



2015-16 Application for Funding Adult Education Competitive Grant Application Packet

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

**Department of Labor and Workforce
Development
Division of Adult Education**

**Due Date:
May 4, 2015
By 12:00 PM Central Time**

*In this Application for Funding, all federal requirements are identified in italics.
Any requirements not in italics are State.*

Table of Contents

Section 1 – Application Summary and Requirements

Introduction.....	Page 4
Applicable Laws and Regulations.....	Page 4
Project Period.....	Page 5
Schedule of Events.....	Page 6
Service Delivery Areas.....	Page 6
Review of Applications.....	Page 6
Eligible Providers.....	Page 7
Targeted Population.....	Page 7
Criteria for Awarding Grants to Eligible Providers.....	Page 7
Program Accountability.....	Page 8
Performance Measures.....	Page 9
Participant Assessment.....	Page 10
Records Management.....	Page 10
Fiscal Management.....	Page 10
Allowable Expenditures.....	Page 10
Unallowable Expenditures.....	Page 14
Facilities for Program.....	Page 14

Section 2 – Application Completion Instructions

Application Organization.....	Page 15
Preparation of the Application.....	Page 15
Application Submission Instructions.....	Page 16

Section 3 - Program Application Format

Organizational Overview/ Statements of Past Effectiveness...	Page 17
Program Goals.....	Page 17
Program Design.....	Page 18
Program Implementation.....	Page 18
Program Evaluation.....	Page 18
Budget Information.....	Page 19
Budget Worksheet.....	Page 20

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Appendices:

Appendix 1	Cover Sheet.....	Page 22
Appendix 2	Definitions and Acronyms.....	Page 23
Appendix 3	Teacher Salary Schedule.....	Page 26
Appendix 4	Scoring Rubric.....	Page 27
Appendix 5	Class Schedule Worksheet.....	Page 30
Grant Checklist.....		Page 31
Resources.....		Page 32

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

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SECTION 1 – APPLICATION SUMMARY AND REQUIREMENTS

Introduction

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

One grant to provide adult education services for a single service area to include Hamblen, Grainger, and Claiborne Counties will be awarded on a competitive basis for eligible providers.

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

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

Application packets for any eligible entity interested in applying for the adult education grant funds are included with this announcement and are available at:

<http://www.tn.gov/labor-wfd/AE/index.shtml>

Applicable Laws and Regulations

The funds for this grant are allocated to the Division of Adult Education by the United States Department of Education (USDOE), Office of 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). See Resources section for websites.

A Data Universal Numbering System (DUNS) number is required for all grantees. A DUNS number is a nine-digit number established and assigned by Dun & Bradstreet, Inc. School districts and postsecondary institutions usually have been assigned a DUNS number, as well as

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any other potential applicants that receive funding directly from the federal government. If needed, a DUNS number may be obtained from Dun & Bradstreet, Inc. by telephone (currently 866-705-5711) or the internet (currently at <http://fedgov.dnb.com/webform>).

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

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

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

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

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

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

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

Project Period

Contracts for successful grantees will begin July 1, 2015 and end June 30, 2016.

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Schedule of Events 2015

- April 2 Application for Funding posted on website
- May 4 (noon) Application for Funding due to Division of Adult Education
- May 4-7 External readers to read and score applications
- May 7 (noon) Scores due to Division of Adult Education
- May 8 Notify applicants

Service Delivery Area

Only one provider will be funded for the service delivery area (SDA) to include Hamblen, Grainger, and Claiborne counties. If a current provider applies and is awarded the additional service delivery area, only one supervisor will be funded to supervise all areas.

Review of Applications

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

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

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

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Eligible Providers

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

Eligible providers include:

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

Targeted Population

The targeted population includes adults:

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

Criteria for Awarding Grants to Eligible Providers

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

- (1) the degree to which the eligible provider will establish measurable goals for participant outcomes;*
- (2) the past effectiveness of an eligible provider in improving the literacy skills of adults and families, and, after the 1-year period beginning with the adoption of an eligible agency's performance measures under section 212, the success of an eligible provider receiving funding under this subtitle in meeting or exceeding such performance measures, especially with respect to those adults with the lowest levels of literacy;*
- (3) the commitment of the eligible provider to serve individuals in the community who are most in need of literacy services, including individuals who are low-income or have minimal literacy skills;*

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- (4) *whether or not the program—*
- (A) *is of sufficient intensity and duration for participants to achieve substantial learning gains; and*
 - (B) *uses instructional practices, such as phonemic awareness, systematic phonics, fluency, and reading comprehension that research has proven to be effective in teaching individuals to read;*
- (5) *whether the activities are built on a strong foundation of research and effective educational practice;*
- (6) *whether the activities effectively employ advances in technology, as appropriate, including the use of computers;*
- (7) *whether the activities provide learning in real life contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship;*
- (8) *whether the activities are staffed by well-trained instructors, counselors, and administrators;*
- (9) *whether the activities coordinate with other available resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, one-stop centers, job training programs, and social service agencies;*
- (10) *whether the activities offer flexible schedules and support services (such as child care and transportation) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs;*
- (11) *whether the activities maintain a high-quality information management system that has the capacity to report participant outcomes and to monitor program performance against the eligible agency performance measures; and*
- (12) *whether the local communities have a demonstrated need for additional English literacy programs.*

Program Accountability

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

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Performance Measures

Tennessee annually negotiates core performance measures with the US Department of Education. Agencies funded under this application for funding are, as a minimum, expected to achieve the Adult Education measures for 2015-2016.

The performance measures outlined below indicate the 2015-2016 target percentages of enrolled students who should advance one or more functioning levels above their beginning level based on standardized pre- and post-testing using one of the assessment instruments listed in the “Participant Assessment” section.

- *ABE Beginning Literacy* 52%
- *ABE Beginning* 42%
- *ABE Low Intermediate* 40%
- *ABE High Intermediate* 44%
- *ASE Low* 60%
- *ESL Beginning Literacy* 40%
- *ESL Low Beginning* 43%
- *ESL High Beginning* 41%
- *ESL Low Intermediate* 40%
- *ESL High Intermediate* 34%
- *ESL Advanced* 48%

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

- *Secondary School Credential or Equivalent* 76%
- *Entered Postsecondary Ed / Training* 13%
- *Entered Employment* 48%
- *Retained Employment* 81%

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

<i>Educational Functioning Level</i>	<i>Grade Level Equivalency</i>
<i>ABE Beginning Literacy</i>	<i>0-1.9</i>
<i>ABE Beginning</i>	<i>2.0-3.9</i>
<i>ABE Low Intermediate</i>	<i>4.0-5.9</i>
<i>ABE High Intermediate</i>	<i>6.0-8.9</i>
<i>ASE Low</i>	<i>9.0-10.9</i>
<i>ASE High</i>	<i>11.0-12.9</i>

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Participant Assessment

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

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

Records Management

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

Fiscal Management

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

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

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

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

Allowable Expenditures

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

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▪ **Supervision**

Note: Supervisor, coordinator, and clerical salaries not directly tied to classroom activities are considered administrative costs. Section 233 of the AEFLA states: *not less than 95 percent of funds shall be expended for carrying out adult education and literacy activities; and the remaining amount, not to exceed 5 percent, shall be used for planning, administration, personnel development, and interagency coordination.*

Special Rule--In cases where the cost limits described in subsection (a) are too restrictive to allow for adequate planning, administration, personnel development, and interagency coordination, the eligible provider shall negotiate with the eligible agency in order to determine an adequate level of funds to be used for non-instructional purposes.

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

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

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

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

▪ **Instruction**

Funds must be used to pay for classroom instruction for eligible adult education students only (see "Target Population" page 7). All paid teaching personnel must have a minimum of a Bachelor's Degree. A Tennessee Teacher's License is required unless an exception is approved by the Division of Adult Education.

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

Licensed teachers paid hourly will be paid \$22 /hour not to exceed the maximum amount allowed on the Division of Adult Education salary schedule and contingent on funding being available.

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

Part-time adult education teachers attending state-sponsored staff development may be paid their usual hourly rate up to eighteen (18) hours per year and local/regional in-service up to eighteen (18) hours per year. New part-time teachers may be paid up to twenty-four (24) hours their first year of service and up to eighteen (18) hours for local/regional in-service. Full-time teachers cannot be paid for attending staff development since this is part of their job.

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

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

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

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

▪ **Paraprofessional/Clerical**

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

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

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

Paraprofessional staff may be paid their usual hourly rate for up to eighteen (18) hours of state-sponsored staff development and up to eighteen (18) hours of local/regional in-service per year. The state's portion of Social Security and Medicare must be paid at the current rate for part-time employees. The State's portion of retirement may be paid on part-time employees that are currently vested in the Tennessee Consolidated Retirement System (TCRS). Any other benefits received by part-time employees must be paid by the local system and cannot be paid with Adult Education funds.

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

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

▪ **Materials, Supplies, and Equipment**

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

Equipment for use in the AE program may be purchased if the purchase is reasonable and necessary to effectively operate the adult education program, existing equipment is not sufficient, and the cost is reasonable. Equipment over \$500 must have prior approval of the Division of Adult Education before purchasing. Any equipment purchased must be identified with a state tag and follow the Department of Labor and Workforce Development's equipment inventory policy. For applicants who have an existing program, a current equipment inventory must be submitted with this proposal if equipment is requested in the budget.

▪ **Travel**

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

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▪ **Staff Development**

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

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

Expenditures Unallowable With This Grant

Costs unallowable with this grant include:

Lobbying

Food

Fees for high school equivalency test

Contributions and donations

Fundraising, solicitations

Gifts to teachers or students

Student incentives or stipends

Entertainment

Graduation expenses

Costs for out-of-state travel (unless pre-approved by Division of Adult Education)

Travel for anything other than approved AE business

Child care (Programs are encouraged to partner with other agencies to provide this service if needed)

Transportation (Programs are encouraged to partner with other agencies to provide this service if needed)

Expenditures for general purpose equipment, e.g. air conditioning, refrigerators, microwaves,

Capital improvements which add permanent value

Life insurance, dental insurance and other benefits other than those listed as allowable in the Supervision, Instruction and Paraprofessional/Clerical sections

Scholarships and student aid costs

Expenses for anyone other than adult education staff

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

Facilities for the Program

The grantee shall provide suitable ADA compliant space conducive to adult learning for the local Adult Education program. The facility shall include office space(s), adequate classrooms for instruction and a separate space for orientation and testing. The learning environment should be in good condition and properly maintained.

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SECTION 2 – APPLICATION COMPLETION INSTRUCTIONS

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

Application Organization

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

- 1) Application Cover Page (See Appendix)
- 2) Program narrative
 - A. Organizational Overview and Statements of Past Effectiveness and Statement of Need
 - B. Program Goals
 - C. Program Design
 - D. Program Implementation
 - E. Program Evaluation
- 3) Budget Information
 - A. Budget Request Form
 - B. Budget Narrative
- 4) Equipment Inventory (for existing programs if equipment is requested in application)
- 5) Signed Assurances
- 6) Class Schedule Worksheet
- 7) Local Salary Schedule, if applicable (See page 11, “Supervision”)

Preparation of the Application

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

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

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Application Submission Instructions

Applicants must submit five (5) complete copies of the application package. **The original application plus three (3) hard copies and an electronic copy via email** must be received in the Division of Adult Education office of the Department of Labor and Workforce Development at 220 French Landing Drive, Nashville, TN on or before **12:00 PM Central time May 4, 2015**.

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

Please submit the proposal and copies to the following address:

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

Email electronic copy to Connie.Larson@tn.gov

SECTION 3 – PROGRAM APPLICATION FORMAT

Applications must be organized in the format listed below:

(See Scoring Rubric for point values for each section. **The number of pages indicated for each section is the MAXIMUM.**)

1. Organizational Overview and Statements of Past Effectiveness and Need (4 pages)

Include:

- A. an organizational overview that describes existing Adult Education services (or other educational services if not a current Division of Adult Education service provider);
- B. a description of past effectiveness in improving the literacy skills of adults; If available, applicants must include NRS Tables 4 and 5 for 2013-14, and 2014-15 (July 1-February 28, 2015). New applicants must describe their plan to provide services to meet NRS guidelines including data that shows how they have been effective in serving their identified population. (See NRS website in Resources section).
- C. a statement of the local area's demonstrated need for adult education (include census and/or other data to document the need); and
- D. a plan to serve individuals in the community who are most in need of literacy services, including individuals who are low-income or have minimal literacy skills.

2. Program Goals (2 pages)

- A. Describe your plan to meet the goal to serve 6% of the SDA's potential to serve. The potential to serve for the Hamblen, Grainger and Claiborne area is 19,347.
- B. Describe your plan to meet program performance measures as compared to the Division of Adult Education's performance measures (See Section 1 – Performance Measures).

3. Program Design (8 pages)

- A. Using the class schedule form in appendix 6, include your proposed schedule of classes including number of days and hours per week to demonstrate intensity and duration for participants to achieve substantial learning gains.
- B. What instructional practices will you use in your Adult Education program?
Describe in detail:
 - your enrollment process and orientation for students
 - the use of managed enrollment
 - how you will use the Tennessee Curriculum for ABE/ Equivalency Diploma preparation. Include in your plan how you will use the key elements listed below:
 - Assessment – CASAS and OPT
 - Leveled Classes
 - Scheduled classes
 - Individual Student Profiles
 - Class syllabus
 - In-class practice and homework
 - In-class monitoring and feedback
 - Scheduled re-test and feedback

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- your plan to serve ESOL students in your service delivery area including orientation and proper assessment (BEST Literacy, BEST Plus, TABE CLAS E). Plan should include:

- Leveled and scheduled classes
- In-class monitoring and feedback
- Scheduled re-test and feedback

4. Program Implementation (10 pages)

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

- A. your plan to serve a multi-county area;
- B. how you will build on a strong foundation of research and effective educational practice;
- C. how you will effectively employ advances in technology, as appropriate, including the use of computers;
- D. your plan to provide relevant instruction to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship;
- E. your plan to staff the classes with well-trained instructors and monitor classroom instruction;
- F. how you will coordinate with other available resources in the community, such as establishing strong links with schools, post-secondary institutions, one-stop centers, job training programs and social services agencies;
- G. your plan to offer flexible schedules and support services, including partnering with other agencies to provide support services such as transportation and child care to enable individuals to attend and complete programs; and
- H. a description of the steps you propose to take to ensure equitable access to and equitable participation in the proposed grant activities conducted with Adult Education funds. Address the special needs of students, teachers and other program beneficiaries in order to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability and age.

5. Program Evaluation (2 pages)

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

- A. a plan to comply with data entry standards, to report participant outcomes and to monitor program performance against the current year's negotiated performance measures
- B. a description of how teacher(s), learners and others will be involved in evaluation. Evaluation should include methods based on Tennessee's performance standards as included in the National Reporting System (NRS).
- C. a plan for assessment that includes pre-and post-testing using a standardized instrument. Approved tests for Tennessee include CASAS, TABE CLAS E, BEST Literacy, BEST Plus

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

- A. Use the budget sheet on the following page to provide an itemized project budget that is cost effective, matches the scope of the project outlined in the application, does not exceed the grand total amount of \$300,000.00 and is based on allowable expenses.
- B. Provide a detailed budget narrative that shows how you plan to use the grant resources to accomplish the work described above. This narrative should indicate how budget amounts were developed including all salaries, materials, etc. that will be used/purchased to support the project.
- C. Include a description in the budget narrative of what will be used for the required 10% in-kind match.

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



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

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

Fiscal Agent (program, agency, or institution): _____
 Grant Contact Person _____ Title _____
 City _____ Zip Code _____ Phone _____
 Email Address _____

INSTRUCTIONAL SERVICES

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

ADMINISTRATIVE SERVICES

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

GRAND TOTAL	\$300,000.00
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NOTE: At least 95% of the funds allocated should be expended for instructional services. Not more than 5% shall be budgeted for administration unless a different rate is negotiated. The approved amount will be the amount eligible for reimbursement. The DAE reserves the right to adjust the requested funding level of any and all proposals received as a result of this announcement.

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

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Appendices

<u>Appendix 1</u>	Cover Sheet
<u>Appendix 2</u>	Definitions and Acronyms
<u>Appendix 3</u>	Salary Schedule
<u>Appendix 4</u>	Scoring Rubric
<u>Appendix 5</u>	Class Schedule Worksheet

Appendix 1

Cover Sheet 2015-16 Application for Funding Division of Adult Education

1. Name and address of Applicant Organization:

Name: _____

Street Address: _____

City: _____ Zip Code: _____

County: _____

2. Project Director/Adult Education Supervisor:

Name and Title: _____

Street Address: _____

City: _____ Zip Code _____

Email Address: _____ Telephone: _____

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

4. Projected # of students: _____ **Estimated Cost per Student: \$** _____

5. Total Funding Awarded:

(DAE use only)

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Appendix 2

Definitions and Acronyms

- **Administrative costs** mean costs not directly related to student services and that are associated with the administration of the program (i.e. the supervisor/director/coordinator's salary and benefits, clerical/data entry compensation and benefits, office equipment and office supplies). No more than 5% of requested funding may be spent on administrative services.
- **Adult education** means services or instruction below the post-secondary level for individuals:
 - a. *Who have attained 16 years of age.*
 - b. *Who are not enrolled or required to be enrolled in secondary school under state law.*
 - c. *Who:*
 - i. *Lack sufficient mastery of basic educational skills to enable the individuals to function effectively in society,*
 - ii. *Do not have a secondary school diploma or its recognized equivalent and have not achieved an equivalent level of education.,*
 - *Are unable to speak, read or write the English language*
- **Adult Basic Education (ABE)** is a component of adult education with instruction in the basic skills below the 9th grade level (0-8). Includes instruction for learners at the Beginning and Intermediate levels.
- **Adult Secondary Education (ASE)** is a component of adult education with instruction in basic skills at or above the 9th grade level (9-12). Key objectives include preparation for a GED ® or other equivalency diploma examination.
- **Americans with Disabilities Act (ADA)** For more information on ADA, visit the ADA Homepage at <http://www.ada.gov/>
- **Basic English Skills Test (BEST)** is a USDOE and Tennessee approved assessment designed to test listening comprehension, speaking, reading and writing skills of limited English proficient adults. See BEST information on the Center for Applied Linguistics (CAL) listed in the Resources section.
- **Classroom Instruction** is comprised of: 1) Focused delivery methods that reflect a variety of instructional styles and meet the assessed needs of students 2) Aligned to the Tennessee Adult Education Curriculum 3) Conducted within scheduled, leveled classes 4) Conducted by an instructor with a valid Tennessee Teacher License or the approval of the Division of Adult Education.
- **CMATS – Consolidated Management and Tracking System** is the method of implementation of the National Reporting System (NRS) in Tennessee. The CMATS database allows for data to be accessed and reported.

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- **Community-based organization (CBO)** means a private, nonprofit organization of demonstrated effectiveness that is representative of a community or significant segments of a community. To be a community-based organization, the organization must have a tax-exempt identification number. If awarded a contract a DUNS # will be required. See website in Resources section.
- **Consortium** means a group of entities working as one entity to provide adult education services in their respective areas with only one program listed as the fiscal agent for the consortium.
- **Direct services to students** mean services such as classroom teaching activities, text books, classroom supplies, etc. Ninety-five percent (95 %) of requested funding must be spent on direct services to students.
- **Education Department General Administrative Regulations (EDGAR)** is a federal statute governing funding. See Resources section for website.
- **Educational Functioning Level (EFL)** means the levels at which students are initially placed based on their ability to perform literacy-related tasks in specific content areas as determined by a state-approved standardized assessment.
- **Educational Gain** means that after progress testing, a student completes or advances one or more educational functioning levels from the initial starting level as measured by a state-approved standardized assessment.
- **Eligible Agency** is the sole state entity or agency responsible for administering or supervising state policy for adult education consistent with state law.
- **English for Speakers of Other Languages (ESOL)** is an instructional program to help adults with limited English proficiency gain proficiency in reading, writing, speaking and understanding the English Language.
- **Fiscal Year (FY)** Adult Educations fiscal year begins July 1 and ends June 30.
- **GED®** means General Educational Development, a high-school equivalency exam.
- **General Education Provisions Act (GEPA)** - Section 427 requires each applicant for assistance under U.S. Department of Education programs to develop and describe in the grant application the steps it proposes to take to ensure equitable access to and equitable participation in its proposed project for program beneficiaries with special needs. See GEPA website in Resources section.
- **HiSET®** means High School Equivalency Test published by Educational Testing Service

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- **Individual of limited English proficiency** means an adult or out-of-school youth who has limited ability in speaking, reading, writing or understanding the English language and:
 - A. Whose native language is a language other than English; or
 - B. Who lives in a family or community environment where a language other than English is the dominant language.
- **Individuals with disabilities** means persons who have a record of, or are regarded as having, any type of physical or mental impairment, including a learning disability that substantially limits or restricts one or more major life activities (e.g., walking, seeing, hearing, speaking, learning or working).
- **In-Kind** means valued non-cash contributions, services, property, or assistance received by the Adult Education program, for the purpose of Adult Education program operations.
- **Intensity and Duration** means services that provide sufficient hours of instruction each week, and sufficient weeks of instruction per year, to make sustainable changes in the skill level of adults.
- **Literacy** means an individual’s ability to read, write and speak in English, compute and solve problems at levels of proficiency necessary to function on the job, in the family and in society.
- **Local Education Agency (LEA)** means publicly funded entities designated to administer and provide primary and secondary education instruction and services within a city, county, school district, township or region.
- **Library** means a public state and community funded institution that offers education and community services in addition to providing access to print, audio-visual and technology resources.
- **National Reporting System (NRS)**, an outcome based reporting system for the state-administered federally funded adult Education Program.
- **Official Practice Test (OPT)** is an assessment to determine readiness to take a high school equivalency exam. The OPT is required in Tennessee to be administered by a local Adult Education program.
- **Tests of Adult Basic Education (TABE)** is a Tennessee approved standardized assessment of adult basic skills in reading, math, language and spelling. See TABE information on the CTB/McGraw-Hill website listed in the Resources section.
- **Service Delivery Area (SDA)** means the area or counties to be served under one contract and with one fiscal agent.

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Appendix 3

FY 2013-14 AE MAXIMUM SALARIES FOR TEACHERS

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

Note: Ten month salary data

Appendix 4

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

Applicant _____

Proposal Item	Possible Points	Points Awarded	Comments
<p>1. Organizational Overview and Statements of Past Effectiveness and Need (20 Points)</p> <p>A. An organizational overview that describes existing Adult Education services</p> <p>B. A description of past effectiveness in improving the literacy skills of adults (NRS Tables 4-5 for 2013-14 and July 1, 2014-February 28, 2015)</p> <p>C. A statement of the local service delivery area's demonstrated need for additional adult education programs and</p> <p>D. A plan to serve individuals in the community who are most in need of literacy services, including individuals who are low-income or have minimal literacy skills</p>	20		
<p>2. Program Goals (15 points)</p> <p>A. A plan to serve 6% of the Service Area's potential to serve</p> <p>B. A plan to meet program performance measures as compared to the Division of Adult Education's state and federal performance measures.</p>	15		
<p>3. Program Design (30 points)</p> <p>A. A proposed schedule of classes to demonstrate the intensity and duration for participants to achieve substantial learning gains.</p> <p>B. Instructional practices used in the Adult Education program. The description should include:</p> <p style="margin-left: 20px;">(1) Enrollment process and orientation for students</p> <p style="margin-left: 20px;">(2) The use of managed enrollment</p> <p style="margin-left: 20px;">(3) Description of the plan to use Tennessee Curriculum including key elements:</p> <p style="margin-left: 40px;">a) assessment – Locator, CASAS, OPT; b) leveled classes; c) scheduled classes; d) individual student profiles; e) class syllabus; f) in-class practice/ homework; g) in-class monitoring and feedback; h) scheduled re-test and feedback</p> <p style="margin-left: 20px;">(4) Description of the plan to serve ESOL students in the service delivery area</p>	30		

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

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

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

Reader (Print) _____

Reader Signature _____ Date _____

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GRANT CHECKLIST

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

- Cover Page**
- Organizational Overview and Statements of Past Effectiveness and Need
(Include requested NRS tables, if applicable)**
- Measurable Program Goals**
- Program Design**
- Program Implementation Description**
- Evaluation Description**
- Budget Request Form**
- Detailed Budget Narrative**
- Equipment Inventory (for existing programs if equipment is requested in application)**
- Signed Assurances Page**
- Class Schedule Worksheet**
- Local Salary Schedule, if applicable (See page 11, “Supervision”)**

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Resources

Americans with Disabilities Act (ADA)

<http://www.ada.gov/>

Center for Applied Linguistics (CAL)

www.cal.org

CTB/McGraw Hill

www.ctb.com

DUNS # Data Universal Numbering System

<http://fedgov.dnb.com/webform>

EDGAR Education Department General Administrative Regulations

www.ed.gov/policy/fund/reg/edgarReg/edgar.html

GEPA

www.ed.gov/fund/grant/apply/appforms/gepa427.doc

HiSET®

<http://www.hiset.ets.org>

National Reporting System (NRS) Guidelines

http://www.nrsweb.org/foundations/implementation_guidelines.aspx

CASAS

<https://www.casas.org>

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