Adult Education funds.

Benefits approved for reimbursement with adult education funds for full-time employees are Unemployment Insurance, the State's portion of medical insurance and retirement, Worker's Compensation, Social Security, and Medicare.

Any additional benefits provided to other employees in the system, such as dental and life insurance, must be paid by the local system and cannot be paid with adult education funds. If the provider does not offer the state retirement plan, a 401K plan is allowable for full-time employees if it does not exceed the amount that would normally be placed into the state retirement plan for that employee. If the provider does offer the state's retirement plan, a 401K will not be an option with Adult Education funds. Employee benefit costs, while not paid directly to the employee (i.e. insurance premiums), are eligible for reimbursement to the local system.

- **Materials, Supplies, and Equipment**

Supplementary materials should be minimal since Tennessee's existing curriculum must be used for instruction and will be provided to local programs. Assessment materials must be available. Applicant should check existing inventory for instructional and testing materials before requesting funds for these items.

Equipment for use in the AE program may be purchased if the purchase is reasonable and necessary to effectively operate the adult education program, existing equipment is not sufficient, and the cost is reasonable. Equipment over $100 must have prior approval of the Division of Adult Education before purchasing. Any equipment purchased must be identified with a state tag and follow the Department of Labor and Workforce Development's equipment inventory policy. For applicants who have an existing program, a current equipment inventory must be submitted with this proposal if equipment is requested in the budget.

- **Travel**

Mileage may be budgeted for local travel between/among sites on adult education business. Mileage from home to the employee's assigned worksite or from the worksite to home is not an allowable expense. Travel must comply with the State of Tennessee Department of Finance and Administration, Policy 8- Comprehensive Travel Regulations. Since travel rates are subject to change, current travel regulations will be supplied to the fiscal agent receiving the grant.

- **Staff Development**

Staff Development worksheets will be provided to grantees to submit to the Division of Adult Education for approval. The approved Staff Development amount will be added to the approved budget amount.

Proposed budgets will be reviewed and items deemed inappropriate, unallowable or inconsistent with the specific program requirements outlined in the application for funding will be eliminated and/or adjusted.

Expenditures Unallowable With This Grant

Costs unallowable with this grant include:
Lobbying
Food
Fees for GED® test or other alternative high school equivalency assessment
Contributions and donations
Fundraising, solicitations
Gifts to teachers or students
Student incentives or stipends
Entertainment
Graduation expenses
Costs for out-of-state travel (unless pre-approved by Division of Adult Education)
Travel for anything other than approved AE business
Child care (Programs are encouraged to partner with other agencies to provide this service if needed)
Transportation (Programs are encouraged to partner with other agencies to provide this service if needed)
Expenditures for general purpose equipment, e.g. air conditioning, refrigerators, microwaves,
Capital improvements which add permanent value
Life insurance, dental insurance, and other benefits other than those listed as allowable in the Supervision, Instruction, and Paraprofessional/Clerical sections
Scholarships and student aid costs
Expenses for anyone other than adult education staff

The above list is not meant to be all inclusive. In the event that an application for funding contains unallowable elements, the applicant will be contacted by the Division of Adult Education with the intent to bring the application into compliance.

Facilities for the Program

The grantee shall provide suitable ADA compliant space conducive to adult learning for the local Adult Education program. The facility shall include office space(s), adequate classrooms for

instruction, and a separate space for orientation and testing. The learning environment should be in good condition and properly maintained.

SECTION 2 – APPLICATION COMPLETION INSTRUCTIONS

The following guidelines and instructions are to be used in writing an application. All guidelines are written to ensure that programs follow the purpose of the State Plan under the Adult Education and Family Literacy Act, Title II of the Workforce Investment Act of 1998.

Application Organization

Applications **must** address all sections and be prepared and sequenced in accordance with the instructions outlined in this section. When completed, proposals are to be assembled as follows:

1) Application Cover Page (See Appendix)
2) Program narrative
   A. Organizational Overview and Statements of Past Effectiveness and Statement of Need
   B. Program Goals
   C. Program Design
   D. Program Implementation
   E. Program Evaluation
3) Budget Information
   A. Budget Request Form
   B. Budget Narrative
4) Equipment Inventory (for existing programs if equipment is requested in application)
5) Signed Assurances
6) Class Schedule Worksheet
7) Local Salary Schedule, if applicable (See page 12, "Supervision)

Preparation of the Application

Applications must be written in clear, concise language and follow the format outlined in the previous "Application Organization" section.

The application should be no longer than 30 pages in length, including the budget request sheet. The cover sheet, class schedule pages, inventory pages, signed assurance page, and salary schedule/information will not be counted in page totals. Application should include numbered pages, name of applicant on each page, heading and content which match those of the *Program Application Format* section. Applications should be typed, double-spaced on 8 ½ x 11 inch white paper. Please staple mailed applications in the upper left-hand corner. A heavy-duty clip is acceptable (not a standard paper clip). Do not send applications in binders or folders. Use Times New Roman 12 point font. All signatures on the original application must be in blue ink.

Application Submission Instructions

Applicants must submit five (5) complete copies of the application package. **The original application plus three (3) hard copies and an electronic copy via email** must be received by the Tennessee Department of Labor and Workforce Development, Division of Adult Education on or before **4:00 PM Central time February 25, 2013.**

This is a competitive application process; therefore, no late applications will be accepted or considered. All requested copies and formats of application must be received by the posted date and time, whether by U.S. mail, commercial delivery, email, or delivery in person. No fax transmissions will be accepted.

Please submit the proposal and copies to the following address:

Christy Chapman
Department of Labor and Workforce Development
Division of Adult Education
220 French Landing Drive
Nashville, TN 37243

Email electronic copy to Christy.Chapman@tn.gov

SECTION 3 – PROGRAM APPLICATION FORMAT

Applications must be organized in the format listed below:
(See Scoring Rubric for point values for each section. **The number of pages indicated for each section is the MAXIMUM.)**

1. **Organizational Overview and Statements of Past Effectiveness and Need** (4 pages)
   Include:
   A. an organizational overview that describes existing Adult Education services (or other educational services if not a current Division of Adult Education service provider);
   B. a description of past effectiveness in improving the literacy skills of adults; If available, applicants must include NRS Tables 4 and 5 for 2010-11, 2011-12, and 2012-13 (July 1-December 31, 2012). New applicants must describe their plan to provide services to meet NRS guidelines including data that shows how they have been effective in serving their identified population. (See NRS website in Resources section).
   C. a statement of the local service delivery area's demonstrated need for adult education (include census and/or other data to document the need); and
   D. a plan to serve individuals in the community who are most in need of literacy services, including individuals who are low-income or have minimal literacy skills.

2. **Program Goals (**2 pages)
   A. Describe your plan to meet the goal to serve 6% of the SDA's potential to serve (See numbers of potential to serve on Service Delivery Area map and calculate 6%)

B. Describe your plan to meet program performance measures as compared to the Division of Adult Education's performance measures (See Section 1 – Performance Measures).

3. Program Design (8 pages)

A. Using the class schedule form in appendix 7, include your proposed schedule of classes including number of days and hours per week to demonstrate intensity and duration for participants to achieve substantial learning gains.

B. What instructional practices will you use in your Adult Education program? Describe in detail:

- your enrollment process and orientation for students
- the use of managed enrollment
- how you will use the Tennessee Curriculum for ABE/ Equivalency Diploma preparation. Include in your plan how you will use the key elements listed below:
  - Assessment – Locator, TABE, OPT
  - Leveled Classes
  - Scheduled classes
  - Individual Student Profiles
  - Class syllabus
  - In-class practice and homework
  - In-class monitoring and feedback
  - Scheduled re-test and feedback
- your plan to serve ESOL students in your service delivery area including orientation and proper assessment (BEST Literacy, BEST Plus, TABE). Plan should include:
  - Leveled and scheduled classes
  - In-class monitoring and feedback
  - Scheduled re- test and feedback

4. Program Implementation (10 pages)

Describe how you will implement the proposed project. Include in the description:

A. your plan to serve a multi-county area, if applicable;

B. your plan to meet the minimum Tennessee Adult Education Program Standards and Key Elements (see Appendix 8);

C. how you will build on a strong foundation of research and effective educational practice;

D. how you will effectively employ advances in technology, as appropriate, including the use of computers;

E. your plan to provide relevant instruction to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship;

F. your plan to staff the classes with well-trained instructors and monitor classroom instruction;

G. how you will coordinate with other available resources in the community, such as establishing strong links with schools, post-secondary institutions, one-stop centers, job training programs, and social services agencies;

H. your plan to offer flexible schedules and support services, including partnering with other agencies to provide support services such as transportation and child care to enable individuals to attend and complete programs; and

I. a description of the steps you propose to take to ensure equitable access to and equitable participation in the proposed grant activities conducted with Adult Education funds. Address the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability, and age.

5. Program Evaluation (2 pages)

Describe your plan to track participant outcomes, monitor program performance, and use the data for continuous program improvement. Include:

A. a plan to comply with data entry standards, to report participant outcomes and to monitor program performance against the current year's negotiated performance measures

B. a description of how teacher(s), learners and others will be involved in evaluation. Evaluation should include methods based on Tennessee's performance standards as included in the National Reporting System (NRS).

C. a plan for assessment that includes pre-and post-testing using a standardized instrument. Approved tests for Tennessee include TABE, BEST Literacy, BEST Plus

6. Budget Information (4pages including budget request sheet)

A. Use the budget sheet on the following page to provide an itemized project budget that is cost effective, matches the scope of the project outlined in the application, is reasonable in relation to the number of persons to be served, and is based on allowable expenses.

B. Provide a detailed budget narrative that shows how you plan to use the grant resources to accomplish the work described above. This narrative should indicate how budget amounts were developed including all salaries, materials, etc. that will be used/purchased to support the project.

C. Include a description in the budget narrative of what will be used for the required 10% in-kind match.

(No more than five percent of the grant can be spent for administration, unless the Division of Adult Education has approved a different rate).

Tennessee Department of Labor and Workforce Development
Division of Adult Education
Grant Application Budget Request

Note: Please include a detailed budget narrative that thoroughly describes your proposed costs.

Fiscal Agent (program, agency, or institution):_____
Grant Contact Person_____ Title_____
City_____ Zip Code_____ Phone_____
Email Address _____ Service Delivery Area _____

INSTRUCTIONAL SERVICES

Expenditure Category	Total Requested Budget
Salaries/hourly of Instructional Personnel (The portion of supervisor's salary spent on instructional services should be included here and amount and percentage listed in narrative)	
Salary/Hourly of Instructional Support Personnel	
Instructional Employee Benefits (Define type/ amount in narrative)	
Instructional Supplies	
Instructional Materials	
Instructional Equipment	
Instructional Local Travel (mileage currently .47/mile)	
Other Instructional Uses of Funds (Define in narrative)	
TOTAL INSTRUCTIONAL SERVICES	

ADMINISTRATIVE SERVICES

Salary of Supervisor/Coordinator (See Supervision Section p. 12)	
Salary/Hourly of Clerical and/or Data Entry Personnel	
Administrative Employee Benefits (Define type/ amount in narrative)	
Office Supplies	
Equipment for Administrative Personnel	
Administrative Local Travel (mileage currently .47/mile)	
Other Administrative Uses of Funds (Define in narrative)	
TOTAL ADMINISTRATIVE SERVICES	

GRAND TOTAL	

NOTE: At least 95% of the funds allocated should be expended for instructional services. Not more than 5% shall be budgeted for administration unless a different rate is negotiated. The approved amount will be the amount eligible for reimbursement. The DAE reserves the right to adjust the requested funding level of any and all proposals received as a result of this announcement.

In this Application for Funding, all federal requirements are identified in italics.
All other requirements are State.

It is the responsibility of all programs funded by this grant to maintain accurate, complete financial records. Adequate accounting practices and procedures must be in place. Programs and funds will be administered in accordance with the fiscal policies and procedures established by USDOE and the Division of Adult Education. Amounts reported as expenditures must be for allowable services. Records must show that those who received services were eligible to receive them.

Appendices

Appendix 1 **Service Delivery Area Map and List**

Appendix 2 **Cover Sheet**

Appendix 3 **Division of Adult Education Assurances 2013-14**

Appendix 4 **Definitions and Acronyms**

Appendix 5 **Salary Schedule**

Appendix 6 **Scoring Rubric**

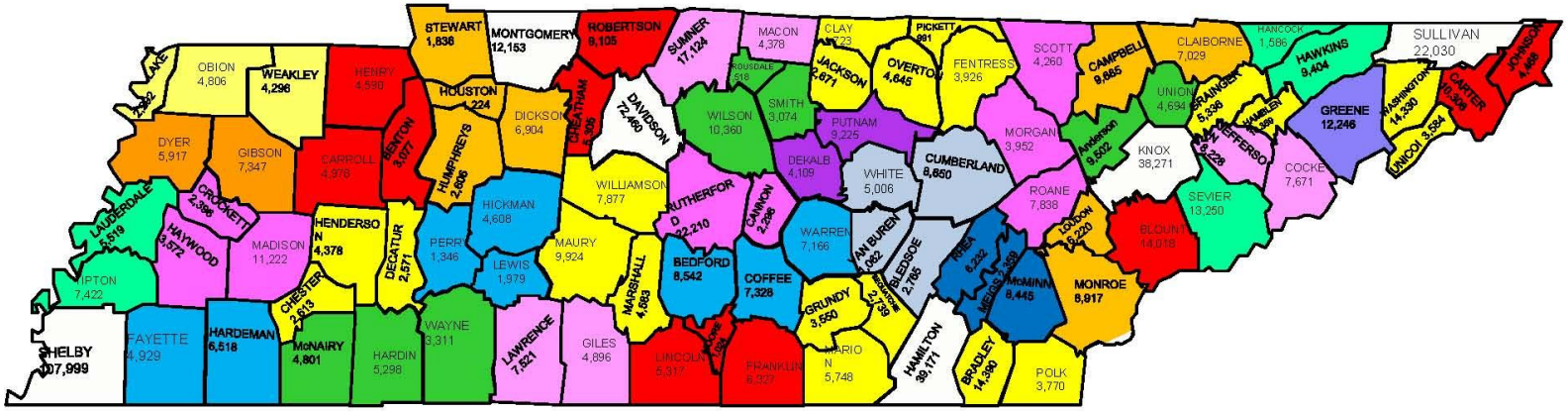
Appendix 7 **Class Schedule Worksheet**

Appendix 8 **Tennessee Standards and Key Elements**

Appendix 1

TENNESSEE ADULT EDUCATION

46 administrative entities covering 95 counties
July 1, 2013



Memphis 4 programs
Nashville 2 programs
Knoxville 1 program
Chattanooga1 program

1/7/2013

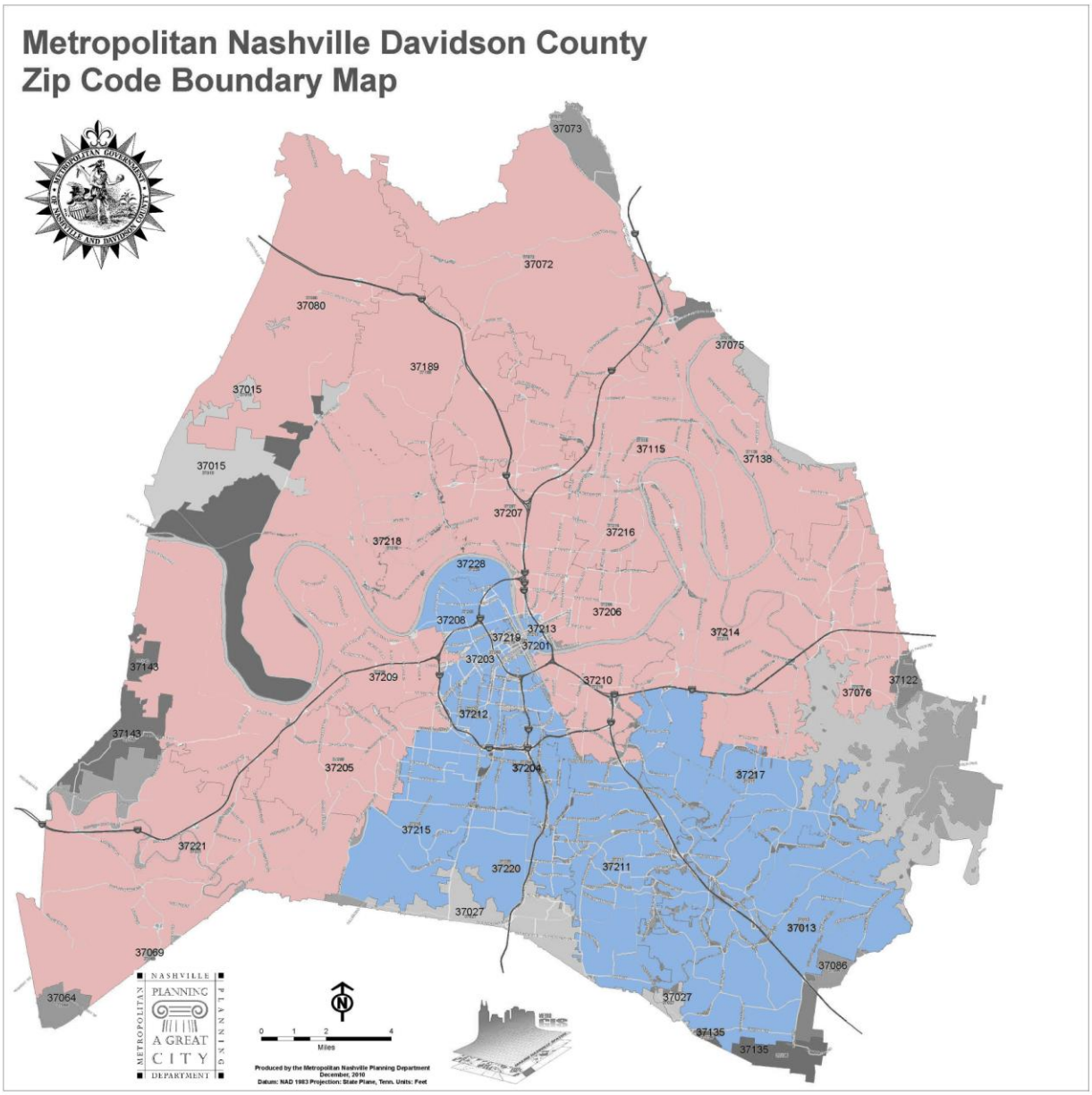
In this Application for Funding, all federal requirements are identified in italics.
All other requirements are State.

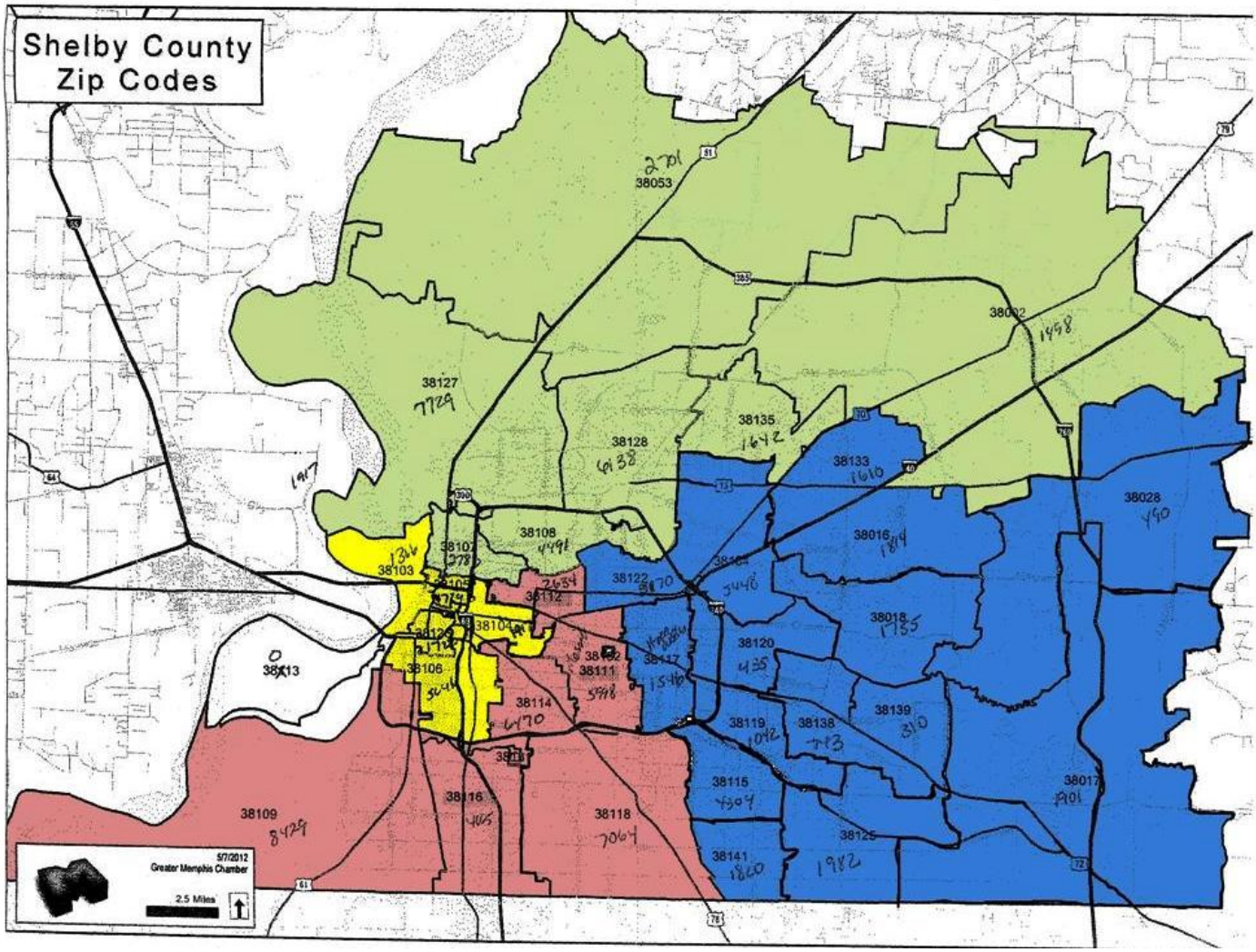
Service Area	Counties Served	Potential to Serve	Comments
1	Johnson, Carter	14,774	
2	Sullivan	22,030	
3	Hancock, Hawkins	10,990	
4	Washington, Unicoi	17,914	
5	Greene	12,246	
6	Campbell, Claiborne	16,714	
7	Anderson, Union	14,196	
8	Grainger, Hamblen	15,695	
9	Jefferson, Cocke	15,899	
10	Knox	38,271	
11	Sevier	13,250	
12	Blount	14,018	
13	Scott, Morgan, Roane	16,050	
14	Rhea, Meigs, McMinn	17,036	
15	Loudon, Monroe	15,137	
16	Bradley, Polk	18,160	
17	Hamilton	39,171	
18	Cumberland, Bledsoe, Van Buren, White	17,483	

Service Area	Counties Served	Potential to Serve	Comments
19	Fentress, Overton, Pickett, Clay, Jackson	13,956	
20	Sumner, Macon	21,502	
21	Wilson, Smith, Trousdale	14,952	
22	Dekalb, Putnam	13,334	
23	Cannon, Rutherford	24,506	
24	Bedford, Coffee, Warren	23,036	
25	Marion, Sequatchie, Grundy	12,037	
26	Lincoln, Moore, Franklin	12,668	
27	Lawrence, Giles	12,417	
28	Maury, Marshall, Williamson	22,384	
29	Davidson	37,140	Zip codes 37072,37080,37115, 37138,37189,37201, 37203,37205,37207, 37208,37209,37212, 37213,37216,37218, 37219,37221,37228
30	Davidson	36,406	Zip codes 37013,37076,37204, 37206,37210,37211, 37214,37215,37217, 37220

Service Area	Counties Served	Potential to Serve	Comments
31	Robertson, Cheatham	14,410	
32	Montgomery	12,153	
33	Stewart, Houston, Dickson, Humphreys	12,570	
34	Hickman, Lewis, Perry	7,933	
35	McNairy, Hardin, Wayne	13,410	
36	Henderson, Decatur, Chester	9,562	
37	Henry, Carroll, Benton	16,645	
38	Lake, Obion, Weakley	11,394	
39	Dyer, Gibson	13,264	
40	Crockett, Haywood, Madison	17,190	
41	Fayette, Hardeman	11,447	
42	Lauderdale, Tipton	12,941	
43	Shelby	26,982	Zip codes 38002,38053,38107, 38108,38127,38128, 38135

Service Area	Counties Served	Potential to Serve	Comments
44	Shelby	30,370	Zip codes 38016,38017,38018, 38028,38115,38117, 38119,38120,38122, 38125,38133,38134, 38138,38139,38141
45	Shelby	12,380	Zip codes 38103,38104,38105, 38106,38126
46	Shelby	35,260	Zip codes 38109,38111,38112, 38114,38116,38118


Metropolitan Nashville Davidson County
Zip Code Boundary Map
37073
37072
37080
37075
37189
37015
37015
37115
37138
37207
37216
37218
37228
37206
37208
37213
37219
37201
37214
37203
37143
37209
37210
37122
37076
37212
37143
37205
37208
37217
37215
37221
37220
37211
37027
37013
37099
37086
37064
37027
37135
37135
NASHVILLE
PLANNING
A GREAT
CITY
METROPOLITAN
PLANNING
DEPARTMENT
0 1 2 4
Miles
Produced by the Metropolitan Nashville Planning Department
December, 2010
Datum: NAD 1983 Projection: State Plane, Tenn. Units: Feet


Shelby County
Zip Codes
38053
38127
38128
38135
38133
38028
38016
38018
38103
38108
38107
38105
38104
38122
38112
38120
38117
38111
38106
38114
38119
38138
38139
38115
38017
38109
38116
38118
38125
38141
38013
5/7/2012
Greater Memphis Chamber
2.5 Miles

Appendix 2

Cover Sheet

2012-13 Application for Funding
Division of Adult Education

1. Name and address of Applicant Organization:

Name: _____

Street Address: _____

City: _____ Zip Code: _____

County: _____

2. Project Director/Adult Education Supervisor:

Name and Title: _____

Street Address : _____

City: _____ Zip Code_____

Email Address:_____Telephone: _____

3. Service Delivery Area (SDA) Applying For: _____
(Refer to list of SDA's in Appendix 1)

4. Type of Organization: Local Education Agency _____ Community College_____
Tennessee Technology Center _____ Local Workforce Investment Area _____
Community Based Organization _____ Consortium of organizations _____
Other non-profit agency____ (if checked list type) _____

5 Number of persons in Target Population for SDA: _____
(Refer to map in Appendix 1for target #'s for each county in SDA)

6 Projected # of students: _____ Estimated Cost per Student: $_____

7. Total Funding Requested: [ ] **Total Funding Awarded:** [ ]
(DAE use only)

In this Application for Funding, all federal requirements are identified in italics.
All other requirements are State.

Appendix 3

Division of Adult Education
Assurances
2013-2014

This contract can be terminated by the Department of Labor and Workforce Development, Division of Adult Education with 30 days written notice. If the Grantee chooses to end the contract, the agency must give the Division of Adult Education 90 days written advance notice.

The chief administrative officer of the applying agency certifies that:

1. The officer signing the application is officially empowered to act on behalf of the agency.

2. The materials and information submitted with this proposal are accurate and represent the best estimate of the proposed program activities.

3. The adult education supervisor is expected to spend 100% of his/her time on Adult Education activities and must not be assigned other duties by the local system.

4. Program operation, documentation, reporting, teacher qualifications, and staff development activities will be in accordance with the policies of the Tennessee Department of Labor and Workforce Development, Division of Adult Education requirements.

5. Funds will be used for the instruction of eligible adults.

6. Funding must be used to supplement, but not supplant, existing programs and/or funding.

7. The program supervisor and appropriate staff will attend grant meetings/ training.

8. Student attendance and educational gains will be reported in Tennessee's information management system (CMATS).

9. The grant recipient certifies direct and equitable access to all grant activities for all eligible persons and assures that no person, on the grounds of handicap, disability, age, race, color, religion, sex, national origin, or any other classification protected by federal and/or Tennessee State constitutional and/or statutory law, shall be excluded from participation in, be denied benefits of, or be otherwise subjected to discrimination in the activities that may be funded by this program or in their employment.

_____

Signature of Adult Education Supervisor Date

_____

Signature of Director/President Date

In this Application for Funding, all federal requirements are identified in italics.
All other requirements are State.

Appendix 4

Definitions and Acronyms

- **Administrative costs** mean costs not directly related to student services and that are associated with the administration of the program (i.e. the supervisor/director/coordinator's salary and benefits, clerical/data entry compensation and benefits, office equipment, and office supplies). No more than 5% of requested funding may be spent on administrative services.

- **Adult education** means services or instruction below the post-secondary level for individuals:
    a. *Who have attained 16 years of age.*
    b. *Who are not enrolled or required to be enrolled in secondary school under state law.*
    c. *Who:*
        i. *Lack sufficient mastery of basic educational skills to enable the individuals to function effectively in society.*
        ii. *Do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education*
        - *Are unable to speak, read, or write the English language*

- **Adult Basic Education (ABE)** is a component of adult education with instruction in the basic skills below the 9th grade level (0-8). Includes instruction for learners at the Beginning and Intermediate levels.

- **Adult Secondary Education (ASE)** is a component of adult education with instruction in basic skills at or above the 9th grade level (9-12). Key objectives include preparation for a GED ® or other equivalency diploma examination.

- **Americans with Disabilities Act (ADA**) For more information on ADA, visit the ADA Homepage at http://www.ada.gov/

- **Basic English Skills Test (BEST)** is a USDOE and Tennessee approved assessment designed to test listening comprehension, speaking, reading, and writing skills of limited English proficient adults. See BEST information on the Center for Applied Linguistics (CAL) listed in the Resources section.

- **Classroom Instruction** is comprised of: 1). Focused delivery methods that reflect a variety of instructional styles and meet the assessed needs of students 2) Aligned to the Tennessee Adult Education Curriculum 3) Conducted within scheduled, leveled classes 4) Conducted by an instructor with a valid Tennessee Teacher License or the approval of the Division of Adult Education.

- **CMATS – Consolidated Management and Tracking System** is the method of implementation of the National Reporting System (NRS) in Tennessee. The CMATS database allows for data to be accessed and reported.

- **Community-based organization (CBO)** means a private, nonprofit organization of demonstrated effectiveness that is representative of a community or significant segments of a community. To be a community-based organization, the organization must have a tax-exempt identification number. If awarded a contract a DUNS # will be required. See website in Resources section.

- **Consortium** means a group of entities working as one entity to provide adult education services in their respective areas with only one program listed as the fiscal agent for the consortium.

- **Direct services to students** mean services such as classroom teaching activities, text books, classroom supplies, etc. Ninety-five percent (95 %) of requested funding must be spent on direct services to students.

- **Education Department General Administrative Regulations (EDGAR)** is a federal statute governing funding. See Resources section for website.

- **Educational Functioning Level (EFL)** means the levels at which students are initially placed based on their ability to perform literacy-related tasks in specific content areas as determined by a state-approved standardized assessment.

- **Educational Gain** means that after progress testing, a student completes or advances one or more educational functioning levels from the initial starting level as measured by a state-approved standardized assessment.

- **Eligible Agency** is the sole state entity or agency responsible for administering or supervising state policy for adult education consistent with state law.

- **English for Speakers of Other Languages (ESOL)** is an instructional program to help adults with limited English proficiency gain proficiency in reading, writing, speaking, and understanding the English Language.

- **Fiscal Year (FY)** Adult Educations fiscal year begins July 1 and ends June 30.

- **GED®** means General Educational Development, a high-school equivalency exam.

- **General Education Provisions Act (GEPA) -** Section 427 requires each applicant for assistance under U.S. Department of Education programs to develop and describe in the grant application the steps it proposes to take to ensure equitable access to and equitable participation in its proposed project for program beneficiaries with special needs. See GEPA website in Resources section.

- **Individual of limited English proficiency** means an adult or out-of-school youth who has limited ability in speaking, reading, writing, or understanding the English language and:
  A. Whose native language is a language other than English; or

B. Who lives in a family or community environment where a language other than English is the dominant language.

- **Individuals with disabilities** means persons who have a record of, or are regarded as having, any type of physical or mental impairment, including a learning disability that substantially limits or restricts one or more major life activities (e.g., walking, seeing, hearing, speaking, learning, or working).

- **In-Kind** means valued non-cash contributions, services, property, or assistance received by the Adult Education program, for the purpose of Adult Education program operations.

- **Intensity and Duration** means services that provide sufficient hours of instruction each week, and sufficient weeks of instruction per year, to make sustainable changes in the skill level of adults.

- **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, and in society.

- **Local Education Agency (LEA)** means publicly funded entities designated to administer and provide primary and secondary education instruction and services within a city, county, school district, township or region.

- **Library** means a public state and community funded institution that offers education and community services in addition to providing access to print, audio-visual and technology resources.

- **National Reporting System (NRS)**, an outcome based reporting system for the state-administered federally funded adult Education Program.

- **Official Practice Test (OPT)** is an assessment to determine readiness to take the GED® exam. The OPT is required in Tennessee to be administered by a local Adult Education program. See OPT information on the Steck-Vaughn website listed in the Resources section.

- **Tests of Adult Basic Education TABE)** is a Tennessee approved standardized assessment of adult basic skills in reading, math, language, and spelling. See TABE information on the CTB/McGraw-Hill website listed in the Resources section.

- **Service Delivery Area (SDA)** means the area or counties to be served under one contract and with one fiscal agent.

Appendix 5

FY 2013-14
AE MAXIMUM SALARIES FOR TEACHERS

YEARS OF EXPERIENCE	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
DOCTOR'S DEGREE	35,452	36,601	36,601	36,601	36,955	37,273	37,674	38,027	38,399	38,776	39,129	39,489	39,884	40,261	40,603	40,980
EDUCATION SPECIALIST'S DEGREE	33,465	34,609	34,609	34,609	34,909	35,245	35,640	36,029	36,395	36,760	37,131	37,467	37,862	38,210	38,599	38,964
MASTER'S DEGREE + 30 SEMESTER HOURS	32,882	34,049	34,049	34,049	34,326	34,727	35,092	35,452	35,799	36,177	36,560	36,955	37,273	37,674	38,027	38,399
MASTER'S DEGREE	30,860	32,021	32,021	32,021	32,334	32,717	33,082	33,465	33,837	34,184	34,544	34,909	35,245	35,640	36,029	36,395
BACHELOR'S DEGREE	28,809	29,935	29,935	29,935	30,182	30,495	30,837	31,167	31,491	31,809	32,133	32,487	32,829	33,147	33,495	33,837

Note: Ten month salary data

Appendix 6

Adult Education Grant Application Score Sheet
Tennessee Department of Labor and Workforce Development
Division of Adult Education

Applicant _____

Proposal Item	Possible Points	Points Awarded	Comments
1. Organizational Overview and Statements of Past Effectiveness and Need (20 Points) A. An organizational overview that describes existing Adult Education services B. A description of past effectiveness in improving the literacy skills of adults (NRS Tables 4-5 for 2010-22, 2011-12, 2012-December 31, 2012) C. A statement of the local service delivery area's demonstrated need for additional adult education programs and D. A plan to serve individuals in the community who are most in need of literacy services, including individuals who are low-income or have minimal literacy skills	**20**		
2. Program Goals (15 points) A. A plan to serve 6% of the Service Delivery Area's potential to serve B. A plan to meet program performance measures as compared to the Division of Adult Education's state and federal performance measures.	**15**		
3. Program Design (30 points) A. A proposed schedule of classes to demonstrate the intensity and duration for participants to achieve substantial learning gains. B. Instructional practices used in the Adult Education program. The description should include: (1) Enrollment process and orientation for students (2) The use of Managed Enrollment (3) Description of the plan to use Tennessee Curriculum including key elements: a) assessment – Locator, TABE, OPT; b) leveled classes; c)scheduled classes; d) individual student profiles; e) class syllabus; f) in-class practice/ homework; g) in-class monitoring and feedback; h) scheduled re-test and feedback (4) Description of the plan to serve ESOL students in the service delivery area	**30**		

In this Application for Funding, all federal requirements are identified in italics.
All other requirements are State.

Proposal Item	Possible Points	Points Awarded	Comments
4. Program Implementation (40points) A. A plan to serve a multi-county area, if applicable B. A plan to meet the minimum Tennessee Adult Education Program Standards and Key Elements C. How applicant will build on a strong foundation of research and effective educational practice; D. How program will effectively employ advances in technology, as appropriate, including the use of computers; E. How project will provide relevant instruction to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship; F. Plan to staff the classes with well-trained instructors and monitor classroom instruction; G. Plan to coordinate with other available resources in the community, such as establishing strong links with schools, post-secondary institutions, one-stop centers, job training programs, and social services agencies; H. Plan to offer flexible schedules and support services, including partnering with other agencies, to provide transportation and child care, if applicable, to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs. I. A description of steps to ensure equitable access to, and equitable participation in, the proposed grant activities conducted with Adult Education funds. Address the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability, and age.	**40**		
5. Evaluation (20 points) A. A plan to comply with data entry standards, to report participant outcomes and to monitor program performance against the current year negotiated performance measures B. A description of how teacher(s), learners and others will be involved in evaluation. Evaluation should include methods based on Tennessee's performance standards as included in the National Reporting System (NRS). C. A plan for assessment must include pre- and post- testing using a standardized instrument. Approved tests for	**20**		

Proposal Item	Possible Points	Points Awarded	Comments
Tennessee include TABE, BEST Literacy, BEST Plus			
6. Budget (30 points) A. Included the budget sheet to provide an itemized project budget that is cost effective, matches the scope of the project outlined in the application, is reasonable in relation to the number of persons to be served, and is based on allowable expenses. B. Provided budget narrative that shows in detail how applicant plans to use the grant resources to accomplish the work described above. The narrative indicates how budget amounts were developed including all salaries, materials, etc. that will be used/purchased to support the project. C. A description in the narrative of what will be used for the required 10% match. D. The budget shows that not more than five percent of the grant total will be used for administration.	**30**		
Total Score Items 1-6	**155**		**Readers Summary Comments**
Division of Adult Education (0-30 points based on performance)	**30**		**Readers Summary Comments**
Grand Total	**185**		**Readers Summary Comments**

The minimum score to qualify for funding is 70% or 129 total points. Where multiple applications are received for a service delivery area that meet the minimum score and qualifications, the applicant having the highest score for that service delivery area will be awarded the grant. In the event that no eligible agency meets the minimum score and/or qualifications for a service delivery area or if no eligible agency applies, a new Application for Funding will be posted for other eligible agencies to submit an application.

Reader (Print) _____

Reader Signature_____Date_____

Appendix 7

Teacher Class Schedule

Fiscal Agent: _____ County(ies) Served: _____

Program Name: _____

Teacher/Class Level/Class Location	Day(s) of week instruction is offered	Time(s) of day instruction is offered	# of hours class meets per week	# of weeks class meets per year
EXAMPLE: Jane Doe / Level 5 / Anytown Library	*M / W*	*9:00 - 12:00*	*6*	*46*

Appendix 8

Tennessee Adult Education Standards and Key Elements

Program Improvement Standards

1. All Adult Education Programs will implement the Baldrige Improvement Framework to Commitment-level of performance within 4-5 years

Key Elements:
- Organizational Profile
- Leadership
- Strategic Planning
- Student, Stakeholder, and Market Focus
- Measurement, Analysis, and Knowledge Management
- Workforce (Faculty and Staff) Focus
- Operational Focus (Processes and Systems)
- Results

2. All Adult Education Programs will sustain their Baldrige Commitment-level of performance through TNCPE assessment process every 5 years

Fiscal Standards

1. All AE programs will submit a comprehensive budget detailing allowable expenditures

Key Elements:
- Personnel: Supervisor, Instructors, Paraprofessional/Clerical, Employee Benefits
- Non-Personnel: Materials, Supplies, Equipment, Travel
- Budget Package: Projected Student Numbers, Orientation Dates, Class Schedule, Graduation Date(s), Equipment Inventory
- Staff Development: This will be completed according to worksheets provided by the state. Money cannot be transferred into or out of this line item

2. All AE programs will take responsibility for financial invoicing
Key Elements:
- The Director (of contracting entity) determines whether the reporting is to be completed by the AE Supervisor or by the local fiscal office.
- All AE supervisors will have a working knowledge of invoicing/in-kind match regardless of who completes reports.
- All fiscal reports are due monthly on or before the 15th of the following month

Curriculum Standards

1. All AE Programs will use the Tennessee AE Curriculum as the major instructional tool for AE Levels 3-6. New providers will be trained on the AE Curriculum.

Key Elements:
- Assessment - Locator, TABE, OPT
- Leveled Classes
- Scheduled classes
- Individual Student Profiles
- Class syllabus
- In-class practice and homework
- In-class monitoring and feedback
- Scheduled re-test and feedback

2. All teachers will be trained and certified in administering the TABE and OPT, will have a full working knowledge of each student's level, and will use the scores to drive their instruction

Key Elements:
- Teachers will implement the rules of the 60 hour exemption policy and ensure proper form is in student's file
- The OPT will be administered when a student scores a 6.0 in Reading on the D Level TABE

3. All instructors will integrate technology into their instruction in the classroom

Key Elements:
- Teachers will be properly trained to use netbooks and projectors and other forms of instructional technology as required
- Teachers will have a working knowledge of PowerPoint and other multi-media instructional tools as needed

ESOL Specific:

1. All AE programs will provide ESOL assessment and instruction that uses an academic approach for language acquisition at all levels in life skills and civics education and prepares students to enter ESOL to GED transition classes, workplace, and post-secondary training as appropriate

Key Elements:
- Orientation
- Assessment (BEST and TABE tests)
- Analysis
- Life Skills Instruction
- Civics Education
- Professional Development

- Tracking
- Reporting

2. All AE programs will assess and instruct ESOL students whose goal is to attain a GED using appropriate curricula and benchmark testing to provide a seamless transition from ESOL to GED

Key Elements:
- Introduction
- Assessment (TABE and OPT)
- Analysis
- Pre-GED Instruction
- Professional Development
- Tracking
- Reporting

3. All AE programs will employ operational processes for successful management and results of ESOL

Key Elements:
- Recruitment
- Enrollment
- Scheduling
- Orientation
- Retention
- Tracking/Reporting

Data Standards

1. All AE programs will comply with Data Entry Standards

Key Elements:
- Accurate, timely and complete data to include: all participants who fill out an application (intake form), all participant attendance, all participant test scores, labor force status
  - Each instructor must be assigned to a class

2. All AE program supervisors will monitor their programs on a monthly, quarterly, and yearly basis

Key Elements:
- NRS reports
- Management reports
- Desktop Monitoring
- Other methods as provided

Program Management Standards

1. All AE program supervisors will design and maintain a learning environment where the elements of effective instruction are practiced on a consistent basis

Key Elements:
- The Tennessee AE Curriculum will be the major instructional tool for AE classes
- A plan is in place to ensure that teachers are using the curriculum correctly and completely
- Schedules for Orientation and classes are posted and available for staff and potential students
- All components are presented in an orientation session including key terms and pre-testing instruction
- Leveled classes are provided to match the student's academic needs
- Year round classes will be offered
- Students are provided a syllabus for each class
- Teachers use active teaching models to engage students
- Teachers use visual prompts and power point presentations when modeling content
- Classes should be scheduled at times to meet students' needs first and then classes should be staffed

2. All AE program supervisors will ensure that assessments are conducted and scored using protocol established in the federally-approved Assessment Policy. Assessment policy will be supplied to new providers.

Key Elements:
- Testing protocol and requirements are followed and appropriate paperwork is in each student's file
- Students are provided feedback regarding testing and an individual profile is provided for all students and teachers
- Students are provided an opportunity to practice skills both in and out of class
- Students are provided specific content feedback and are given unit or lesson quizzes to ensure mastery
- Students are provided adequate opportunity to ask questions
- A plan is in place for re-testing students
- A plan is in place to assist students to register for the GED test

3. All AE program supervisors will submit reports, data, and requests for information on or by the due date or according to an announced schedule

Key Elements:
- The Supervisors regularly check and respond to emails on a daily basis
- The Supervisors will complete requests for information by established deadline.
- The Supervisor is responsible for the entry of data into eCMATS and has the ability to retrieve and apply the information from the various reports generated through that data to improve the quality of the AE Program

4. All AE program supervisors will provide information relative to staff development to all staff members

Key Elements:

- All AE staff members will have access to all state-sponsored training opportunities appropriate to their position and will be afforded the opportunity to attend

5. All AE program supervisors will promote activities that support student recruitment, retention, and celebration.

Key Elements:

- The Supervisor will develop relationships that promote the AE program as a part of the community
- The Supervisor will put into place processes that track students who miss classes and ensure that they are contacted and encouraged to complete coursework
- The Supervisor will plan and conduct a graduation program at least annually where students can celebrate their success

GRANT CHECKLIST

This is for your use to ensure that you have all the necessary components and does not need to be included in the application. Applications must include the following, in the order listed:

- ☐ **Cover Page**
- ☐ **Organizational Overview and Statements of Past Effectiveness and Need (Include requested NRS tables, if applicable)**
- ☐ **Measurable Program Goals**
- ☐ **Program Design**
- ☐ **Program Implementation Description**
- ☐ **Evaluation Description**
- ☐ **Budget Request Form**
- ☐ **Detailed Budget Narrative**
- ☐ **Equipment Inventory (for existing programs if equipment is requested in application)**
- ☐ **Signed Assurances Page**
- ☐ **Class Schedule Worksheet**
- ☐ **Local Salary Schedule, if applicable (See page 12, "Supervision")**

In this Application for Funding, all federal requirements are identified in italics.
All other requirements are State.

Resources

Americans with Disabilities Act (ADA)
http://www.ada.gov/

Center for Applied Linguistics (CAL)
www.cal.org

CTB/McGraw Hill
www.ctb.com

DUNS # Data Universal Numbering System
http://fedgov.dnb.com/webform

EDGAR Education Department General Administrative Regulations
www.ed.gov/policy/fund/reg/edgarReg/edgar.html

GEPA
www.ed.gov/fund/grant/apply/appforms/**gepa**427.doc

National Reporting System (NRS) Guidelines
http://www.nrsweb.org/foundations/implementation_guidelines.aspx

Steck-Vaughn
http://steckvaughnadult.hmhco.com/en/steckvaughnadult.htm

Workforce Investment Act
http://www.tn.gov/labor-wfd/AE/aewiatt2.html