TN Department of **Labor & Workforce Development** | Adult Education

Request for Application and Grant Application Guide
July 1, 2018 – June 30, 2021

**For funding under the Workforce Innovation and Opportunity Act of 2014, Title II – Adult Education and Family Literacy Act
Section 243: Integrated English Literacy and Civics Education**

**Application Due Date:
Friday, November 30, 2018
4:00 PM Central Time**

**Submit to:
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Assistant Commissioner, TDLWD Adult Education Division**

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SECTION 1 – GRANT OVERVIEW

INTRODUCTION

The Tennessee Department of Labor and Workforce Development, Division of Adult Education (hereafter referred to as "the Division"), announces the availability of funds provided through the Workforce Innovation and Opportunity Act (WIOA) of 2014, Title II, the Adult Education and Family Literacy Act.

The purpose of the grant is to provide adult education services related to **Integrated English Literacy and Civics Education (IELCE)**.[1] The goal of the grant is to assist programs to:

Instruct adults who are English language learners in literacy, English language acquisition, and the rights and responsibilities of citizenship. This instruction must be provided concurrently and contextually with workforce preparation activities and training, with the ultimate goal of placing participants in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency.[2]

The opportunity for funding spans the period from January 1, 2019 – June 30, 2021. Contracts and funds will be awarded initially for the period from January 1 – June 30, 2019, after which funds will be award on a 12-month basis for each program year (July 1 – June 30) for the remainder of the period, contingent on available funding and grant-holder performance.

This announcement includes a request for agencies to submit applications to receive a grant to provide IELCE services in either the Chattanooga or Knoxville metropolitan area. One (1) grant will be awarded in each area. Grant award amounts are based on each area's population of individuals who are eligible to be served.[3] Each area's estimated yearly grant award is as follows:[4]

	Grant Award	Population
Greater Chattanooga Area, Hamilton County	$95,000	9,128
Greater Knoxville Area, Knox County	$95,000	11,034

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[1] See WIOA Title II **§**243
[2] See WIOA Title II **§**243(c)
[3] Based on American Community Survey 2016 5-year estimate census data; includes individuals aged 18 years and over identifying as non-U.S. citizens. No area will receive an amount less than $75,000.
[4] Based on projected amounts; actual amounts to be determined by U.S. Department of Education release of funds circa May 2018.

Grantees may serve individuals in areas outside of these major metropolitan areas if the need in the outlying areas and the costs to provide services there are justified.

The initial contract amount (January 1 – June 30, 2019) will be for the full $95,000, which is the same approximate yearly amount for the subsequent 12-month periods. This allows grantees to have additional "start-up" funds to purchase equipment, curricula, etc. However, grantees should be cautious to not base hiring and class creation decisions on the initial $95,000 6-month contract, as the subsequent yearly budgets of $95,000 must be spread across 12 months.

Agencies that are awarded the grant are expected to take full ownership of the grant and its required services, and to provide the support necessary to achieve the grant's purposes. Agencies must have a vested interest in the successful operation of IELCE services, and be willing and able to accept responsibility and accountability for it.

Additional details and requirements regarding the grant will follow in this document.

APPLICANT QUESTION-AND-ANSWER

A question submission form for all parties interested in applying for the grant has been posted by the Division, found at this link: [Applicant Question Submission](#)

This form will be live and able to receive questions until **Monday, November 26, 4:00 PM Central Time.**

The Division will post all relevant questions and corresponding answers to a Google Document, found at this link: [Applicant Q&A](#)

The Division will update this document at minimum two times per week during the period that the form is live.

PURPOSE OF ADULT EDUCATION AND FAMILY LITERACY ACT[5]

[6]*It is the purpose of this title to create a partnership among the Federal Government, States, and localities to provide, on a voluntary basis, 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;

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[5] See WIOA Title II §202.

[6] In this document, all federal requirements are identified in *italics*.

(2) assist adults who are parents or family members to obtain the education and skills that—

> *(A) are necessary to becoming full partners in the educational development of their children; and*
> *(B) lead to sustainable improvements in the economic opportunities for their family;*

(3) assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training, including through career pathways; and
(4) assist immigrants and other individuals who are English language learners in—

> *(A) improving their—*
> > *(i) reading, writing, speaking, and comprehension skills in English; and*
> > *(ii) mathematics skills; and*
> *(B) acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship.*

DEFINITION OF INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION[7]

The term "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.

Additionally, the IELCE program funded with this grant must be provided in combination with integrated education and training (IET).[8]

ELIGIBLE INDIVIDUALS TO RECEIVE SERVICES[9]

The term "eligible individual" means an individual—

> *(A) who has attained* 17 *years of age* (16 if emancipated)*;*
> *(B) who is not enrolled or required to be enrolled in secondary school under State law; and*
> *(C) who is an English language learner; this includes professionals with degrees and credentials obtained in their native countries.*

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[7] See WIOA Title II §203(12)
[8] See WIOA Title II §243(a)
[9] See WIOA Title II §203(4).

ELIGIBLE PROVIDERS[10]

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—
> *(A) a local educational agency;*
> *(B) a community-based organization or faith-based organization;*
> *(C) a volunteer literacy organization;*
> *(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 adult education and literacy activities to eligible individuals;*
> *(I) a consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described in any of subparagraphs (A) through (H); and*
> *(J) a partnership between an employer and an entity described in any of subparagraphs (A) through (I).*

To be eligible to apply for the grant, agencies must be able to demonstrate past effectiveness in providing IELCE-related services (see the program narrative requirements on page 19, *Part 1- Organization Description and Past Effectiveness*). There is not a specific level of performance required to be eligible to apply.

CRITERIA FOR AWARDING GRANTS TO ELIGIBLE PROVIDERS[11]

In awarding grants or contracts under this section, the Division shall consider—
> *(1) the degree to which the eligible provider would be responsive to—*
> > *(A) regional needs as identified in the local plan under 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 Title II section 116, especially with respect to*

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[10] See WIOA Title II §203(5).
[11] See WIOA Title II §231(e).

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 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 child care, 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; 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.

APPLICATION REVIEW AND SCORING

Submitted applications should follow the outline and instructions found in Section 3 – "Application Requirements" (see page 18). Application reviewers will score applications using specific criteria (see scoring guide in Appendix A). Each section of the application will be evaluated on the basis of completeness, clarity, and alignment with the grant requirements.

The scoring guide indicates the point values allocated to each application section. Final application scores will be calculated based on the average scores from each reviewer (not counting outliers), plus up to 35 additional points awarded by the Division based on Division staff deliberation and expertise. The minimum score to qualify for consideration for funding is 70%, or 140 of the 200 possible points. The applicant with the highest qualifying score for a district will be awarded the grant. In the event that no applying agency meets the minimum score and qualifications for a district, or if no agency applies, a new Request for Application will be posted for other eligible agencies to submit applications.

Grantees are required to align their adult education program with the district's local workforce development plan, as established by each Local Workforce Development Board. As part of the application process, applicants must also submit the application to their Local Board for its review for consistency with the local plan. Local Boards will then have the opportunity to make recommendations to the Division.[12] As part of the application sent to the Division, applicants must provide documentation that verifies submission of the application to the appropriate Local Board. Applicants can contact the Local Workforce Development Area partners in their district to determine how to submit the application to the Local Board ([click here for a link to partner information](#)).

The Division will announce the applicants who are awarded and denied the grants via email to each applicant, as well as a posting awardees to the Division website ([click for link](#)), by **December 14, 2018, 4:00 PM Central Time.**

GENERAL GRANT POLICIES

Funds made available for adult education and literacy activities...shall supplement and not supplant other State or local public funds expended for adult education and literacy activities.[13]

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[12] See 34 CFR §463.21.
[13] See WIOA Title II §241(a)

Funds from this grant are not sufficient to adequately create and operate an IELCE program that functions independently. Therefore, applicants with other funds and programs designated to provide services to English Language Learners (especially in combination with workforce-related services) will have an advantage. **Further, grantees are required to match, at minimum, 10% of the total grant award, in the form of cash or in-kind contributions.** Match contributions must be associated with costs allowed by this grant and are required on a monthly basis. Match contributions may not be from other sources of federal funding.

The funds for this grant are allocated to the state of Tennessee by the United States Department of Education (USDOE), Office of Career Technical, and Adult Education (OCTAE). *Additional federal statutes governing local funding include the General Education Provisions Act (GEPA) and Education Department General Administrative Regulations (EDGAR).*

Funding is contingent on the availability and appropriation of funds from Congress on a year-to-year basis. Before a grant-holder's contract is renewed each program year, grant-holders will be required to submit a proposal for continuation of funding, to be reviewed and approved by the Division.

Grant-holders may not subcontract with other entities to deliver services; however, grant-holders are encouraged to collaborate with employers, community organizations, or other appropriate agencies to assist with carrying out grant activities.

The Division reserves the right to reject any or all applications for failure to comply with the instructions in this guide. The Division reserves the right to reject all applications received or cancel this opportunity for funding if it is in the best interest of the state of Tennessee. Submission of an application confers no rights upon the applicant nor obligates the Division in any manner. The Division reserves the right to contact applicants for clarification of their applications.

A Data Universal Numbering System (D-U-N-S) number is required for all applicants. A D-U-N-S number is a nine-digit number established and assigned by Dun & Bradstreet, Inc. School districts and postsecondary institutions usually have been assigned a D-U-N-S number, as well as other agencies that receive funding directly from the federal government. If needed, a D-U-N-S number may be obtained from Dun & Bradstreet, Inc.[14]

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[14] 866-705-5711 or http://fedgov.dnb.com/webform

SECTION 2 – GRANT REQUIREMENTS

This section details the various requirements of operating the IELCE grant, including program services to participants, performance and accountability, fiscal management, personnel, training, and locations and schedules. The Division will provide grantees with policies and manuals that further detail these grant requirements. The Division reserves the right to amend these policies and manuals during the contract period. Grantees will receive official notification of any policy or manual changes, and must comply with any changes made.

PROGRAM SERVICES

Grantees must provide IELCE services that align with the purpose of WIOA Title II. The specific services offered should be based on the participant populations in local areas and participant goals; however, program services provided must include:

1. Instruction in literacy and English language acquisition;
2. Instruction on the rights and responsibilities of citizenship and civic participation; and
3. Instruction as described above that is concurrent and contextual with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement (i.e., integrated education and training).

All IELCE instruction should be derived from rigorous research and effective educational practices. The Division will provide guidance regarding curriculum and must approve all curriculum purchased for instructional use.

Grantees are encouraged to effectively use technology and distance education tools in providing instruction and other services.

PROGRAM PERFORMANCE AND ACCOUNTABILITY

Grantees are expected to meet target percentages of measurable skill gains and outcome measures, which are tracked and reported to the federal National Reporting System (NRS).[15] Measurable skill gains include educational functioning level gains as determined by pre- and post-testing participants, and the obtaining of a high school equivalency diploma. (Since high school equivalency instruction is not a service required by the IELCE grant, participants with the goal of earning a high school equivalency diploma may be encouraged to enroll with a local provider of Adult Basic Education and Adult Secondary Education

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[15] Additional details regarding the NRS may be found at http://www.nrsweb.org/

services after completing the IELCE program, as appropriate.) Outcome measures include employment and post-secondary enrollment. *Grantees must track and enter participant data via the Jobs4TN management information system and adhere to the requirements of the NRS.* Grantees will be allowed access to Jobs4TN after attendance at a required Jobs4TN training.

PARTICIPANT ASSESSMENT

IELCE programs must assess participants using state-approved assessments to report educational gain measure. The approved assessment is the Comprehensive Adult Student Assessment System (CASAS). Required assessment subject areas include reading and/or listening. Note: the Division will provide grantees with all necessary assessment materials; grantees will not be required to budget for them.

Grantees must have an intake process for orienting and pre-testing new program participants. Grantees must achieve high levels of participant retention and ensure that participants are post-tested after receiving a minimum of 40 instructional hours. Required testing procedures can be found in the Division's assessment policy.

WORKFORCE PREPARATION AND TRANSITION SERVICES

To achieve high outcome measures of participants who transition to post-secondary or employment opportunities, grantees must establish workforce preparation and transition services for participants. This can include (but is not limited to): incorporating professional/soft skills and digital literacy curricula in the classroom; providing career counseling or post-secondary counseling; explaining WIOA Title I services and making referrals; and following up with participants. Grantees are required to provide services in alignment with their local workforce development plan; as such, grantees are encouraged to collaborate with or promote concurrent enrollment in other state-funded workforce development programs and activities (WIOA Title I and American Job Centers).

CIVICS EDUCATION PERFORMANCE MEASURES

To determine program performance regarding civics education, the Division may choose to require grantees to track and report the following participant data:

1. **Achieved Citizenship Skills** – The number of participants who attain the skills needed to pass the U.S. citizenship exam, as determined by a Division-approved test.

2. **Voter Registration** – The number of participants who register to vote or vote for the first time.

3. **Involvement in Community Activities** – The number of participants who increase community involvement in an approved activity (e.g., attending community meetings or volunteering to work on community improvement).

The Division will make any requirements to track and report these measures explicitly known to grantees via official policies, manuals, and/or memorandums. The Division will also negotiate with grantees to determine reasonable performance targets in these areas.

PROGRAM MONITORING

Grantees must retain all records of fiscal transactions and accounts related to the grant for a period of five (5) years. Student records must be retained for three (3) years. Records must show that participants who received services or benefits were eligible to receive them. Grantees must make records available for inspection and review by the Division upon request.

Grantees are expected to acknowledge and comply with state policies and manuals provided by the Division, state legislation that affects adult education, and federal legislation and regulations related to WIOA Title II. Grantees must have a process for monitoring and improving program processes, services, and performance, and will be subject to a monitoring process to be conducted by the Division. Continuation of funding is subject to successful performance and rendering of services.

FISCAL MANAGEMENT

Grantees will receive funds to operate the grant on a cost reimbursement, monthly basis unless otherwise authorized by the Division. Grantees must ensure that auditable and adequate records are maintained which support the expenditure of any grant funds, and records must be made available upon request by the Division. Only allowable expenditures will be reimbursed.

At the end of each contract term (June 30), any unused funds will be forfeited. The Division will award new funds to eligible 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 the Division for a contract amendment. Only requests that are deemed necessary and reasonable will be considered, pending the availability of funds.

Applicants are required to submit a budget proposal that details, to the extent possible, the anticipated costs to operate the grant for the first contract period (January 1– June 30, 2019). See Section 3 – "Application Requirements" (page 18) for further details.

UNALLOWABLE EXPENDITURES

The following items will not be reimbursed with grant funds:

- Food
- Fees for high school equivalency testing
- Graduation expenses
- Lobbying
- Contributions and donations
- Fundraising or solicitations
- Gifts to teachers or students
- Student incentives, stipends, or scholarships
- Entertainment
- Costs for out-of-state travel (unless pre-approved by the Division)
- Child care assistance for participants (grantees are encouraged to partner with other agencies to provide this service)
- Transportation assistance for participants (grantees are encouraged to partner with other agencies to provide this service)
- General purpose equipment (e.g. air conditioners, refrigerators, microwaves, etc.)
- Capital improvements which add permanent value
- Personnel costs not associated with the IELCE program

The above list is not all-inclusive. In the event that an application proposes unallowable elements, the applicant will be contacted by the Division with the intent to bring the application into compliance.

ADMINISTRATIVE COSTS

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 [above] *are too restrictive to allow for adequate planning, administration, personnel development, and interagency coordination, the eligible provider shall negotiate with the Division in order to determine an adequate level of funds to be used for non-instructional purposes.*[16]

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[16] See WIOA Title II §233.

Agencies desiring an allowable percentage higher than 5% for administrative funds are required to provide justification via the budget narrative that accompanies the application budget proposal. Note: Due to the relatively small amount of the grant funds, the Division is prioritizing keeping administrative costs at or below 5%, but will hold conference calls to negotiate with applicants as necessary during the week of **December 3-7, 2018.** All administrative costs must be deemed necessary and reasonable by the Division; general explanations of administrative needs will not justify an increase of the administrative allowance.

The costs of administration are expenses incurred by grantees that are associated with the specific functions identified below and which are not related to the direct provision of IELCE services:

a) *Planning* (i.e., high-level planning of how to administer the grant, such as class location establishment, partner collaboration, designing pilot programs, etc.);

b) *Administration, including carrying out performance accountability requirements* (i.e., overseeing program performance and compiling program reports);

c) *Professional development* (i.e., conference fees, travel fees, speaker/trainer fees, etc. for formal professional development events);

d) *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* (i.e., high-level strategizing, designing, and advocating for better alignment of adult education with the various workforce system components as outlined in the local plan);

e) Accounting, budgeting, financial and cash management functions;

f) Procurement and purchasing functions;

g) Property management functions;

h) Rental and maintenance of office or classroom space and other occupancy expenses including (but not limited to): insurance, janitorial, internet, electrical, water, gas, phone (all occupancy expenses should be justifiable and of fair market value);

i) Personnel management functions;

j) Payroll functions;

k) Coordinating the resolution of findings arising from audits, reviews, investigations and incident reports;

l) General legal services functions;

m) Developing systems and procedures, including information systems, required for these administrative functions; and

n) Travel costs incurred for official business in carrying out administrative activities.

All costs not included above and that are associated directly with providing IELCE services to program participants are considered programmatic (or instructional) costs. Typical programmatic costs include the costs associated with instructing or interacting with program participants and entering participant data.

Supplies, Materials, Equipment, and Inventory

Supplies, materials, and equipment may be purchased with grant funds if the purchase is reasonable and necessary to effectively operate the IELCE program and existing items are not sufficient. Items purchased with grant funds may only be used for IELCE services. Supplies are generic items needed for basic program operation (e.g., paper, toner, file folders, pens/pencils, etc.). Materials are items needed to enable specific program services that have finite usability (e.g., curriculum, marketing brochures or advertisements, etc.).

Equipment or capital purchases include items that have potentially infinite usability (e.g., copiers, computers, filing cabinets, chairs, etc.). All capital purchases must be accounted for and tracked as inventory. All sensitive items (i.e., equipment of significant value that can be easily stolen or electronics containing participant information such as computers) must be identified with a Division-provided ID tag. For applicants currently operating an adult education grant, current equipment inventory documentation must be submitted with the application if new equipment is included in the budget proposal.

Purchases totaling over $500 must have prior approval of the Division. Required procedures regarding equipment and inventory can be found in the Division's equipment and inventory policy.

PERSONNEL, COMPENSATION, AND BENEFITS

The grant allows for hiring and compensating administrative and instructional/programmatic staff positions. These positions may be full-time or part-time (full-time is defined as working a minimum of 37.5 hours per week). However, as grant funds are very limited, grantees should consider subsidizing employee compensation and benefits costs from other funding sources; such costs could be documented as in-kind match contributions. Personnel that are compensated with grant funds must track and document time spent on grant activities (time and effort reporting). Personnel that perform both administrative functions and programmatic services must track and allocate time spent as either administrative or programmatic costs. This time-tracking information must be made available upon request by the Division.

Grantee staff members who perform other functions for the grantee agency beyond the IELCE program (e.g., human resources or financial services) can be compensated with grant

funds for time spent on IELCE activities, or the costs can be documented as in-kind match contributions (in either case, supporting documentation must be provided).

Personnel should be paid the fair market value based on their job responsibilities and local areas in which services are provided. Grantees are encouraged to consider experience and merit when determining compensation. As stated above, grantees are encouraged to subsidize employee compensation and benefits costs; such costs could be documented as in-kind match contributions.

Application budget proposals are required to list the anticipated staff positions and approximate compensation and benefits costs associated with each position. Personnel costs must be necessary and reasonable.

ADMINISTRATIVE PERSONNEL

Administrative cost limits, combined with the limited grant funds, make it impossible to fully compensate full-time administrative personnel with grant funds. Grant funds may supplement the grantee's existing administrative personnel costs, but grant funds must not supplant those costs.

TEACHING PERSONNEL / INSTRUCTORS

Teaching personnel can be full- or part-time positions. All paid teaching personnel must have a minimum of a bachelor's degree. Paid teaching personnel must also have a current Tennessee teacher's license unless an exception is approved by the Division. To be granted an exception for a teacher, grantees must submit a licensure waiver request form (provided by the Division) that provides justification for the exception (e.g., the prospective teacher's education or work experience).

Part-time instructors' hourly compensation paid from grant funds may not exceed $25/hour and may not be less than $20/hour. Part-time instructors may be paid for time spent planning and preparing for teaching if budget permits; however, payment from grant funds may not exceed the rate of 15 minutes of planning per hour of instruction. (Example: an instructor who teaches a 3-hour class may be paid to plan and prepare for the class up to 45 minutes, totaling 3.75 hours of pay.)

SUPPORT STAFF

Grantees are not limited to administrative positions and teaching positions. For example, grantees may consider positions such as paraprofessionals, completion/transition coaches, data specialists, etc. Funds may be used to employ support staff for programmatic services or administrative support, and these staff can be full- or part-time. Note that administrative support is an administrative cost and must be included as such in the budget proposal.

Part-time support staff hourly compensation paid from grant funds may not exceed $20/hour and may not be less than $10/hour.

Grantees may also enlist volunteers to conduct support activities or to tutor participants. Volunteer activities may be considered in-kind match contributions (supporting documentation must be provided).

BENEFITS

Full-time IELCE personnel (i.e., full-time employees who spend 100 percent of their time on IELCE activities) benefits costs to the grantee that may be reimbursed with grant funds include:
- Medical insurance
- Retirement through Tennessee Consolidated Retirement System (TCRS); if the grantee is not part of TCRS, other retirement plans are allowable for reimbursement up to the amount that the grantee would contribute to TCRS for a given employee
- Worker's compensation
- Social Security (current rate)
- Medicare (current rate)

Part-time personnel benefits costs to the grantee that may be reimbursed with grant funds include:
- Retirement through TCRS – For already-vested employees only
- Social Security (current rate)
- Medicare (current rate)

In cases where grantees receive local funding for employee benefits costs, those costs will not be reimbursed with grant funds.

Unemployment insurance taxes and benefits will NOT be reimbursable. However, if an applicant believes that this stipulation will create an undue burden on their organization's finances, the applicant may raise this issue during the budget proposal negotiations with the Division (held during the week of **December 3-7, 2018)**.

Any other employee benefits not explicitly stated above will not be reimbursable.

LEAVE TIME AND HOLIDAYS

Full-time IELCE personnel (i.e., full-time employees who spend 100 percent of their time on IELCE activities) will follow the annual leave and sick leave policies of the grantee agency. Full-time IELCE personnel must observe the Tennessee State Government holiday

schedule,[17] and may NOT observe any other leave or break schedule (with the exception of closures due to inclement weather). In cases where the grantee agency closes a facility for a prolonged break, and that facility functions as the primary worksite for full-time IELCE personnel, those personnel must still work the required days from a different site or use their acquired leave time.

TRAVEL

Employees may be reimbursed with grant funds for mileage driven for work-related activities. Employees may NOT be reimbursed for mileage driven between their home and their assigned primary worksite (i.e., the location where the employee works the majority of her/his time). The current reimbursement rate is $0.47 per mile driven.[18] The Division will inform grantees of any changes to this rate.

Grantees should limit the amount of routine travel by instructors; instructors should spend the majority of their time providing instructional services to participants.

TRAINING

STATE-PROVIDED TRAINING (STATE LEADERSHIP ACTIVITIES)

State-provided meetings, trainings, or professional development opportunities are organized by the Division. These opportunities are considered "state leadership activities".[19] Grantees will receive supplementary funding (beyond the amounts listed on page 1) specific to state leadership activities to help offset costs for employees' travel, hotels, and per diem (meals and incidentals). Personnel compensation and benefits expenses for time spent at state leadership activities must still be tracked and expended appropriately from the primary grant funds.

LOCAL-PROVIDED PROFESSIONAL DEVELOPMENT

Grantees are encouraged to provide meetings, trainings, and staff development opportunities for IELCE personnel. If a grantee chooses to budget for certain staff members to attend professional development conferences (not provided by the State) or to hire a professional speaker/trainer for professional development, all such expenses (conference fees, travel fees, speaker/trainer fees, etc.) would be considered administrative. The

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[17] See https://www.tn.gov/about-tn/state-holidays.html

[18] See the Tennessee Department of Finance and Administration, Policy 8 – "Comprehensive Travel Regulations".

[19] See WIOA Title II §223.

application budget proposal must project the amount of administrative funds needed for these activities.

PROGRAM FACILITIES, LOCATIONS, AND SCHEDULES

The grantee must provide suitable ADA-compliant facilities for the delivery of IELCE services. The grantee must provide adequate office space(s) and classrooms for instruction. The learning environments should be conducive to adult learning and kept in good condition.

Grantees are encouraged to utilize spaces that can be documented as in-kind match, or donated space, before expending administrative funds for rent. This grant is meant to supplement existing services and funds, not supplant them.

Grantees must provide IELCE classes at times and places to adequately serve participants and accommodate their locations and schedules. The grant is intended to serve individuals in major metropolitan areas; however, if there are significant populations and needs in other outlying areas, the grantee may provide services in those areas.

IELCE classes and services must be made available to participants on a year-round basis. Class cancellations are allowable only in rare or extreme circumstances (e.g., uncontrollable closure of sites, inclement weather, staff trainings, unexpected inability for teachers or substitutes to teach, etc.).

SECTION 3 – APPLICATION REQUIREMENTS

APPLICATION ORGANIZATION AND FORMAT

Applications must address all sections as outlined below:

1. Cover Page (see Appendix B)
2. Program Narrative
   A. Organization Description and Past Effectiveness
   B. Program Goals
   C. Program Operation: Staffing, Training, and Class Locations and Schedules
   D. Program Design and Implementation: Delivery of Services and Instruction
   E. Budget Narrative
3. Budget Proposal
4. Documentation that verifies submission of the application to the appropriate Local Workforce Development Board
5. Equipment Inventory (only applicable to current adult education grantees who include equipment in the budget proposal)

The application must be written in clear, concise language. The "Program Narrative" section should include the cover page; be typed using 12-point, double-spaced, Times New Roman font; and should include numbered pages and a running header containing applicant agency/organization name. It should be no longer than 34 pages (not including the cover page), and be formatted as a PDF document.

The "Budget Proposal" section should be a separate Microsoft Excel workbook document (see page 22).

The documentation to verify application submission to the Local Board should be a separate PDF document.

The "Equipment Inventory" section should be a separate document (if applicable).

Applicants must submit the application via a single email, with all required sections included as email attachments, to:

Ian White (ian.white@tn.gov)
Assistant Commissioner, TDLWD Division of Adult Education

Applications must be submitted **by Friday, November 30, 4:00 PM Central Time**. **No late applications will be accepted.**

PROGRAM NARRATIVE DETAILS[20]

PART 1 - ORGANIZATION DESCRIPTION AND PAST EFFECTIVENESS (approximately 2-3 pages)

Include the following:

1. A description of the applicant's organization and its functions or services, including existing ESL, adult education, or other education services; also describe the purpose for applying for the grant.

2. Qualifications of the applicant to provide IELCE services for adults with limited English language skills. Include a description of past effectiveness in providing ESL- or civics-related services, and provide accompanying performance data (for the past two years). Also provide a description and performance data regarding past outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training (for the past two years). Note: current adult education grantees must provide data via the annual federal NRS reports, as applicable.

PART 2 - PROGRAM GOALS (approximately 4-5 pages)

Include the following:

1. Plan to recruit and serve individuals in the eligible population.

2. Retention plan to ensure participants receive at least 40 instructional hours and are post-tested.

3. Plan to achieve outcome measures (i.e., participants who enter post-secondary education or employment). Describe transition services for participants after they complete IELCE instruction.

4. Plan to monitor program performance and use data to inform continuous program improvement.

PART 3 - PROGRAM OPERATION: STAFFING, TRAINING, AND CLASS LOCATIONS AND SCHEDULES (approximately 8-10 pages)

Include the following:

1. Description of anticipated staff positions and the roles that each will perform to operate the grant and deliver services.

2. Plan for local-provided staff training and professional development (including through electronic means).

3. Plan for obtaining space for class locations.

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[20] Applicants who are applying for both the ABE/ASE/ESL and the IELCE grants may reuse language from one application to the other if the content is applicable to both.

4. Plan to structure classes to adequately serve participants and accommodate their locations and schedules. Describe days, times, and specific locations for classes to the extent possible.

PART 4 - PROGRAM DESIGN AND IMPLEMENTATION: DELIVERY OF SERVICES AND INSTRUCTION (approximately 10-12 pages)

Include the following:

1. Plan to provide IELCE services to eligible individuals within the area, including:

    A. Plan to provide instruction on the rights and responsibilities of citizenship and civic participation by incorporating this instruction with English language acquisition.

    B. Plan to provide instruction that is concurrent and contextual with workforce preparation activities and workforce training for the purpose of educational and career advancement.

    C. Plan to ensure equitable access to, and participation in, the adult education program for participants and staff members with potential barriers such as gender, race, national origin, color, disability, or age.[21]

    D. Plan to provide services in alignment with the local workforce development plan, including the plan to collaborate with or promote concurrent enrollment in other state-funded workforce development programs and activities (WIOA Title I and American Job Centers).

    E. Plan to coordinate with other available education, training, and social service resources in the community for the development of career pathways and provision of adult education and literacy services.

    F. Plan to coordinate with federal, state, and local support services (e.g., child care, transportation, mental health services, and career planning).

2. Plan to achieve measurable skill gains in English language acquisition (i.e., participants who earn educational functioning level gains as determined by a post-test, or high school equivalency diplomas) through high-quality curriculum, instruction, and assessment practices. Describe:

    A. Curriculum to be used.

    B. Incorporating essential components of reading instruction.

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[21] See Section 427 of GEPA and U.S. Department of Education guidance: https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc

    C.   Incorporating instructional practices and content standards as derived from rigorous research and effective educational practice.

    D.   Using technology and distance education to provide services.

PART 5 – BUDGET NARRATIVE (approximately 2-4 pages)

Include the following:

1. If administrative costs total more than 5% of the proposed budget, provide a narrative that justifies the proposed administrative costs amount. Describe in detail, to the extent possible, the justification for costs associated with administrative personnel, local-provided professional development, and occupancy.

2. A description of the anticipated minimum 10% grantee match contributions, whether cash or in-kind; for in-kind contributions, provide specifics to the extent possible.

BUDGET PROPOSAL DETAILS

Use the "Application Budget Proposal" spreadsheet template to provide a budget proposal; the template is provided as a Microsoft Excel workbook, found at this link: Application Budget Proposal (click to access, then click the download arrow at the top of the webpage, as shown below).

Note that each of the two (2) worksheets within the workbook must be completed (see the tabs at the bottom labeled "Budget Summary" and "IELCE"); the majority of the "Budget Summary" worksheet will automatically calculate based on the amounts in the IELCE worksheet.

The budget proposal should be cost-effective, match the scope of the activities proposed in the application, and not exceed the grant dollar amount. A detailed breakdown of the budget categories into specific line items is not necessary, and it is acceptable to use estimates and approximations; however, the space is provided to break down the categories into specific line items if doing so is helpful. All line items must be allowable expenses.

SECTION 4 – APPENDICES

APPENDIX A – APPLICATION SCORING GUIDE

Applicant Agency/Organization Name: _____

Reviewer Name: _____ Date: _____

Instructions: Evaluate the application (including the budget proposal) according to how well it meets the following general criteria, and award points accordingly:

1. Completeness – how thorough the answer is; whether or not it addresses all necessary items

2. Clarity – how clear and concise the answer is

3. Alignment with Grant Requirements – how well the answer indicates a robust and reasonable plan and ability to execute a given grant requirement

Provide comments to serve as rationale for the points awarded; be as specific as possible, including referencing page numbers.

Application Item	Points Possible	Points Awarded	Comments/Rationale
Part 1 - Organization Description and Past Effectiveness	**20**		
1. Organization overview that describes existing ESL, adult education, or other education services.			
2. Description of the purpose of applying for the grant.			
3. Description of past effectiveness and performance data regarding ESL- or civics-related services, and any other adult education services.			
4. Description of past effectiveness and performance data regarding outcomes for participants related to employment, attainment of secondary			

Application Item	Points Possible	Points Awarded	Comments/Rationale
school diploma or its recognized equivalent, and transition to postsecondary education and training.			
Part 2 - Program Goals	**25**		
1. Plan to recruit and serve individuals in the eligible population.			
2. Plan to retain participants a minimum of 40 hours and post-test them.			
3. Plan to achieve outcome measures (participants who enter post-secondary education or employment) including providing transition services to participants who complete IELCE instruction.			
4. Plan to monitor program performance and use data to inform continuous improvement.			
Part 3 - Program Operation: Staffing, Training, and Class Locations and Schedules	**35**		
1. Description of anticipated staff positions and the roles that each will perform to operate the grant and deliver services.			
2. Plan for local-provided staff training and professional development (including through electronic means).			
3. Plan for obtaining space for class locations.			
4. Plan to structure classes to adequately serve participants and accommodate their locations and schedules. Describe days, times, and			

Application Item	Points Possible	Points Awarded	Comments/Rationale
specific locations for classes to the extent possible.			
Part 4 - Program Design and Implementation: Delivery of Services and Instruction	**45**		
1. Plan to provide IELCE services to eligible individuals within the area, including:			
A. Plan to provide instruction on the rights and responsibilities of citizenship and civic participation by incorporating this instruction with English language acquisition.			
B. Plan to provide instruction that is concurrent and contextual with workforce preparation activities and workforce training for the purpose of educational and career advancement.			
C. Plan to ensure equitable access to, and participation in, the adult education program for participants and staff members with potential barriers such as gender, race, national origin, color, disability, or age.			
D. Plan to provide services in alignment with the local workforce development plan, including the plan to collaborate with or promote concurrent enrollment in other state-funded workforce development programs and activities (WIOA Title I and American Job Centers).			
E. Plan to coordinate with other available education, training, and social service resources in			

Application Item	Points Possible	Points Awarded	Comments/Rationale
the community for the development of career pathways and provision of adult education and literacy services.			
F. Plan to coordinate with Federal, State, and local support services (e.g., child care, transportation, mental health services, and career planning).			
2. Plan to achieve measurable skill gains in English language acquisition (i.e., participants who earn educational functioning level gains as determined by a post-test, or high school equivalency diplomas) through high-quality curriculum, instruction, and assessment practices. Describe:			
A. Curriculum to be used.			
B. Incorporating essential components of reading instruction.			
C. Incorporating instructional practices and content standards as derived from rigorous research and effective educational practice.			
D. Using technology and distance education to provide services.			
Part 5 - Budget Narrative and Budget Proposal	**40**		
A. A narrative that justifies the proposed administrative costs amount (if more than 5%). Describe in detail, to the extent possible, the justification for costs associated with administrative personnel, and occupancy.			

Application Item	Points Possible	Points Awarded	Comments/Rationale
B. A description of the anticipated minimum 10% grantee match contributions, whether cash or in-kind; for in-kind contributions, provide specifics to the extent possible. C. A budget proposal that is cost-effective, matches the scope of the activities proposed in the application, and does not exceed the grant dollar amount designated. D. All line items must be allowable expenses.			
Total Score Parts 1-5	**165**		
Division Discretionary Score (0-35 points based on Division staff deliberation and expertise)	**35**		
Grand Total	**200**		

The minimum score to qualify for consideration for funding is 70%, or 140 of the 200 possible points.

APPENDIX B – APPLICATION COVER PAGE

Application for Funding | 2018 – 2021
WIOA Title II: Adult Education, Integrated English Literacy and Civics Education

Agency/Organization Name:	
Agency/Organization D-U-N-S Number:	
Chief Executive or Administrator Name and Title:	
Address:	
Email:	
Phone:	

Type of Organization (circle one):	Area Applying For (circle one):
Local Education Agency TCAT or Community College Community-Based or Faith-Based Organization Consortium of Organizations Other (describe):	Chattanooga, Hamilton Co. Knoxville, Knox Co.

Application Contact Person (if different from above)
Name and Title:
Email:
Phone:

By signing below, I acknowledge responsibility for the content of this application, and if awarded a grant, for carrying out the activities and services as described in the grant application guide.

_____   _____
Chief Executive or Administrator Signature   Date