



Department of
**Labor & Workforce
Development**

Adult Education

Request for Proposals and Grant Application Guide October 1, 2021 – June 30, 2023

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

**Application Due Date:
August 6, 2021
5:00 PM Central Time**

**Submit via email to:
TN Department of Labor & Workforce Development
Adult Education Division
Jay Baker, Assistant Commissioner
jay.baker@tn.gov
Cc: AdultEducation@tn.gov**

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SECTION 1 – GRANT OVERVIEW

EXECUTIVE SUMMARY

What is the grant?

The grant is to implement and provide an Integrated English Literacy and Civics Education (IELCE) program with English language, citizenship, and workforce education services to adult immigrants. Its purpose is to prepare students to succeed in the Tennessee workforce. It is administered through the U.S. Department of Education and TN Department of Labor and Workforce Development (TDLWD).

Who is the grant intended to serve?

The grant is to serve adult immigrants and English language learners, including professionals with degrees and credentials obtained in their native countries.

Where will the grant provide services?

Hamilton County, Tennessee

Who may apply for the grant?

An organization that has demonstrated effectiveness in providing adult education and literacy activities.

What is the grant amount and period?

\$160,000 (October 2021 - June 2022)

- \$150,000 IELCE | \$10,000 State AE General

\$160,000 (July 2022 - June 2023)

- \$150,000 IELCE | \$10,000 State AE General

How will grantees receive funds?

Grantees will receive funds through a monthly cost reimbursement process unless otherwise authorized.

Is there a match requirement?

TDLWD requires grantees to match 10% of the total IELCE award with non-Federal sources of funds or in-kind contributions.

Notice of intent deadline: July 9, 2021

Q&A available: June 18, 2021 – July 30, 2021

Application deadline: August 6, 2021

Announcement of awardees: August 31, 2021

FUNDING OPPORTUNITY FOR INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION

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

The grant is specifically intended to develop, implement, and improve an Integrated English Literacy and Civics Education (IELCE) program in Hamilton County, Tennessee, with an anticipated total IELCE award of approximately \$300,000¹ to be allocated over 1 ¾ years as follows:

IELCE Grant Award	Grant Period
\$150,000	October 1, 2021 – June 30, 2022
\$150,000	July 1, 2022 – June 30, 2023

Depending on the availability of funds, the Division also awards State Adult Education General grant funds to its grantees each year. These funds are not bound by the AEFLA regulations and may be used for adult education activities such as high school equivalency exam administration, graduation ceremonies, generic workforce readiness credentials, or to supplement regular IELCE activities. The anticipated total State AE General award is approximately \$20,000 to be allocated over 1 ¾ years as follows:

State AE General Grant Award	Grant Period
\$10,000	October 1, 2021 – June 30, 2022
\$10,000	July 1, 2022 – June 30, 2023

Grant contracts are executed for “program year” terms which align with the state’s fiscal year (July 1 – June 30). Exact award amounts are contingent on federal and state funding allocations, grant-holder performance, and the number of individuals who are eligible for services in a given area—all of which will be evaluated leading into each grant contract period.

¹ Grants administered through the Division are formula-funded, with allocations based on each county’s population of individuals who are eligible for services based on American Community Survey 2019 5-year estimate census data. Estimates include individuals aged 18 years and over identifying as non-U.S. citizens.

The Division requests for interested parties to submit grant applications in accordance with the requirements outlined in this grant application guide.²

NOTICE OF INTENT TO APPLY

The Division encourages agencies who intend to apply for the grant to send a notice of intent to the Division. Prospective applicants may choose to submit the required “Demonstrated Effectiveness” tables to accompany the notice of intent (see pp. 6-7)—this allows the Division to determine the prospective applicant’s eligibility to apply for the grant and potentially prevent an ineligible applicant from writing an application. Soon after receiving “Demonstrated Effectiveness” tables from a prospective applicant, the Division will respond concerning their eligibility to apply.

Prospective applicants who do not submit a notice of intent may still apply for the grant. Completed “Demonstrated Effectiveness” tables must accompany the application if they were not submitted previously.

Notice of intent should be submitted via email to:

**Jay Baker (jay.baker@tn.gov); Cc: AdultEducation@tn.gov
Deadline: July 9, 2021**

QUESTION-AND-ANSWER

A question-and-answer form for all parties interested in applying for the grant has been posted by the Division, found at the link below:

[Applicant Q&A](#)

This form will be live and able to receive questions from June 18, 2021 – July 30, 2021. The Division will post answers in the form at minimum one time per week during the Q&A period.

² The Division reserves the right to reject any application 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. The Division may contact applicants for clarification of their applications as necessary.

GRANT PROGRAM REQUIREMENTS

MATCH REQUIREMENT

The Division requires grantees to match, at minimum, 10% of the total IELCE 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.

IELCE PROGRAM REQUIREMENTS³

The term “Integrated English Literacy and Civics Education (IELCE)” 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.⁴ Grantees receiving funds through the IELCE program must provide services that

- a) Include instruction in literacy and English language acquisition;
- b) Include instruction on the rights and responsibilities of citizenship and civic participation;
- c) Include an Integrated Education and Training (IET) program that is offered to students;⁵ (IET programs should be designed in coordination with training providers and concurrently provide instruction in the technical skills and the academic skills needed to succeed in the training program); and
- d) Are designed to:
 - 1) Prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and
 - 2) Integrate with the local workforce development system and its functions to carry out the activities of the program.

³ See [34 CFR §463.73](#)

⁴ See [WIOA Title II §203\(12\)](#)

⁵ See [34 CFR §463.70\(c\)](#)

PARTICIPANT ELIGIBILITY REQUIREMENTS⁶

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

- (A) who has attained 16 years of age;
- (B) who is not enrolled or required to be enrolled in secondary school under State law; and
- (C) who is an English language learner, including if they are a professional with a degree or credential obtained in their native country

PROVIDER ELIGIBILITY REQUIREMENTS⁷

To apply for a grant, an applicant must be an “eligible provider”, and grants will be awarded to eligible providers on a competitive basis. The term “eligible provider” means an organization that has demonstrated effectiveness in providing adult education and literacy activities that may include—

- (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);⁸ and

⁶ See 34 CFR §463.75

⁷ See WIOA Title II §203(5)

⁸ Consortium grantees must have one agency acting as the contracted/fiscal agent and may subcontract grant funds to the other consortium agencies for allowable grant expenditures. Consortium applicants must describe how each agency within the consortium will collaborate to provide the grant’s services. Each agency is not required to provide every service, but the consortium as a whole must provide all required services outlined in the “IELCE Program Requirements” on pp. 3-4.

- (j) a partnership between an employer and an entity described in any of subparagraphs (A) through (i).

DEMONSTRATED EFFECTIVENESS⁹

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

Applicants must submit past performance data by completing the “Demonstrated Effectiveness” tables. To access the “Demonstrated Effectiveness” tables template, click the link below:

[Demonstrated Effectiveness Tables Template](#)

Within the tables, the applicant must provide its two (2) most recent years of performance data related to:

- Three content domains, including:
 - Reading/writing
 - Mathematics
 - English language acquisition
- Three outcome domains, including:
 - Employment (e.g., employment status, wages, recruitment, etc.)
 - Secondary diploma or equivalency attainment
 - Transitioning learners to postsecondary education and training

Applicants can provide data using one of two methods:

1. An applicant that has been previously funded by the Division under AEFLA, as amended by WIOA (since 2016), must provide the state-required performance data (i.e., utilize the Jobs4TN system data for measurable skills gains, equivalency diploma, employment 2nd/4th quarter after exit, and median wages 2nd quarter after exit).

⁹ See 34 CFR §463.24

2. An applicant that has not been previously funded by the Division under AEFLA, as amended by WIOA (since 2016), must provide performance data to demonstrate its past effectiveness in serving basic skills deficient eligible individuals, including evidence of its success in achieving the outcomes listed above.

Applicants may choose to submit the required “Demonstrated Effectiveness” tables with the notice of intent (see p. 3), or as an accompanying document with the completed grant application. The Division will screen each application to determine if it is from an eligible provider of demonstrated effectiveness before the application is reviewed, scored, and considered for funding (evaluation criteria are described in the form).

Note: In the case of applicants applying as a consortium, each member of the consortium must provide performance data to demonstrate effectiveness in the areas listed above. Each consortium member must complete separate “Demonstrated Effectiveness” tables. A single consortium member that fails to demonstrate effectiveness disqualifies the entire consortium application.

Failure to complete and submit the “Demonstrated Effectiveness” tables will result in the applicant being disqualified. Only applications that are determined to be from eligible providers of demonstrated effectiveness will be reviewed, scored, and considered for funding.

SECTION 2 – GRANT OPERATIONS REQUIREMENTS

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

PROGRAM DESIGN

IELCE program design must include:¹⁰

1. Literacy and English language acquisition instruction
2. Civics education
3. Integrated education and training (IET) program option

Each of these services are defined below.

DEFINITIONS

Literacy

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

*English Language Acquisition*¹¹

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

¹⁰ [See WIOA Title II §203\(12\)](#)

¹¹ [See WIOA Title II §203\(6\)](#)

Civics Education

Civics education includes instruction on the rights and responsibilities of citizenship and civic participation, with the goal of helping immigrants and English language learners to acquire an understanding of the American system of government and individual freedom.

Integrated Education & Training

The term “integrated education and training” (IET) refers to a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.¹²

For the IELCE program, the IET program option must include three (3) components:¹³

1. Literacy and English language acquisition activities;
2. Workforce preparation activities; and
3. Workforce training for a specific occupation or occupational cluster.

In order to meet the requirement that these three components be integrated, services must be provided concurrently and contextually such that—

- (a) Within the overall scope of a particular IET program, the adult education and literacy activities, workforce preparation activities, and workforce training:
 - 1) Are each of sufficient intensity and quality, and based on the most rigorous research available, particularly with respect to improving reading, writing, mathematics, and English proficiency of eligible individuals;
 - 2) Occur simultaneously; and
 - 3) Use occupationally relevant instructional materials.
- (b) The IET program has a single set of learning objectives that identifies specific adult education content, workforce preparation activities, and workforce training competencies, and the program activities are organized to function cooperatively.¹⁴

IET programs should be designed in collaboration with the training provider to help students succeed in their training program and future employment, and the training must be for a specific occupation or occupational cluster for the purpose of educational and career advancement. A grantee meets the requirement that the IET program provided is for the purpose of educational and career advancement if:

¹² See [34 CFR §463.35](#)

¹³ See [34 CFR §463.36](#)

¹⁴ See [34 CFR §463.37](#)

- (a) The adult education component of the program is aligned with Tennessee’s content standards for adult education—the College and Career Readiness Standards¹⁵ and English Language Proficiency Standards¹⁶; and
- (b) The IET program is part of a career pathway.¹⁷

A grantee that receives funds for the IELCE program may meet the requirement to use funds for integrated English literacy and civics education in combination with IET activities by:

- (a) Co-enrolling participants in IET programming that is provided within the local or regional workforce development area from sources other than this IELCE grant; or
- (b) Using funds provided under this IELCE grant to support IET activities as described above.¹⁸

Grant funds may only be used to pay for the training component of IET if the training results in certificates/credentials that:

- (a) Are a recognized postsecondary credential; or
- (b) Demonstrate the attainment of general skills that are required to qualify for entry-level employment or advancement in employment and are part of a career pathway (e.g., certificates for skills related to safety, hygiene, and other general skills).¹⁹

The Division provides guidance and technical assistance on the IET design process. IET programs must be approved by the Division in order to count toward performance tracking.

*Workforce Preparation Activities*²⁰

Workforce preparation activities include activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in: utilizing resources; using information; working with others; understanding systems; skills necessary for successful transition into and completion of postsecondary education or training, or employment; and other employability skills that increase an individual's preparation for the workforce.

¹⁵ See <https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>

¹⁶ See <https://lincs.ed.gov/publications/pdf/elp-standards-adult-ed.pdf>

¹⁷ See [34 CFR §463.38](#)

¹⁸ See [34 CFR §463.74](#)

¹⁹ See [OCTAE Program Memo 19-2](#)

²⁰ See [34 CFR §463.34](#)

CURRICULUM AND INSTRUCTION

Adult education activities must utilize curriculum and instruction that incorporates (as applicable):

- Research-based adult learning theories and educational practice;
- The College and Career Readiness Standards for Adult Education²¹ and/or English Language Proficiency Standards for Adult Education²²;
- The essential components of reading instruction;²³
- Workforce preparation activities (e.g., digital literacy, soft skills, contextualized learning for employment); and
- Technology and distance education.

The Division provides recommendations and guidance concerning specific curriculum resources.

FACILITIES, LOCATIONS, AND SCHEDULES

Adult education classes and services must be made available to participants on a year-round basis (including summer months).

The grantee must provide suitable ADA-compliant facilities for the delivery of adult education services. The grantee must provide and maintain 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 funds for rent. This grant is meant to supplement existing services and funds, not supplant them. Grantees must provide adult education classes in each county of the service area and structure classes to adequately serve participants and accommodate their locations and schedules (including offering sufficient number of class sites related to local populations, as well as evening and weekend classes as necessary).

²¹ See <https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>

²² See <https://lincs.ed.gov/publications/pdf/elp-standards-adult-ed.pdf>

²³ The term “essential components of reading instruction” is defined in the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6368). It means explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency—including oral reading skills—and reading comprehension strategies.

WORKFORCE SYSTEM ALIGNMENT

WIOA PARTNERSHIPS & AMERICAN JOB CENTERS

This grant is not sufficient to adequately create and operate an adult education program that functions independently—collaboration with other government and community programs is critical to providing effective, comprehensive services to students. Furthermore, the provisions of WIOA require the various workforce development and education programs to partner together to provide a comprehensive system for Tennesseans in need. The agencies within a local education-workforce system should provide a clear and comprehensive pathway for individuals to achieve education goals, transition to postsecondary/training, and finally to attain an in-demand, high-wage job.

At minimum, grantees are required to coordinate services with the other core WIOA programs. These programs include workforce development activities for adults, dislocated workers, and youth (WIOA Title I); employment services (i.e., job searching and placement, WIOA Title III); and vocational rehabilitation (WIOA Title IV).

The coordination of the core WIOA programs occurs through the “one-stop system”. The Adult Education program (WIOA Title II), as a core WIOA partner, is also designated as a “one-stop partner”. One-stop partners are required to provide services and infrastructure funding in each of Tennessee’s comprehensive American Job Centers (AJCs).²⁴ There are comprehensive AJCs established in each of Tennessee’s designated local workforce development areas (LWDAs). Adult Education services and funds can also be provided in the affiliate (non-comprehensive) AJCs if the needs and costs are justifiable. A list of all AJCs in Tennessee can be found on the Department of Labor and Workforce Development website ([click here for link](#)).

The scope of services and infrastructure costs to be contributed at each AJC are established via a memorandum of understanding (MOU) between the one-stop partners in each LWDA. TDLWD is the agency responsible for representing the Adult Education program as the one-stop partner; however, in practice, the Division delegates these responsibilities to its local grantees.²⁵ When there are multiple local Adult Education providers in a LWDA, they collaborate together to determine the degree to which each will contribute to the AJC services and funding (based on physical proximity and relative benefit to the programs).

²⁴ [See 34 CFR §463.320.](#)

²⁵ [See 34 CFR §463.21](#)

The Division provides guidance to grantees concerning the AJC requirements, funding, and the MOU negotiation process.²⁶

LOCAL PLAN ALIGNMENT

To facilitate a cohesive education-workforce system, local workforce development boards (LWDBs) have been established across the state in each LWDA, and WIOA and other workforce agencies and employers are represented on the boards. The mission of the LWDBs is to ensure that the programs within the system are functioning effectively, to oversee the AJCs in the area, and to maintain a written local workforce development plan that describes the system and its services.

Grant applicants should review the local workforce development plan for their area and ensure that the applicant's proposed services align with the goals established in the plan. To access the local plan, click the link below:

[Southeast Tennessee Local Workforce Development Plan](#)

Upon receiving applications from eligible providers, the Division will forward applications to the applicants' LWDBs. The LWDBs can then review the applications for consistency with the local plan and provide the Division with recommendations to promote alignment with the local plan.²⁷

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

²⁶ At minimum, AJC staff must be able to provide a direct linkage to local Adult Education providers for an individual who enters an AJC (including virtually) and seeks or requires Adult Education services. Ideally, Adult Education providers are able to regularly have a staff member onsite or occasionally conduct intake/orientation or class in the AJC.

²⁷ [See 34 CFR §463.21](#)

SECTION 3 - GRANT ACCOUNTABILITY

PERFORMANCE, DATA, & MONITORING REQUIREMENTS

Grantees 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. Grantees' executive leadership must have a vested interest in the successful operation of the adult education program, and be willing and able to accept responsibility and accountability for it. Before the grant contract and funding is renewed each program year, the Division will require grant-holders to submit a report of the previous year's activities and performance in order to justify continued funding.

Grantees should seek to hire highly qualified and effective staff and should provide regular training and professional development opportunities to improve staff members' knowledge, skills, and performance. The Division also provides regular training, technical assistance, and guidance to assist grantees with continuously improving performance.

PERFORMANCE TARGETS

Grantees are expected to contribute to the state's meeting its yearly performance targets for student enrollment, measurable skill gains (MSG), and post-exit outcomes. The state's overall targets for the 2021-22 program year are:

1. **Enrollment – 14,008 program participants** (Note: a participant is a student who attains at least 12 contact/instruction hours with the program)
2. **MSG – 37.9%** (i.e., 37.9% of program participants during the year must achieve an MSG). MSG is determined by students' (1) increasing an educational functioning level in reading, writing, listening, or math as determined by a Division-approved assessment; or (2) obtaining a secondary school diploma or its recognized equivalent.; or (3) enrolling in a postsecondary program after exiting the Adult Education program.
3. **Post-exit Outcomes**
 - (i) **Employment 2nd Quarter After Exit – 40%** (i.e., percentage of exited participants who are employed in the 2nd quarter after their exit quarter)
 - (ii) **Employment 4th Quarter After Exit – 37%** (i.e., percentage of exited participants who are employed in the 4th quarter after their exit quarter)
 - (iii) **Median Wages 2nd Quarter After Exit – \$3,640** (i.e., median quarterly wages of all exited, employed participants, measured in the 2nd quarter after their exit quarter)

- (iv) **Credential Attainment Rate – 27.1%** (i.e., percentage of exited participants who attain either a secondary school diploma or a recognized postsecondary credential within one year of exiting)²⁸

The MSG and post-exit outcomes metrics and targets are defined and required by the U.S. Department of Education. The enrollment target is created by the Division. The Division will collaborate with grantees to determine expected levels of program performance in each of these areas.

DATA ENTRY

Grantees must record and track participant data via the Tennessee Department of Labor and Workforce Development data management system, *Jobs4TN*, and adhere to the data integrity requirements established by the Division. Grantees will be allowed access to *Jobs4TN* after completing required *Jobs4TN* training provided by the Division.

MONITORING, RECORDS, & POLICIES

Grantees must have an internal process for monitoring and improving program processes, services, and performance, and will be subject to a program monitoring process conducted by the Division. Continuation of funding is contingent on successful performance, rendering of services, and appropriate use of grant funds.

Grantees must retain auditable records of expenditures 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 conformed with eligibility requirements. Grantees must make records available for review by the Division upon request.

Grantees are expected to acknowledge and comply with state policies provided by the Division, state legislation that affects adult education, and federal law and regulations related to WIOA Title II and federal grants. These include, but are not limited to, Title VI of the Civil Rights Act, the Americans with Disabilities Act, FERPA, and the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (also known as “Uniform Guidance”). Current Division policies can be found at the *AE Staff Portal* website ([click for link](#)).

²⁸ This is a simplified definition; there are additional stipulations to count a secondary school diploma or recognized postsecondary credential for the credential attainment rate. These can be found in the [Technical Assistance Guide from the National Reporting System for Adult Education](#).

FISCAL MANAGEMENT REQUIREMENTS

All grantees must abide by cost principles found in the Uniform Guidance ([see 2 CFR 200 Subpart E](#)). Grantees will receive funds to operate the grant on a cost reimbursement, monthly basis unless otherwise authorized by the Division. At the end of each contract term (June 30), any unused funds will be reverted to the Division. 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.

ALLOWABLE COSTS

Costs associated with AEFLA grant funds must be “necessary and reasonable for the performance of the Federal award and be allocable thereto.”²⁹ “A cost is reasonable if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost.”³⁰ “A cost is allocable to a particular Federal award or other cost objective if the goods or services involved are chargeable or assignable to that Federal award or cost objective in accordance with relative benefits received.”³¹

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

- A. Personnel salaries and wages
- B. Personnel fringe benefits
- C. Supplies needed for operating the program, including instructional materials, computing devices, office supplies, office furniture, classroom furniture, etc.
- D. Advertising and public relations for program outreach efforts
- E. Rental of real property and equipment
- F. Maintenance and repair, including costs for utilities, insurance, security, necessary maintenance, janitorial services, repair, or basic upkeep
- G. Training and education for employee development
- H. Travel costs associated with program-related functions
- I. Transportation assistance for students

²⁹ See [2 CFR 200.403](#)

³⁰ See [2 CFR 200.404](#)

³¹ See [2 CFR 200.405](#)

J. Childcare assistance for students

Note: Simply because a cost is allowable does not imply that grantees should always charge these costs to the grant. Expenses that do not directly or meaningfully affect the services being provided to students should be kept to a minimum; if funds are not prioritized toward providing services to students, such costs may negatively affect program performance and outcomes. Grantees should seek to supplement the grant funds and activities with other sources of funding, resources from partner agencies, or donations, as feasible.

UNALLOWABLE COSTS

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

- A. Food
- B. Fees for high school equivalency testing
- C. Graduation expenses (caps and gowns, food, rental space, etc.)
- D. Promotional items and memorabilia, including models, gifts, and souvenirs; and costs designed solely to promote the grant-holding agency
- E. Entertainment, including amusement, diversion, and social activities and any associated costs
- F. Out-of-state travel (unless pre-approved by TDLWD)
- G. Costs that are not reasonable, necessary, or allocable to the grant

SUPPLEMENT NOT SUPPLANT

Adult Education grant funds “shall supplement and not supplant other State or local public funds expended for adult education and literacy activities.”³² Costs to the grant that are considered supplanting are unallowable.

ADMINISTRATIVE COSTS

Not more than five (5) percent of a local AEFLA grant to an eligible provider can be expended to administer the grant. In cases where five percent is too restrictive to allow for administrative activities, the Division may increase the amount that can be spent on local administration. In such cases, the Division must negotiate with the eligible agency to determine an adequate level of funds to be used for non-instructional purposes.³³

³² See [WIOA Title II Sec. 241\(a\)](#)

³³ See [34 CFR §463.25](#)

Grantees are required to budget for and track administrative costs. Costs incurred in connection with the activities listed below are considered administrative costs.³⁴

- A. *Planning*: activities related to developing the local workforce plan with the other WIOA partners. (High-level planning, collaborating, and plan drafting are considered the administrative activities; further strategizing and implementing the various components of the plan is *not* considered administrative, with the exception of the high-level planning associated with co-enrollment programs—see section 2(D), below.)
- B. *Administration, including carrying out performance accountability requirements*: activities related to preparing program-level reports (e.g., compiling monthly expenditure reports, aggregating quarterly performance data, fulfilling a request from TDLWD concerning AJC costs or other program-level information, etc.)
- C. *Professional development*: costs for formal professional development activities, including conference fees, travel expenses, speaker/trainer fees, etc. Costs for staff salaries/wages associated with professional development are *not* considered administrative.³⁵
- 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*: activities related to designing and promoting a system for co-enrolling Adult Education students in post-secondary education and training programs via WIOA Title I funds. (High-level planning and designing the system with other service providers are considered the administrative activities; implementing and carrying out the system with students is *not* considered administrative.)
- E. *Carrying out the one-stop partner responsibilities including contributing to the infrastructure costs of the one-stop delivery system*:³⁶ expenses required to fulfill the Adult Education program's financial obligation established by the infrastructure funding agreements at the local American Job Centers.

³⁴ See [34 CFR §463.26](#). The language from the regulation is in italics; the subsequent explanations are from TDLWD and indicate what local programs will be held accountable for.

³⁵ Formal professional development activities are different from technical assistance or training. Whereas technical assistance or training is meant to provide staff with a greater understanding of how to implement the grant's requirements and is typically conducted internally or by TDLWD staff, professional development activities are more supplemental in nature, specially designed to enhance a staff member's professional skill set more generally relative to their profession. Examples of professional development activities include an instructor who attends a math teacher workshop put on by the local school district, a data specialist who participates in a Microsoft Excel training program, or a program director who attends the national COABE conference.

³⁶ See [34 CFR §463.420](#)

INDIRECT COSTS

Using an Indirect Cost Rate (ICR) is allowable under the Adult Education grant.³⁷ However, grantees *must utilize the restricted rate*.³⁸ ICRs (and restricted ICRs) are negotiated with the Federal department from which the agency receives the largest portion of its Federal funding; this is known as the “cognizant agency” (e.g., if the majority of an agency’s Federal funding is received from the U.S. Department of Education, the restricted ICR is negotiated with the Department of Education).

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

PERSONNEL

The majority of the grant funds will be used for hiring and compensating various administrative, support, and instructional staff positions, including salary and benefits.

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

Each grantee must designate a staff member to provide oversight of the Adult Education program. This role may include a combination of administrative and instructional duties. The individual’s overall duties do not need to be exclusive to this grant; however, personnel reimbursements from grant funds must be associated with time spent on grant activities. The Division requires that all teaching personnel have a minimum of a bachelor’s degree. Teaching personnel must also have a current Tennessee educator license or complete the licensure waiver requirements established by the Division.³⁹

³⁷ See [2 CFR 200.414](#)

³⁸ See [34 CFR 76.563](#)

³⁹ See “[Instructor Qualifications Policy](#)”

SECTION 4 – GRANT APPLICATION GUIDE

CONSIDERATIONS IN AWARDING GRANTS⁴⁰

In awarding Adult Education grants, the Division will take into account the following thirteen (13) considerations:

- (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, especially with respect to eligible individuals who have low levels of literacy;
- (4) the extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan under 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;

⁴⁰ See [34 CFR§463.20](#)

GRANT APPLICATION GUIDE

- (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;⁴¹ 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.

⁴¹ TDLWD maintains the statewide information management system, Jobs4TN.

REQUIRED APPLICATION INFORMATION⁴²

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

- (1) A description of how funds awarded under this title will be spent consistent with the requirements of title II of AEFLA;
- (2) A description of any cooperative arrangements the eligible provider has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities;
- (3) A description of how the eligible provider will provide services in alignment with the local workforce development plan, including how such provider will promote concurrent enrollment in programs and activities under title I, as appropriate;
- (4) A description of how the eligible provider will meet the State-adjusted levels of performance for the primary indicators of performance identified in the State's Unified or Combined State Plan, including how such provider will collect data to report on such performance indicators;⁴³
- (5) A description of how the eligible provider will fulfill, as appropriate, required one-stop partner responsibilities to—
 - (i) Provide access through the one-stop delivery system to adult education and literacy activities;
 - (ii) Use a portion of the funds made available under the Act to maintain the one-stop delivery system, including payment of the infrastructure costs for the one-stop centers, in accordance with the methods agreed upon by the Local Board and described in the memorandum of understanding or the determination of the Governor regarding State one-stop infrastructure funding;
 - (iii) Enter into a local memorandum of understanding with the Local Board, relating to the operations of the one-stop system;
 - (iv) Participate in the operation of the one-stop system consistent with the terms of the memorandum of understanding, and the requirements of the Act; and
 - (v) Provide representation to the State board;⁴⁴

⁴² See [34 CFR §463.22](#)

⁴³ The Division requires grantees to utilize the TDLWD information management system, Jobs4TN, for collecting and reporting data.

⁴⁴ All local providers are represented on the State board by the TDLWD Assistant Commissioner of Adult Education.

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- (6) A description of how the eligible provider will provide services in a manner that meets the needs of eligible individuals;
- (7) Information that addresses the 13 considerations listed under “Considerations in Awarding Grants” (see pp. 19-20); and
- (8) Documentation of the activities required by §463.21(b) (see “Local Board Alignment” subsection, below).⁴⁵

GEPA SECTION 427⁴⁶

Applicants must also include information to address Section 427 of the General Education Provisions Act (GEPA). The provision established in Section 427 requires each applicant include a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description.

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

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

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

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

⁴⁵ Applicants are not required to provide documentation; this requirement is fulfilled by the Division sending applications to the LWDBs and considering the results of their review.

⁴⁶ See U.S. Department of Education guidance:
<https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc>

- (2) An applicant that proposes to carry out a manufacturing integrated education and training program for students and is concerned that women may be less likely than men to enroll in the program, might indicate how it intends to conduct "outreach" efforts to women, to encourage their enrollment.

WRITING THE APPLICATION

The required grant application information coincides with the "Considerations for Awarding Grants" and "Required Application Information" detailed above and in the "Grant Application Scoring Guide" (see Appendix). The application should:

- Be written in narrative form;
- Be formatted using 12-point, double-spaced, Times New Roman font;
- Include numbered pages and a running header containing the applicant name;
- Be organized to reflect the 13 parts of the Grant Application Scoring Guide and include a clearly labeled section heading to distinguish each part; and
- Include a cover page (each agency in a consortium must complete and submit a cover page).⁴⁷ See template link below:
 - [Application Cover Page Template](#)
- Be submitted as a PDF.

The application must be accompanied by separate, completed "Demonstrated Effectiveness" tables if they were not previously provided (e.g., with the notice of intent). See pp. 6-7 for requirements. If an applicant does not demonstrate effectiveness, their application will be disqualified.

The application must address each of the required elements listed in the preceding pages. Failure to do so may result in the application being disqualified.

⁴⁷ A Data Universal Numbering System (DUNS) number is required on the cover page for all applicants. This is a nine-digit number established and assigned by Dun & Bradstreet, Inc. School districts and postsecondary institutions usually have been assigned a DUNS number, as well as other agencies that receive funding directly from the federal government. If needed, a DUNS number may be obtained from Dun & Bradstreet, Inc. See <http://fedgov.dnb.com/webform>.

APPLICATION SUBMISSION, REVIEW, AND SCORING

The completed application and demonstrated effectiveness tables (if not previously provided) must be submitted via email to:

Jay Baker (jay.baker@tn.gov); Cc: AdultEducation@tn.gov

Deadline: August 6, 2021, 5:00 PM Central Time. No late applications will be accepted.

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

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

The Division will announce the applicants who are awarded and denied the grants via an email sent to each applicant by **August 31, 2021**. The Division will also announce the awardees on the its website: www.tn.gov/adulteducation.

APPEALS PROCESS

Applicants may appeal the Division's award decision within 10 days by submitting an official request for a hearing, and including a written statement outlining their argument. This request should be sent to jay.baker@tn.gov; Cc: AdultEducation@tn.gov. Within 10 days after it receives a hearing request, the Division will hold a hearing to review the applicant's argument and the award decision. Within 10 days after the hearing, the Division will issue its written ruling, including findings of fact and reasons for the ruling. Because the ruling could result in a possible change of the award decision, applicants who may be affected will be notified by the Division when a request for a hearing is made.

Applicants may request to view their application review's comments and scores. This request should be sent to jay.baker@tn.gov; Cc: AdultEducation@tn.gov. The Division will then provide the applicant with their application review's comments and scores with the names of reviewers redacted.

APPENDIX: APPLICATION SCORING GUIDE

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

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

There are 12 scored parts to the application. The rubric below contains descriptions of what each part should address (in the light-blue boxes), and the specific criteria for scoring each part. Each part has a designated total points possible, and reviewers should utilize the rubric to determine how many points to award. Reviewers are encouraged to provide comments to justify the points awarded.

The final part, 13, is for addressing GEPA Section 427 (see Grant Application Guide p. 23). Reviewers should indicate “yes” or “no” based on whether the applicant included a section addressing GEPA Section 427. The Division will determine if what is submitted is sufficient.

Note: Each part of the application is associated with requirements established by Federal regulations, as detailed in the Grant Application Guide (see pp. 20-23). The specific regulatory “Considerations” and “Required Information” associated with each part are indicated in the rubric below.

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

Reviewers should submit the entire, completed review document to jay.baker@tn.gov, Cc: AdultEducation@tn.gov.

Application Scoring Summary

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

APPENDIX: SCORING GUIDE

PART 1: USE OF FUNDS – 10 points possible	
Describe how funds awarded will be spent consistent with the requirements of title II of AEFLA. (See Required Information 1.)	
No summary description or poor description of how funds will be used. No mention of the specific award amount or a cost breakdown.	0-2 points
Brief, generic summary description of how funds will be used to provide adult education services. Mentions the specific award amount but is limited in describing the cost breakdown.	3-6 points
Detailed summary description of how funds will be used to provide adult education services, including how the grant will support and supplement adult education and workforce preparation services the applicant already provides. Indicates how the specific award amount will be broken down across various cost categories (e.g., personnel, supplies, administrative costs, etc.).	7-10 points
Score	/10 points
Comments:	

PART 2: COMMUNITY NEED FOR BASIC EDUCATION – 10 points possible	
<p>Describe how the eligible provider will serve individuals in the community who were identified in the local workforce development plan as most in need of adult education and literacy activities, including individuals—</p> <ul style="list-style-type: none"> (i) who have low levels of literacy skills; or (ii) who are English language learners. (See Consideration 1(B).) <p>Also address whether the local areas in which the eligible provider is located have a demonstrated need for additional English language acquisition programs and civics education programs. (See Consideration 13.)</p>	
Nonexistent or poor description of the adult basic education needs of the local community.	0-2 points
Brief or generic description of the adult basic education needs of the local community. Provides limited data or evidence.	3-6 points
Detailed description of the adult basic education needs of the local community. Provides data and other supporting evidence. Describes the need for additional English language acquisition and civics programs (e.g., by describing how the current level of services provided in the area are insufficient). The program already has specially trained staff employed (i.e., literacy or ESL specialists) or has specific plans to hire them or coordinate with agencies who employ them.	7-10 points
Score	/10 points
Comments:	

PART 3: PERFORMANCE – 30 points possible

Describe how the eligible provider will meet the State-adjusted levels of performance for the primary indicators of performance identified in the State's Combined State Plan (as described on pp. 14-15 of the Grant Application Guide), including how such provider will collect data to report on such performance indicators (See Required Information 4.)

As part of the response, applicants should address 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 (as described on pp. 14-15 of the Grant Application Guide), especially with respect to eligible individuals who have low levels of literacy. (See Consideration 3.)

Applicants should include, at minimum, their two (2) most recent years of performance data specific to the services they intend to provide with the grant. Applicants previously funded by the Division should provide data from the Jobs4TN system. *Note: The data provided in the "Demonstrated Effectiveness" tables may be duplicated in this part, but applicants should provide narrative and additional details in order to achieve a high score.*

Applicants will be scored based on their experience and effectiveness in providing adult education services, particularly the services they plan to provide with the grant (i.e., an applicant for the IELCE grant will score higher if they describe and provide performance data for its program's successful English language acquisition instruction, civics instruction, and connecting students with training or postsecondary opportunities).

<p>Nonexistent or poor description of past effectiveness, performance, results, program outcomes, etc. No data is provided, or the data indicate poor past performance.</p>	<p>0-9 points</p>
<p>Brief or generic description of past effectiveness, performance, results, program outcomes, etc. Addresses only some of the performance indicators. Provides some data as evidence, and the data indicate somewhat effective past performance (e.g., fewer than 50% of students showed significant learning gains; limited numbers of students earned diplomas and successfully transitioned to postsecondary, training, or career opportunities, etc.).</p>	<p>10-19 points</p>
<p>Detailed description of past effectiveness, performance, results, program outcomes, etc. Addresses all or most of the performance indicators. Provides ample data as evidence, and the data indicate very effective past performance (e.g., more than 50% of students showed significant learning gains; a large proportion of students earned diplomas and successfully transitioned to postsecondary, training, or career opportunities, etc.). Specifically describes effectiveness of, and provides data for, serving students with low literacy levels. Demonstrates the ability to effectively provide foundational instruction to adult learners (i.e., basic math, reading, writing and/or English language acquisition, as applicable). Describes a plan to have capable staff members collect and report performance data via the Jobs4TN MIS.</p>	<p>20-30 points</p>

APPENDIX: SCORING GUIDE

	Score /30 points
Comments:	

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

PART 5: USE OF TECHNOLOGY – 25 points possible	
Describe how the eligible provider’s activities effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance. (See Consideration 7.)	
Nonexistent or poor description of the program’s current or planned use of technology to facilitate service delivery.	0-9 points
Brief or generic description of the program’s current or planned use of technology to facilitate service delivery. Describes various technology tools, including software/applications. Generally describes plans to provide distance education, but lacks specific details or evidence of effective current practices. Scope of distance education offerings and use of technology seems possibly not sufficient to meaningfully increase the amount and quality of learning.	10-19 points
Detailed description of the program’s current or planned use of technology to facilitate service delivery. Describes specific technology tools, including software/applications, and how they meet the varying needs of students. Details the plans to provide distance education, including evidence for how current distance education practices (and other use of technology) has improved student performance. Scope of distance education offerings and use of technology seems sufficient to meaningfully increase the amount and quality of learning. The program already has several staff members who are skilled in digital literacy and use of virtual learning technologies (e.g., video conferencing, learning management systems, virtual assessments, etc.).	20-30 points
Score	/25 points
Comments:	

PART 6: ACCOMMODATING STUDENT NEEDS – 25 points possible	
<p>Describe how the eligible provider will provide services in a manner that meets the needs of eligible individuals. (See Required Information 6.)</p> <p>Also address 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. (See Consideration 11.)</p>	
<p>Nonexistent or poor description of how the program currently accommodates or plans to accommodate the non-academic needs of students (e.g., flexible schedule, multiple location options, coordination with wraparound services, etc.). Addresses primarily hypotheticals and not already-established practices.</p>	<p>0-7 points</p>
<p>Brief or generic description of how the program currently accommodates or plans to accommodate the non-academic needs of students (e.g., flexible schedule, multiple location options, coordination with wraparound services, etc.). There are some wraparound service options and class location/schedule options for students, but there is a lack in some of these areas.</p>	<p>8-16 points</p>
<p>Detailed description of how the program currently accommodates or plans to accommodate the non-academic needs of students (e.g., flexible schedule, multiple location options, coordination with wraparound services, etc.). Plans are not just hypothetical but have already been coordinated with other stakeholders to some degree. There are many wraparound service options and multiple class location/schedule options for students (e.g., nights and weekends, several locations within a county, etc.)</p>	<p>17-25 points</p>
Score	/25 points
Comments:	

PART 7: HIGH-QUALITY STAFF – 25 points possible	
Describe how the eligible provider’s activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have access to high quality professional development, including through electronic means. (See Consideration 9.)	
Nonexistent or poor description of current or planned Adult Education staff. Teachers do not have good qualifications and do not have educator licenses.	0-7 points
Brief or generic description of the current or planned Adult Education staff. Teachers have good qualifications, and many have educator licenses. Describes generally how staff will be provided professional development opportunities.	8-16 points
Detailed description of the current or planned Adult Education staff. Teachers have excellent qualifications and experience, and most have educator licenses. Describes generally how staff will be provided professional development opportunities. The program already has a few teachers who are specially trained in a content area (i.e., math or literacy) or has specific plans to hire them. Describes specifically how staff will be provided regular professional development opportunities.	17-25 points
Score	/25 points
Comments:	

PART 8: STUDENTS WITH DISABILITIES – 10 points possible	
Describe how the eligible provider will serve eligible individuals with disabilities, including eligible individuals with learning disabilities. (See Consideration 2.)	
Nonexistent or poor description of how the program currently accommodates or plans to accommodate students with disabilities.	0-2 points
Brief or generic description of how the program currently accommodates or plans to accommodate students with disabilities. Only addresses 1-2 types of disabilities. Addresses primarily hypotheticals and not already-established practices.	3-6 points
Detailed description of how the program currently accommodates or plans to accommodate students with disabilities. Addresses 3 or more types of disabilities, including physical and learning disabilities, and details how they are accommodated. Practices are not just hypothetical but have already been established to some degree. The program already has special education-trained staff employed or has specific plans to hire them or coordinate with agencies who employ them. The program has a working relationship with the Vocational Rehabilitation service provider(s) in the area.	7-10 points
Score	/10 points
Comments:	

PART 9: CONTEXTUALIZED LEARNING – 10 points possible	
Describe how the eligible provider’s activities provide learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship. (See Consideration 8.)	
Nonexistent or poor description of the program’s current or planned integration of contextualized learning activities.	0-2 points
Brief or generic description of the program’s current or planned integration of contextualized learning activities. Activities are somewhat limited in scope or rigor. Few examples are provided. There is limited description of the content or curriculum.	3-6 points
Detailed description of the program’s current or planned integration of contextualized learning activities. Activities encompass a wide range of specific skills needed, including for various training programs, jobs, career pathways, and citizenship. Specifically addresses how the program currently designs and provides, or plans to provide, integrated education and training programming. Provides specific examples of contextualized activities and describes the content or curriculum.	7-10 points
Score	/10 points
Comments:	

PART 10: CROSS-AGENCY COLLABORATION – 10 points possible	
<p>Describe any cooperative arrangements the eligible provider has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities. (See Required Information 2.)</p> <p>Also address whether the eligible provider’s activities coordinate with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local workforce development boards, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, for the development of career pathways. (See Consideration 10.)</p>	
<p>Nonexistent or poor description of cooperative agreements or coordination with other education and workforce agencies. Addresses primarily hypotheticals and not already-established agreements.</p>	<p>0-2 points</p>
<p>Brief, generic description of cooperative agreements or coordination with other education and workforce agencies. Only a few links with other organizations are already established. Some cross-agency collaboration exists for developing career pathways, but it is not very robust or well established.</p>	<p>3-6 points</p>
<p>Detailed description of cooperative agreements and coordination with other education and workforce agencies. Several links with other organizations are already established and results are described. Regular and robust cross-agency collaboration exists for developing career pathways.</p>	<p>7-10 points</p>
Score	/10 points
Comments:	

PART 11: LOCAL PLAN ALIGNMENT – 10 points possible

Describe how the eligible provider will provide services in alignment with the local workforce development plan, including how such provider will promote concurrent enrollment in programs and activities under Title I, as appropriate. (See Required Information 3.)

Also address the degree to which the eligible provider would be responsive to regional needs as identified in the local workforce development plan. (See Consideration 1(A).)

Also address the extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local workforce development plan, as well as the activities and services of the one-stop partners. (See Consideration 4.)

<p>Nonexistent or poor description of plans to co-enroll students with Title I services, align with the local plan, and provide services to meet the workforce needs and goals of the local area. Demonstrates little to know knowledge of the local plan and one-stop partners and services in their area.</p>	<p>0-2 points</p>
<p>Brief or generic description of plans to co-enroll students with Title I services, align with the local plan, and provide services to meet the workforce needs and goals of the local area. Demonstrates some knowledge of the local plan and one-stop partners and services in their area.</p>	<p>3-6 points</p>
<p>Detailed description of plans to align activities and services with the local plan. Describes how program will co-enroll students with Title I. Describes specifically how services will help meet the workforce needs and goals of the local area, including how the program will align and collaborate with the one-stop partners to provide a comprehensive education-workforce system.</p>	<p>7-10 points</p>
<p style="text-align: right;">Score</p>	<p style="text-align: center;">/10 points</p>
<p>Comments:</p>	

PART 12: ONE-STOP PARTICIPATION – 10 points possible

Describe how the eligible provider will fulfill, as appropriate, required one-stop partner responsibilities to—

- (i) Provide access through the one-stop delivery system to adult education and literacy activities;
- (ii) Use a portion of the funds made available under the grant to maintain the one-stop delivery system, including payment of the infrastructure costs for the one-stop centers, in accordance with the methods agreed upon by the Local Board and described in the memorandum of understanding or the determination of the Governor regarding State one-stop infrastructure funding;
- (iii) Enter into a local memorandum of understanding with the Local Board, relating to the operations of the one-stop system;
- (iv) Participate in the operation of the one-stop system consistent with the terms of the memorandum of understanding, and the requirements of the grant; and
- (v) Provide representation to the State board. (See Required Information 5.)

Nonexistent or poorly devised proposal of plans to participate in the one-stop system.	0-2 points
Brief or generic proposal of plans to participate in the one-stop system.	3-6 points
Detailed proposal of plans to participate in the one-stop system and be engaged with the Local Workforce Development Board and one-stop partners in order to provide efficient and effective access to services. Describes willingness to fulfilling one-stop partner obligations as delegated by the Division, including the possible requirements to serve on the Local Board, provide a portion of grant funds toward American Job Center infrastructure costs, and participate in partner negotiations and MOUs.	7-10 points
Score	/10 points
Comments:	

PART 13: GEPA SECTION 427

Describe the steps the eligible provider proposes to take to ensure equitable access to, and participation in, its Federally-assisted adult education program for students, teachers, and other program beneficiaries with special needs. Types of barriers that can impede equitable access or participation include: gender, race, national origin, color, disability, or age. (See GEPA Section 427 and Grant Application Guide p. 23.)

GEPA Section 427 is addressed.

Yes / No

Comments:

The Tennessee Department of Labor and Workforce Development is committed to principles of equal opportunity, equal access, and affirmative action. Auxiliary aids and services are available upon request to individuals with disabilities.



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