



Digital Skills, Education and Workforce Grant Application Guide

**Digital Skills, Education, and
Workforce Grant Round 2.0**

June, 2024



Significant Changes to Digital Skills, Education, and Workforce Grant 1.0 are highlighted in the guidebook by the following symbol.

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01 | Program Description

1.1. Overview of the Grant Program

The objective of this program is to invest in evidence-based **basic and advanced digital skills training** initiatives. By the program's conclusion, beneficiaries will have the enhanced technical proficiency necessary to navigate complex digital environments, participate in the digital economy, and drive innovation.

The workforce development program will also invest in training opportunities for employment in priority industries in Tennessee, including —but not limited to— **the broadband infrastructure sector, technology, music and entertainment, finance, real estate, health care, education, hospitality, and other locally relevant fields**. By the program's conclusion, beneficiaries should be able to access new employment opportunities utilizing newly acquired skills and teachings.

The Digital Skills, Education, and Workforce Development (DSEW) grants program is funded by the American Rescue Plan (ARPA) State Local Fiscal Recover Funds (SLFRF).

1.2. Key Dates

TNECD Broadband anticipates opening the DSEW grant application on **Monday, June 17, 2024**; and closing on **Wednesday, August 14, 2024**.

1.3. Federal Award Information

1.3.1. Award Amount

The maximum allowable grant is \$1 million. This process will be competitive.

1.3.2. Match Amount

This is a reimbursement-only grant. The grant will cover up to 90% of each invoice submitted for reimbursement. In-kind contributions (e.g., services provided by partnering community anchor institutions, donated office or meeting space) will not be considered.



1.3.3. Application limits

There is a limit to **one** submission per applicant. Each application can reflect only one program.

1.3.4. Period of Performance

All contracts with grantees must be in effect by December 2024, and funds must be expended by December 31, 2026.

02 | Eligibility Requirements

2.1. Eligible and Ineligible Grant Applicants

2.1.1. Eligible Grant Applicants

- A local educational agency (e.g., K-12, vocational school)
- A community-based or faith-based organization
- A volunteer literacy organization
- A public or private nonprofit agency
- A library
- A public housing authority
- A nonprofit institution (that does not fit the above)
- A small business (1-10 employees)
- A consortium or coalition of the agencies, organizations, institutions, libraries, or entity described above
- A partnership between an employer and an entity above
- An ISP may partner with an entity above
- State and Regional Agencies/Authorities if:
 - The proposed project is a new project (lacking funding), or
 - The proposed project is a scaling-up based on existing funding available
 - NOTE: Supplanting funds with DSEW is not allowable and against federal regulations.
 - The proposed project can abide by the ARPA deadline of Dec 2026.

2.1.2. Ineligible Grant Applicants

- Government entities (e.g., local or county governments, local or county commissions)
- An institution of higher education



- "Pass-through" entities, or entities seeking to receive TNECD grant funding to distribute to other organizations through their own grant programs.

2.2. Eligible Communities

2.2.1. *Projects in Counties Below AMI*

Any project in a county with a Median Family Income at or below 300% of the Federal Poverty Guidelines for a default household size of 3 (\$65,880).

This includes all projects in counties except Cheatham, Davidson, Fayette, Knox, Loudon, Maury, Robertson, Rutherford, Sumner, Tipton, Williamson, or Wilson. **Note:** Counties with AMIs above \$65,880 are still eligible to apply if they show they serve a target population (defined in the next section).

2.2.2. *Projects in Counties Above AMI*

If the project is in Cheatham, Davidson, Fayette, Knox, Loudon, Maury, Robertson, Rutherford, Sumner, Tipton, Williamson, or Wilson Counties, the project must serve one of the following eligible populations:

- Providing Services in [Qualified Census Tracts](#)
- Low-or-moderate income households or communities
- Households that experienced unemployment
- Households that experienced increased food or housing insecurity
- Households that qualify for the Children's Health Insurance Program
- Households that qualify for Childcare Subsidies through the Childcare Development Fund (CCDF) Program or Medicaid
- Title I Schools

Verification of eligible population: As part of the application process, applicants will be required to provide verification of the end beneficiary that aligns with the selected target population. By choosing a specific population, applicants commit to collecting verification. Sampling the population and collecting data over given periods of time is acceptable.

2.3. Eligible Populations

Priority Populations: Additionally, applicants must address if their proposed project directly serves any of the following priority-covered populations.

- Individuals who live in covered households (household income of most recent year is not more than 150% of the poverty level)
- Aging individuals (60 and above)
- Incarcerated individuals (excluding individuals who are incarcerated in a federal correctional facility)*
- Veterans*
- Individuals with disabilities*
- Individuals with a language barrier, including individuals who are English learners and have low levels of literacy
- Immigrants and/or refugees
- Individuals who are members of a racial or ethnic minority group
- Individuals who primarily reside in a rural area*

Five points will be given to those primarily serving the * covered populations. Primarily serves entails over 50% of those served.

2.4. Eligible Program Activities and Services

TNECD will examine the educational design of the program activities and services proposed to determine whether participants can exit the programs with the market-relevant skills, experience, abilities, and qualifications necessary to further their personal and professional goals in digital environments. For workforce development purposes, an effective educational design would promote learning within the context of the work and the community, provide individual professional development with top-down support, and nurture each learner's agency.

Please note that **proposed workforce development programs must offer job placements or other services that prevent the underemployment of program participants.**

2.4.1. Eligible Educational Activities

- Adult education
- Intermediate and/or specialized digital skills training in K-12 schools
- Workplace education, which refers to adult education and literacy activities offered by an eligible provider; collaboration with an employer or employee organization at a workplace or an off-site location is required.
- Micro-learning
- Apprenticeship program
- Industry-relevant credentialing programs
- Digital navigators
- Other educational activities
- Providing training to trainers/educators on eligible activities

2.4.2. Ineligible Activities

- Promoting adoption through activities such as adoption campaigns, low-cost plans, and digital inclusion initiatives, which are funded by TNECD's CCF and BRC grants.
- Digital opportunity coalitions/taskforces. This funding is intended for direct training to beneficiaries, not planning efforts.
- K-12 school system one-to-one computer programs. While free devices are allowed, they must be accompanied by a training program.
- Direct technical troubleshooting or repair services for broken devices are allowed. While technical assistance is allowed, it must be accompanied by a training program.



2.5. Cybersecurity Component

To align with the Digital Opportunity Plan, those applicants applying for the **skilling grant** are obligated to provide cybersecurity training to individuals they serve in round 2 of DSEW. This training can range from basic intertwined guidance to advanced levels as

stand-alone training. For example, if you are conducting a coding course, your curriculum may address cyber awareness while teaching how to code. If you are teaching digital financial literacy, your curriculum may address the basics of providing online banking information to secure sources.



2.6. Digital Government Accessibility Component

To align with the Digital Opportunity Plan, those applicants applying for the **skilling grant** are obligated to offer accessibility training to individuals they serve, focusing on government and civic digital resources. This training can range from basic to advanced levels, covering areas such as accessing government forms, navigating government websites, or registering a business online. For example, if you have a basic digital literacy course, your curriculum may address gaining access to the county website or social media pages. If you are teaching digital financial literacy, your curriculum may address how to pay government fees online. If you are teaching an advanced digital literacy course, your course may address the cybersecurity of government websites.



2.7. Free or Low-Cost Devices Component

To align with the Digital Opportunity Plan, all applicants are eligible to receive fifteen points if they offer free or low-cost devices to a percentage of the program's applicants. This initiative aims to support digital equity by ensuring that a portion of the beneficiaries can access necessary technology without financial barriers.

- **No Minimum Threshold:** No minimum threshold is set for the percentage of devices provided relative to the total number of participants or the specific discount percentage offered. This flexibility allows grantees to tailor their approach based on their target population's unique needs and circumstances.
- **Reasonable Proportionality:** Applicants must clearly articulate how the provision of devices and the associated costs are reasonable and proportional to the program's goals and objectives. This justification should demonstrate a thoughtful alignment between the resources allocated for device provision and the grant's intended outcomes.

This grant program seeks to empower grantees to take innovative steps towards achieving digital opportunity by offering bonus points for device provision. We encourage applicants to think creatively about leveraging this opportunity to make a meaningful impact on their communities.

2.8. List of Eligible Digital Skills and Broadband Occupations

This section provides examples of eligible digital skills or broadband infrastructure roles for which funding can be awarded under the DSEW program.

2.8.1. Basic/Introductory Digital Skills

- Basic professional/educational skills: Microsoft Office (Word, Excel, PowerPoint)
- Communication technologies (e.g., Zoom, WebEx, email), data entry
- Navigation of the internet for well-being purposes: accessing government services (e.g., social services website), telehealth literacy (e.g., searching for doctors, scheduling appointments)
- Foundational knowledge about the internet and related technologies (e.g., internet, wi-fi, router)
- Distance/remote education
- Telework
- Social media
- Internet safety (e.g., foundational cybersecurity, personal information protection, parent/child protection, network safety and privacy, protection and awareness (e.g., phishing), online scam/fraud prevention, virtual private network (VPN), virtual desktop)
- Any other training that is designed to eliminate barriers to foundational adoption of digital skills

2.8.2. Advanced/Specialized Digital Skills

- Programming, software, and application development

- Marketing, content creation, and digital media
- Data science, management, and visualization
- User experience design
- Precision technology use
- Generative AI/Ethical AI
- Cybersecurity
- Financial literacy and "financial freedom" knowledge
- Advanced manufacturing skills (e.g., robotics)
- Health data analytics
- Real estate (e.g., rental and lease, property management, taxes)
- Management (e.g., human resources)
- Industrial and agricultural sector skills
- Any other training to meet digital workforce development needs

2.8.3. Broadband Infrastructure Occupations

- Network planner, designer, project estimator
- Land surveyor, pole surveyor, OSP engineer, permitting officer
- Network and tower construction (laborers, pole foreman, safety lead, tower technicians, tower climbers, quality inspector)
- Fiber splicing technicians (fiber splicer, fiber lineman)
- Customer installation (premise installation, customer support)
- Field Maintenance
- Other

2.9. Job Placement Program

Applicants offering workforce development programs must upload a letter from employers affirming job availability for trained workers and commitment to hiring if demand persists

(this does not require employers to hire if they do not have demand). Multiple letters from committed employers are permissible. Additionally, to the best of the organizations' ability, workforce development participants will be required to monitor the gainful employment status of trainees six months to one-year post-training, encompassing aggregate data on employed individuals and their respective salaries.

2.10. Use of Project Funds: Examples of Ideal Projects

Examples of ideal projects and components that fill the greatest need:

- **Fiber Workforce Development Application (K-12)**

A K-12 school collaborated with a municipal telecom provider to provide telecom workforce development skills through a semester of on-the job training. The program has a defined curriculum for vocational training and experienced schools and industry partners to align training with industry needs.

- **Music Mixing Digital Training**

A program by a music foundation focused on music mixing for young adults who were rejected by other music credentialing programs or services. These individuals being rejected may have opted out of the music industry. The training provides guidance to denied music applications and offers digital skilling and advanced AI tools. The program has experience in developing training programs and ties to the industry needs and gaps.

- **Telehealth Apprenticeship**

A partnership between higher educational institutions and health care institutions with a focus on specific skills needed to provide health access in a digital space. The program has experience developing apprenticeship programs and a strong understanding of the telehealth clients and needs.

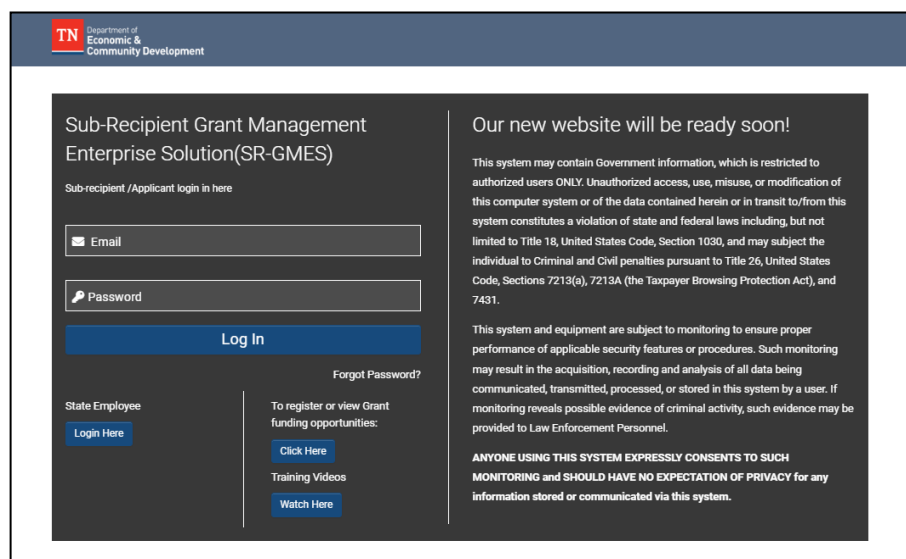
3.1. Pre-Application Steps

3.1.1. System Award Management (SAM) Registration

Each applicant must obtain a SAM Unique Entity ID from SAM.gov to be eligible to receive funding from the Connected Community Facilities Grant Program. To obtain a Unique Entity Identifier (UEI), please follow the directions at <https://sam.gov/content/entity-registration>.

3.2. Content and Form of Applications

Applications will be submitted via the grant managements software SmartSimple. Grantees must register with Smart Simple at https://ecd.grants.tn.gov/s_Login.jsp to access the grant application.



SmartSimple Registration Page

3.2.1. General Information

The applicant should be prepared to provide identifying information, including the legal entity name, Federal Employer Identification Number (FEIN), SAM ID, mailing address, and primary contact information. The project name will be auto-populated.

3.2.2. Project Information

The applicant must provide information including project descriptions, information about the service area, facility information, project implementation information, and

information on the project timeline.

3.2.3. Budget Information

For each budget category with a [^], multiple line items must be within the category and justifications for the necessity and basis for the listed costs. **The individual items and concise descriptions will be pulled into the subrecipient contract.**

	Total Grant Project Budget	Broadband Grant Funds	Match Funds	Additional Match	Total Percent of Budget
Professional Fee, Grant Award	\$0.00	\$0.00	\$0.00	\$0.00	NaN
Supplies, Telephone, Postage Shipping, Equipment Rental Maintenance, Printing Publications					NaN
Travel					NaN
Grant Project Administration					NaN
Other Non-Personnel Expenses	\$0.00	\$0.00	\$0.00	\$0.00	NaN
Capital Purchase	\$0.00	\$0.00	\$0.00	\$0.00	NaN
Total	\$0.00	\$0.00	\$0.00	\$0.00	NaN

Figure 1. Example of how the Budget Worksheet looks like in Smart Simple

Professional Fees, Grant, and Award[^]

Applicants must provide **multiple line items** and a detailed description of any proposed professional fees and grant and award costs for the project. Examples of professional fees are legal and auditing fees, public feedback processes, equity assessments and planning, needs assessments, permitting, planning, architectural design, engineering design, and work related to environmental, historical, and cultural reviews. Fees for external consultants or agencies engaged to design and/or implement grassroots marketing campaigns (i.e. flyers, local Facebook ads) for the low-cost internet plans may also be included in the section.

Professional fees could also include Salaries as one of the multiple line items. Covered Salaries include program directors and assistant directors, teachers, support staff, career or success coaches, other agency staff (e.g., executive leaders, HR staff, IT staff, and/or facilities staff), translators, workforce development specialists, accessibility specialists, and tutors. Covered benefits for those employees should be a second line item.



Supplies, Telephone, Postage and Shipping, Equipment Rental and Maintenance, Printing and Publications (less than \$10,000/ per item)

Applicants must provide a high-level budget (only **three lines** will be available). The cost will be divided into three line items: Supplies, Occupancy, and Contingency.

Examples of supplies costs are office equipment and supplies, shipping, curriculum materials/kits instructors and students, such as textbooks and manuals, student computers, including subsidized or low-cost devices (e.g., computers, tablets), and refurbishing supplies, print and digital advertising and other promotional material for marketing purposes (e.g., fliers, yard signs, printing costs), telecommunications equipment (e.g., hotspots), supplies for hands-on learning activities (e.g., ladders), and utilities as a percentage (e.g., internet service).

Examples of occupancy costs are the cost of long-term leases (for terms greater than five years) of facilities, including infeasible right-of-use (IRU) agreements and capital leases.

Should your organization choose to add a contingency amount to account for market fluctuation or an increase in supplies and shipping costs, ensure this amount does not exceed 15% of the cost of the items listed in supplies. For example, if \$100,000 is listed in supplies only \$15,000 may be listed in contingency for supplies.

Travel, Conferences, and Meetings

Travel expenses covered by this grant include travel for staff of the main applicant, encompassing activities such as providing direct training services within the county or state. However, this category does not cover travel for contractors and should be budgeted under Professional Fees. For travel reimbursement during invoicing, travel expenses must be submitted with mileage calculated at the state rate and a breakdown of lodging and meal costs.

Grant/project Administration (limited to 6% of total budget)

Direct grant administrative costs are eligible up to 6% of the total grant budget. Indirect costs are not eligible.

Applicants must provide a high-level budget (only one line will be available) and a description of the proposed administrative cost for the project. Examples of covered

administrative costs are:

- Reporting Activities: Hours to carry out monthly expenditure reports, aggregating quarterly performance data.
- Planning Activities: All planning activities pertaining to the grant, excluding strategizing a plan.
- Budgeting & Accounting: Hours to prepare reimbursement requests.
- Environmental Review
- Federal Grant Compliance: Activities done to comply with Federal grant regulations, such as Davis-Bacon compliance, financial management, procurement, closeout, etc.

Please be aware that indirect costs are considered ineligible and will not be covered. These ineligible indirect costs include:

- Any hours worked that cannot be specifically identified and documented as directly related to the grant activities. This includes general administrative duties or other tasks that do not have a direct connection to the specific objectives and activities outlined in your grant proposal.
- Rent and utility expenses that cannot be directly allocated to the grant activities are ineligible. Only those costs that can be clearly and accurately documented as necessary for the completion of the grant-funded project will be considered eligible.

Other Non-personnel[^]

Applicants must provide **multiple line items** and a detailed description of any proposed non-personnel costs for the project. Other non-personnel costs include any other upfront costs not covered in other categories, such as permits, required licenses, sales tax applicable to new equipment purchases and warehousing expenses, and miscellaneous minor material.



Capital purchase (\$10,000 per unit or more) [^]

Applicants must provide **multiple line items** and a detailed description of any proposed capital costs for the project. Examples of capital purchase costs include significant investments in assistive technology (e.g., mobility devices such as walkers and wheelchairs, as well as hardware, software, and peripherals that assist people with disabilities in accessing computers or other information technologies), special-purpose

equipment, equipment for hands-on learning activities (e.g., power tools, wiring lab, simulating lab) valued at **\$10,000 per unit or more**.

3.2.4. Financial Capability

Applicants must provide **one proof of the project's financing** documentation, including their ability to fund the match as well as the grant funds for financing the **first six months or the first milestone** (before reimbursement). One of the following documents must be provided and show that the project can cover the match requirement and any additional funding needed for expenses prior to reimbursement*:

- Audited financials
- Bank statement
- Letter of credit
- Proof of funds

* Documents don't need to be signed

3.2.5. Additional Uploads

The upload section of the application will allow applicants to upload required and optional documents, including:

- W9**
- Grant Payment Forms**
- Procurement Policy**
- Title VI Training Certification**
- Audit, 990, or Annual Report**
- One proof of financing, this includes proof for financing the first six months or the first milestone**
- Community Feedback or Gap Analysis Report* (required if no evidence-based study listed)
- Documentation of any proposed overlapping federally funds scheduled to be served by 2026
- Documents of community support (including letters of support, community survey results, and local match letters of assurances)

- Employer Partnership agreements
- Local Assurance Letters, if applicable

** Required

04 | Application Review Process

4.1. Process Overview



4.1.1. Scoring Review



Applications will also be assessed for their impact on the community they seek to serve, their organizational capacity to manage the award, and their proposed specific initiatives under the digital skills training and/or workforce development program. The following criteria will be assessed as part of the community impact review. Please note that the points per category are not divided equally across each scoring criteria within the category.

Application Evaluation Criteria

Category	Description	Points Possible	Total Points Possible
Project Design	Describes the design of the services/programming offered and how they support digital skills training or Workforce Development. Describes evidence-based intervention and discusses the evidence if applicable. Describes how the program will enable digital skilling or market-relevant competence, professional development, and/or learner agency if applicable.	15	70
	Describe how the project aligns with the TN's Digital Opportunity Plan goals and objectives.	5	
	Applicant will provide services for free or at a discounted rate to program participants.	10	
	Applicant will provide devices for free or at a discounted devices to program participants.	5	
	Describes how the proposed programming fills a specific community need through an identified gap by local employers or a skills gap. This could include a discussion of how the applicant assessed the digital skills needs or workforce development needs and wants of the community or employers and what they are, how involved the community was in the design of the described programming, any relevant research	20	

	about how the program fits within the context of local labor/employer/industry conditions, etc.		
	Programming is designed to be accessible to the target population in a variety of ways (e.g., time of day, location of choice, remote options, childcare assistance, transportation assistance, ADA-compliant building and equipment, participation stipends offered).	15	
Community Impact	Applicant's demonstrated ability to meet proposed project plan (timeline and key milestones) given requirements of federal funds, documented experience in program management, ability to oversee a program using federal funds or non-federal organizational funds, etc.	20	65
	Applicant states the # of people it will serve and how that number was calculated. Note that a higher # of individuals served does not necessarily equate to a higher score. The applicant's stated level of reach should be reasonable based on other data points in the application, considering the amount of funding requested.	5	
	The applicant outlines which metrics they will use to measure the impact of the program's services on the community and defines the program's target outcomes. Applicant's metrics are both outputs and outcome-focused (e.g., enrollment of 100 individuals into the credential program in addition to 80 individuals securing higher-paying or skills-appropriate positions).	15	
	Applicant has an established process of collecting participant's feedback regularly through various methods (i.e., offline or online). The applicant has an established organizational procedure in place to incorporate participant's feedback and make necessary changes to their services accordingly (i.e., the applicant uses certain feedback collection tools to capture participant's satisfaction levels and suggestions through online survey tools or have an onsite grievance redressal mechanism in place).	10	

	<p>Demonstrates a strong connection with working with marginalized and historically underserved communities. Communities may include one or more of the following groups:</p> <ul style="list-style-type: none"> • Individuals who live in covered households (household income of most recent year is not more than 150% of poverty level) • Aging individuals (60 and above) • Incarcerated individuals (excluding individuals who are incarcerated in a federal correctional facility) • Veterans • Individuals with disabilities • Individuals with a language barrier, including individuals who are English learners and have low levels of literacy • Immigrants and/or refugees • Individuals who are members of a racial or ethnic minority group • Individuals who primarily reside in a rural area 	10	
	<p>Applicant primarily serves (more than 50% of participants) one of the following covered populations: rural individuals, incarcerated individuals, veterans, and individuals with disabilities.</p> 	5	
Demonstrated Capacity	<p>Describes the applicant's capacity or history to provide digital skills education and/or workforce development programming or services. Discuss evidence of demonstrated capacity, including secured partnerships, available staff, and resources.</p>	20	20
Financial Feasibility	<p>Budget and expense descriptions are clear and specific.</p>	20	40
	<p>Budget is realistic and reasonable based on the project's defined design and impact.</p>	20	
Total Base Score All Programs		195	195
Workforce Development Program-Specific Points Possible			
	<p>Applicant has an agreement with an employer to provide apprenticeships or employment if the candidate has completed the program.</p> 	10	15
	<p>Applicant offers workforce development programs that are tailored to TNECD's priority industries:</p> <ul style="list-style-type: none"> • Telecommunications (Broadband Infrastructure) • Arts, entertainment, and recreation 	5	

	<ul style="list-style-type: none"> • Information (computer and mathematical occupations) • Finance and insurance • Real estate, rental, and leasing • Manufacturing • Health care • Retail • Protective services • Accommodations, food service, and hospitality • Agriculture 		
Digital Skills Training Program-Specific Points Possible			
	Applicant has a program outreach strategy at place that would ensure that program objectives and plan reach out to maximum number of eligible participants (e.g., program outreach strategy may include reaching out to participants through targeted social media platforms, online forums, community centers, schools, local businesses, or relevant events).	5	15
	Applicant's program also includes cybersecurity trainings. 	5	
	Applicant's program also includes government public services/resources accessibility trainings. 	5	

Administration

5.1 TNECD Award Notices

If an applicant is awarded funding, the TNECD Broadband Grants Officer will issue a subrecipient agreement. By signing the document, the recipient agrees to comply with all terms, conditions, and provisions set forth. If an applicant is awarded funding, TNECD Broadband office is not under any obligation to provide additional funding in connection with that award or make any future awards.

5.2 Reimbursement Grant

This grant operates on a reimbursement basis. Applicants are permitted to submit invoices once per month for reimbursement of eligible expenses. In certain circumstances, ECD may provide payment to the applicant for unpaid invoices related to work completed by a contractor on construction projects. This provision will be evaluated on a case-by-case basis and addressed during the post-award phase.

5.3 Compliance with State and Federal Guidelines

5.3.1 Fair Labor Practices

Applicants must provide a record of and plan to be in compliance with federal labor and employment laws. The following is a general summary of laws that applicants must comply with; this summary is not exhaustive. For the exhaustive list of federal labor and employment laws, reference State and Local Fiscal Recovery Funds (SLFRF) ([treasury.gov](https://www.treasury.gov)).

1. If awarded more than \$10 million, Davis-Bacon Act (Subchapter IV of Chap. 31 of Title 40, United States Code):
 - a. Applicants must provide certification that all laborers employed on the project are paid wages at rates not less than those prevailing.
 - b. If certification is not provided, then the applicant must provide a project employment and local impact report that includes the following:
 - i. The number of contractors and sub-contractors working on the project
 - ii. The number of employees on the project hired directly and hired

through a third-party

iii. The wages and benefits of workers on the project by classification

iv. Whether those wages are at rates less than those prevailing

2. National Labor Relations Act (29 U.S.C. 158(f)):

a. Recipients are to provide certification that the project includes a project labor agreement, a pre-hire collective bargaining agreement that is in accordance with the National Labor Relations Act (29 U.S.C. 158(f)) section 8(f).

3. Applicants must provide information on whether the project prioritizes local hires.

4. Applicants must provide information on whether the project has a Community Benefit Agreement with a description of such agreement.

5.3.2 Civil Rights and Nondiscrimination Law

Recipients of Broadband Ready Communities Grants are required to be in compliance with all civil rights and nondiscrimination federal laws related to the use of federal funds. Recipients shall not discriminate or deny benefits or services on the basis of race, color, national origin (including limited English proficiency), disability, age, sex, sexual orientation, gender identity, or handicap. Recipients are required to agree to, by a form of binding commitment, abide by all civil rights and non-discrimination requirements set forth.

5.3.3 Domestic Preference

Under Uniform Guidance (2 CFR 200.322), grantees must provide a preference for the purchase, acquisition, or use of goods, products, or materials produced in the United States. This includes items and construction materials composed of metals, plastics, aggregate (such as optical fiber), and lumber. All items made in whole or in part of these covered materials apply. Grantees should make all efforts to document this preference and ensure subcontractor compliance, including listing the referenced clause in all subcontracts.

5.4 National Policy Requirements

5.4.1 Uniform Guidance and Cost Principles

Recipients of an award are subject to various federal regulations, including Uniform Administrative Guidance, Cost Principles, and Audit Requirements set forth in 2 CFR Part 200. Subpart D - Post Federal Award Requirements of the Uniform Guidance shall apply to this award, along with Subpart E - Cost Principles and Subpart F - Audit Requirements, including the Single Audit Act, of the Uniform Guidance. For an exhaustive list of uniform guidance requirements, reference [eCFR :: 2 CFR Part 200 - Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards.](#)

Cost principles: As set forth in 2 CFR Part 200 Subpart E, allowable costs are based on, but not limited to, the premise that the non-federal entity (recipient) assumes the responsibility for the administration of funds in an effective and appropriate manner, employment of sound organization and management techniques, and appropriate accounting practices. Recipients are responsible for the creation of internal controls that monitor to ensure compliance with 2 CFR Part 200 Subpart E. For the exhaustive cost principles regulations list, see [eCFR :: 2 CFR Part 200 Subpart E -- Cost Principles.](#)

5.4.2 Environmental and National Historical Preservation Requirements

Recipients must retain records, permits, and documentation necessary to evidence compliance with all environmental requirements. If the answer to any of these questions is "yes," contact the relevant federal agency or agencies for further guidance on environmental compliance. See the checklist at <https://home.treasury.gov/system/files/136/CPF-Environmental-Questionnaire.pdf>.

1. Will the proposed activity be under the permitting authority of any federal agency?
2. Will the proposed activity receive federal assistance (other than the Coronavirus Capital Projects Fund and American Rescue Plan- State Local Fiscal Recovery Funds)?
3. Will the proposed activity be subject to any federal regulatory decision or approval?
4. Has a NEPA or NEPA-like review been independently prepared for this proposed

eligible activity or is a NEPA review underway?

The NHPA (16 U.S.C. §§ 470 et seq.) states that recipients are required to inform the awarding agency of any direct or indirect effects the award may have on properties included or eligible for inclusion on the National Register of Historic Places. Recipients may also be inquired to assist with consulting with State or Tribal Historic Preservation Officers, among others, to assess unfavorable effects to historic properties. For more information on the requirements for NHPA and other compliances, see Federal Historic Preservation Laws (nps.gov).

5.4.2 Property Trust Relationship and Public Notice Filings for Grant-Acquired Property

In accordance with § 200.316 Property trust relationship, real property, equipment, and intangible property, that are acquired or improved by a federal award must be held in trust by the recipient as trustee for the beneficiaries of the award under which the property was improved or acquired. For more information refer to, [eCFR :: 2 CFR 200.316 -- Property trust relationship.](#)

5.4.3 Contracting with Small and Minority Businesses, Women's Business Enterprises, and Labor Surplus Area Firms

In accordance with 2 CFR. § 200.321, recipients are required to make specific efforts to work with small and minority-owned businesses, women's business enterprises, and firms from labor surplus areas. These efforts ensure we're supporting diverse businesses in the contracting processes.

5.5 Reporting

Grantees must submit quarterly reports to TNECD on the following dates: January 3, April 3, July 3, and October 3 of each year. These reports are mandatory until the final expenditure of the grant or until the final report is due on April 2027.

These reports should include financial data, programmatic details, and information about any delays or issues encountered during the project implementation. These

reporting requirements ensure transparency and accountability throughout the grant period.

5.6 Audit Requirements

Requirements for Non-profit and Government Subrecipients:

If the subrecipient spends \$750,000 or more during the fiscal year on federal awards, the subrecipient is required to undergo a single audit and submit the audit to the federal audit clearing house at fac.gov. For more details on audit requirements, please refer to [eCFR :: 2 CFR Part 200 Subpart F -- Audit Requirements](#).

5.7 Monitoring and Site Visits

As part of the grant process, all grantees will undergo monitoring activities, which include a desk review (phone call) or site visit twice during their performance period. The first monitoring check will occur at the midpoint of project completion when the project is 50% complete, as confirmed by the grantee. Another review will take place during the closeout phase. Depending on the risk level determined by TNECD's broadband team, some grantees may undergo additional monitoring, such as a site visit.

5.8 Invoicing

This is a reimbursement grant. Grantees will be required to invoice exact expenses directly to TNECD. Grantees must follow the format prescribed by TNECD, which includes a cover sheet outlining the invoice items against each contractor or make-ready/material charge-out/ inhouse labor expenses, along with supporting documentation, including individual invoices and proofs of payment. The file should be submitted to the mail ID ECDBroadband.Invoices@tn.gov.

Once the closeout review is completed, grantees will become eligible for the remaining 15% of their invoice reimbursements. This ensures accountability and transparency throughout the project lifecycle.

5.9. Technical Assistance

TNECD will provide grantees with technical assistance and resources, including compliance webinars, invoicing training, and other programming and guidance throughout the contract period.

06 | TNECD Contact Information

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07 | Appendix

7.1 Application Checklist

Status	Document Upload	Notes
	W9*	Found here
	Completed Grant Payment Setup Form*	The applicant's banking information to expedite grant disbursement, if awarded.
	Procurement Policy*	Please upload your procurement policy outlining procurement roles and responsibilities and any segregation of duties.
	Title VI Training Certification*	Please submit a completed copy of the Title VI Survey, your organization's Title VI non-discrimination policy, and a copy of your Title VI training certificate. All three documents are required for Title VI compliance.
	Audit, 990, or Annual Report*	If your organization is not audited, we accept Form 990s from nonprofit entities and annual reports with financials from private entities. This should represent your last full Fiscal Year.
	Proof of project financing*	Applicant must have one of the following validating finances for the least six months of projects or the first milestone: audited financials, bank statement, letter of credit, proof of funds. This does not need to be signed.
	Overlapping federal funds, if applicable	If applicable, the applicant should upload the documentation of any proposed overlapping federal funds scheduled to be served by 2026.
	Community Feedback or Gap Analysis Report	This is required for those projects that do not have evidence for the defined teaching design.

	Community support letter(s)	Letters from community members or organizations endorsing the applicant and demonstrating that the applicant has made outreach efforts.
	Community partner agreement(s)	Any agreement made between the applicant and a community partner in which the community partner is involved in the delivery of resources, activities, or programming.
	Employer Partnership agreement	Any agreement made between an employer and an eligible applicant. To receive the bonus points this must be uploaded.
	Local Match Letters of Assurances	Letters from local sponsors assuring their partnership and their willingness and ability to match funds.

* Required

7.2 Application Questions

Please note that the questions provided here are a representative sample and may be subject to slight modifications. They are intended to assist applicants in initiating their application process.

1. Select which county your proposed project will be serving primarily.

2. Will your proposed project primarily serve one of the following counties: Cheatham, Davidson, Fayette, Knox, Loudon, Maury, Robertson, Rutherford, Sumner, Tipton, Williamson, Wilson? (if Y to select one in 2.A)

2.A Select which of the following populations your proposed project will serve primarily:

Help text: Please note that the verification method should align with the target population chosen. By selecting a population below, you are agreeing to collect one of these forms of verification. Sampling the population and given periods of time is allowable, rather than requiring these documents of each end beneficiary.

- Households at or below 300% of the Federal Poverty Guidelines for a default household size of 3 (\$65,880);
- Households that experienced unemployment or increased food or housing insecurity;
- Households that qualify for the Children’s Health Insurance Program, Childcare Subsidies through the Child Care Development Fund (CCDF) Program, or Medicaid;
- Households and populations residing in Qualified Census Tracts;
- Title I School

3. Select your organization type:

Select one mandatory

- A local educational agency (e.g., community college, such as a vocational school)
- A community-based or faith-based organization
- A volunteer literacy organization
- An institution of higher education
- A public or private nonprofit agency
- A library
- A public housing authority
- A nonprofit institution (that does not fit the above)
- A small business (1-10 employees)
- A consortium or coalition of the agencies, organizations, institutions, libraries, or entity described above
- A partnership between an employer and an entity above

4. Select the population(s) that your project will be serving:

Help text: please select all that apply:

- Individuals who live in covered households (household income of most recent Year is not more than 150% of poverty levels)
- Aging individuals (60 and above)

- Incarcerated individuals (excluding individuals who are incarcerated in a federal correctional facility)
- Veterans
- Individuals with disabilities
- Individuals with a language barrier, including individuals who are English learners and have low level of literacy
- Immigrants and/or refugees
- Individuals who are a member of a racial or ethnic minority group
- Individuals who primarily reside in a rural area
- None of the above

5. If any groups were selected in the question above, please describe any previous history working with the selected groups.

Help text: If your organization does not have any previous history with the selected groups, please describe how your organization has prepared to understand and meet the needs of the selected groups as they relate to the grant's purpose.

6. Please select all the education-related services that will be offered:

- Adult education
- Intermediate and/or specialized digital skills training in K-12 schools
- Workplace education, which refers to adult education and literacy activities offered by an eligible provider; collaboration with an employer or employee organization at a workplace or an off-site location is required.
- Micro-learning
- Apprenticeship program
- Industry-relevant credentialing programs
- Digital navigators
- Other educational activities
- Providing training to trainers/educators on eligible activities

Workforce Development or Digital Skilling

7. Will your organization primarily do one of these activities?

Help Text: In line with TNECD's mission, Round 2 of DSEW concentrates our efforts on Workforce Development initiatives. Activities that enhance gainful employment and contribute to the economic advancement of individuals will be considered workforce development. Activities that primarily aim at K-12 education, health, social, and financial well-being will be considered digital education. If you are conducting digital skilling, you will not be negatively impacted.

- K-12 Student Enrichment that is not CTE training (In school or afterschool)
- Connecting virtually for social connections and wellbeing (videos, calls, chat)
- Personal cybersecurity
- Using digital government & civic services
- Online personal finances
- Troubleshooting & Finding Help

Yes or No.

(If yes, move to digital skilling questions. If no, move to workforce development questions).

Additional Information – Digital Skill Training


7.1 Describe your organization's strategy for promoting awareness and interest in your programs and services.

Help text: Include projected outreach numbers, advertising channels, key messaging, tailored approaches for specific groups, partnership details, milestones, timelines, and any other pertinent details.

7.2 Describe your organization's process for smoothly enrolling participants into your program.

Help Text: Including the channels for enrollment (e.g. in person with a case worker, self-registration, etc.), whether an application will be required of the

program participant and the types of accompanying information/documentation required, and other relevant information.

 **7.3 How do you propose to offer cybersecurity training in your services?**

 **7.4 B How do you propose to offer government accessibility training in your services?**

7.5 If your digital skills program will be focusing on basic/introductory skills, please indicate what your program will focus on.

7.6 If your digital skills program will be focusing on advanced skills, please indicate what your program will focus on.

Additional Information – Workplace Development Program

7.1 Which of the following priority industries is your organization's workforce development programming or services tailored towards?

7.2 Target Skill Level (Select One)


7.3 If your digital skills program will be focusing on basic/introductory skills, please indicate what your program will focus on (Select All that Apply)

7.4 If your digital skills program will be focusing on advanced skills, please indicate what your program will focus on (Select All that Apply)

Project Information

8. Describe the programming or services your organization seeks to provide. Be sure to note the trainings provided and the specific skills of focus as well as other wrap around support activities.

Help text: this is the main question to describe your program design and components of the program.

 **9. A Will your organization distribute free or low-cost devices to participants? (Yes/ No)**


- **If yes? Which Devices:** (Tablet, Laptop , Desktop, Smart Phone, Other)
- **How Many?** (numerical value per device)
- **What is the cost to the participant?** (Price per unit to participant)
- **Why is this number of devices and this price to end user reasonable proportionate to the goals of your proposed program?**

10. Describe how your organization will incorporate evidence-based intervention or methodologies into the design of your proposed programming or services.

Help text: The American Rescue Plan Act (ARPA) prioritizes investments in evidence-based interventions. Your program should cite at least one study that shows proof the teaching model is proven to have the impact you expect to have. When scientific evidence is lacking, internal evidence, such as community feedback or surveys, can validate the effectiveness of programs. If you are using internal data and community feedback, please upload the report or summary of the internal feedback as evidence of this existence.

11. Describe how the proposed programming fills a specific need of the community, either through a gap identified by a local employer or an identified skill gap.

Help text: Be specific when describing the relevance of the skills by detailing the specific labor market it aims to attend. To do so, explain if the labor market is locally relevant considering the geographical level (neighborhood, county, state).

 **12. Explain why the services are strategically located near the target population or easily accessible.**

Help text: For example, if your facility is situated in an urban county and aims to reach non-English speakers, it may be strategically located near areas with a high concentration of the target population. This proximity can facilitate greater access and engagement for individuals who may face language barriers.

13. Detail the hours of operations by the target population.

14. Please select how the use of the services will be marketed (Select All)

- Digital Marketing and Advertising
- Community Events and Workshops
- Networking and Partnerships
- Direct Mail and Flyers
- Cold Calling and Outreach
- Referral Programs
- Other (If other, please list how the use of the facility and services will be marketed) *Text Box*

15. Will patrons be charged a fee for the training or services during the grant period? *Yes/No*

Help Text: Fees charged for the training to patrons during the grant period are considered “program income” and must be reported during quarterly reporting to the US Treasury. Please track the cost devices in the device question.

(if Y) Please indicate the fee structure in the table below.

Name	Price	How Often/ Description
<i>Enrollment Fee</i>	<i>\$125</i>	<i>One time</i>
<i>Book Fee</i>	<i>\$500</i>	<i>Monthly</i>
<i>Certification Testing</i>	<i>\$50</i>	<i>One time</i>

(if Y) 15.a Do you agree to follow Treasury guidelines requiring fees charged to facility patrons during the grant period to be channeled back into supporting the facility? If not, you will be disqualified.

Project Implementation

16. Do you agree this project can be completed by December 31, 2026.

Help Text: Due to Treasury guidelines, there can be no exceptions due to delays or unforeseen circumstances. If no, you will be disqualified.



17. Please provide a timeline for the proposed project.

Address the following stages: hiring teachers/ trainers, marketing to students, number of classes/cohorts, and feedback.

	Major Milestone	Funding Expended
Q1 2025	<i>Hiring teacher</i>	<i>20,000</i>
Q2 2025	<i>Market to students</i>	<i>\$5,000</i>
Q3 2025	<i>Conduct cohort 1 (25 students)</i>	<i>200,000</i>
Q4 2025	<i>Conduct cohort 2 (25 students)</i>	<i>200,000</i>
Q1 2026	<i>*Conduct cohort 3 (25 students)</i>	<i>200,000</i>
Q2 2026	<i>Feedback, Closeout, Send</i>	<i>50,000</i>

	<i>final invoices, admin, reporting to TNECD</i>	
Q3 2026	<i>Completed</i>	
Q4 2026	<i>Completed</i>	

18. How many individuals will the proposed project directly serve until December 30, 2026?

19. Describe how your organization calculated the number of individuals expected to be served by your proposed project. Please note that a higher number of individuals served will not necessarily yield a higher score. Impact per individual will be measured.

20. Explain the intended outcomes for the program and its participants and specify the metrics that your organization will use to measure the outcomes' impact on and long-term effects on program participants.


Help text: Please consider that including a justification of your selection of the metrics should be goal-oriented, and the organization must detail the data strategy, including details on how and when your organization plans to collect and report the corresponding data, if possible, to collect it quarterly. For example, this will measure the increase in education by students (outcome). Disclaimer: TNECD will not be collecting any personal data.

21. Explain how your organization plans to collect participants' feedback or suggestions during the program and what it will do to adjust the programming based on feedback received.

Demonstrated Capacity

22. Describe your organization's capacity to manage reporting and compliance requirements for federal awards, including any relevant history of managing federal or non-federal awards.

23. Describe your organization's background, business model, clientele, and activities.

 **24. Will any organizations be subcontracted to deliver services at the facility after the construction or renovation is completed?_Yes/No (if Y)**

Please fill out the table below to provide details.

Budget and Uploads

 **25. Fill out the budget table.**

26. Upload additional documents.

7.3 Frequently Asked Questions

General Program Information



Q: Will grant funds be split evenly between workforce development and digital skills?

A: No, there is no defined number to be allocated to each type of grant. In DSEW 2.0, all activities not defined below will be considered workforce development activities.

- K-12 Student Enrichment that is not CTE training (In school or after school)
- Connecting virtually for social connections and wellbeing (videos, calls, chat)
- Personal cybersecurity
- Using digital government & civic services
- Online personal finances
- Troubleshooting & Finding Help

If your organization answers no to the following services, the grant application will be considered workforce development.



Q: Can we apply for the Digital Skills, Education, and Workforce Development Grant more than once?

A: Applicants may submit one application.

Q: Is this entirely a reimbursement grant? Can a small percentage of the grant award be given upfront to cover initial expenses?

A: Yes, this is solely a reimbursement grant opportunity. There is no opportunity to provide any funding "up front." Expenses may be reimbursed throughout the project after invoices are submitted to TNECD. In certain circumstances, ECD may provide payment to the applicant for unpaid invoices related to work completed by a contractor on construction projects. This provision will be evaluated on a case-by-case basis and addressed during the post-award phase.

Eligibility Requirements

Q: Who is eligible to apply for the Digital Skills, Education, and Workforce Development Grant?

A: The following entities may apply for this grant:

- A local educational agency (e.g., K-12, vocational school)
- A community-based organization or faith-based organization
- A volunteer literacy organization
- A public or private nonprofit agency
- A library
- A public housing authority
- A nonprofit institution (that does not fit the above)
- A small business (1-10 employees)
- A consortium or coalition of the agencies, organizations, institutions, or libraries
- A partnership between an employer and an entity above
- An ISP may partner with an entity above
- State and Regional Agencies/Authorities if:
 - The proposed project is a new project (lacking funding), or
 - The proposed project is a scaling-up based on existing funding available
 - NOTE: Supplanting funds with DSEW is not allowable and against federal regulations.
 - The proposed project can abide by the ARPA deadline of Dec 2026.

Q: Under this grant, are communities defined by as counties or zip codes under the income requirement?

A: Communities are defined by the county under this grant. Applicants proposing projects primarily in a county with an AMI below \$65,880 are

automatically eligible, while applicants proposing projects in counties with an AMI above \$65,880 are required to additionally specify which “target population” they intend to serve.

Q: Is my organization still eligible to apply if our target population does not fall into one of the 5 pre-defined target populations?

A: If the project is in Cheatham, Davidson, Fayette, Knox, Loudon, Maury, Robertson, Rutherford, Sumner, Tipton, Williamson, or Wilson Counties, it must serve one of the eligible populations. If it cannot serve one of those populations and is in the above counties, it is not eligible.

Q: How does TNECD expect applicants to track eligibility verification?

A: Applicants will have to track eligibility verification only if they are awarded a grant and depending on whether they are proposing a project in an eligible county or Qualified Census Tract.

For those projects not in an eligible county or QTC, the verification method should align with the target population chosen. By selecting a population below, you are agreeing to collect one of these forms of verification. Sampling the population and given periods of time is allowable, rather than requiring these documents of each end beneficiary.

- Households at or below 300% of the Federal Poverty Guidelines for a default household size of 3 (\$65,880);
- Households that experienced unemployment or increased food or housing insecurity;
- Households that qualify for the Children’s Health Insurance Program, Childcare Subsidies through the Child Care Development Fund (CCDF) Program, or Medicaid;
- Households and populations residing in Qualified Census Tracts;
- Title I School

Qualified Census Tracts (2022) can be found at: [Here](#)

Q: If a school applies for funding, does it have to show justification that most or all students fall under the AMI thresholds?

A: For educational services and other efforts to address educational disparities, Treasury will recognize Title I eligible schools as disproportionately impacted and responsive services that support the school generally or support the whole school service as eligible. “Title I eligible schools” means schools eligible to receive services under section 1113 of Title I, Part A of the Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 6313), including schools served under section 1113(b)(1)(C) of that Act. ([SLFRF](#)

[Compliance Guide, page 23](#))

Q: Do all beneficiaries have to have their eligibility tracked individually?

A: If the project is not providing services in a Qualified Census Tract or an eligible county (county with AMI below \$65,880), the grantee will be responsible for verifying that the individual end-users of the proposed project satisfy the state and federal guidance. This can be done through the grantee receipt of state or federal information or documentation that verifies eligibility, including but not limited to, any qualifying benefits program, such as the Temporary Assistance for Needy Families (TANF) program, income eligibility, or proof of residency that the direct beneficiary lives in a Qualified Census Tract or Zip Code.

Q: Can organizations with workforce programs apply for the Digital Skills, Education, and Workforce Development Grant?

A: Yes, organizations with workforce programs may apply for this grant; however, please check that your organization is eligible to apply based on the list of eligible entities (listed above).

Q: Can the Tennessee Board of Regents apply on behalf of colleges in eligible communities and populations?

A: No. Higher Education is not an eligible entity.

Q: Is serving immigrant populations with undefined legal status primarily a barrier to receiving grant funding?

A: If the applicant is not offering services in a county with an AMI below \$65,880 or a Qualified Census Tract, documentation will be needed to verify the eligibility of the end user such as proof the household income is below 300% of Federal Poverty Guidelines, households face food insecurity, or households receive federal benefits. ECD will ask for the documentation validating the end users by sampling documentation during a mid-point monitoring visit. ECD will not ask for personally identifiable information.

Q: What type of demographic information will be asked of the end user during quarterly reporting?

A: Those awarded will have to submit quarterly reports that will include the total number of applicants served and aggregate demographic data of those served. ECD will not ask for personally identifiable information on those served during reporting or the mid-point monitoring/ site visit.

Project Information

Q: Do the Digital Skills, Education, and Workforce trainings need to be in-person?

A: Trainings are strongly preferred to be community-based, in-person trainings.

Application Information

Q: Can only one individual from an organization have a SmartSimple log-in?

A: Multiple individuals within an organization may have a SmartSimple log-in. However, only one individual may edit the application at a time.

Q: If our organization has no procurement policy, what should we upload for this required attachment?

A: If your organization does not have its own procurement policy, you will be required to adopt the State of Tennessee's procurement policy for this grant, which will be distributed upon award (if awarded). For the required attachment in SmartSimple, you may upload a document simply stating that your organization does not have a procurement policy and plans to adopt the State of Tennessee's procurement policy.

Q: How do we sufficiently answer how our proposed project incorporates evidenced-based methodologies?

A: The American Rescue Plan Act (ARPA) prioritizes investments in evidence-based interventions. Your program should cite at least study that shows proof the teaching model is proven to have the impact you are expecting to have. When scientific evidence is lacking, internal evidence such as community feedback or surveys can validate the effectiveness of programs. If you are using internal data and community feedback, please upload the report or summary of the internal feedback as evidence this existed.

Budget

Q: Can grant funds cover wages that are distributed to a contractor?

A: Yes, grant funds that are distributed to a contractor can be listed as a line item under the "Professional Fees" budget category.

Q: For the Administrative Expenses budget category, can a Development District assist with administrative and grant assistance with fees? Are administrative costs included?

A: Development District support may be considered an administrative cost. Up to 6% of the budget request can be allocated to administrative costs. Costs should include a detailed description and be broken down by line item.

Q: Do we have to estimate Project Contingency in our budget?

A: No, you do not need to include contingency costs in your budget. If you choose to include contingency costs, the maximum you will be allowed to estimate is 15% of the total supplies budget and add this as a separate line item in the supplies budget.

Q: For the budget document, can spending extend beyond 2026?

A: No, funds must be expended by December 31, 2026.

Q: Will funding be paid out at the end or during the grant project?

A: Funding will be paid throughout the project. The entity will submit invoices to TNECD, and eligible expenses will be reimbursed at the match rate. The last 15% is held until a close-out report is submitted.

Q: What is the turnaround time for reimbursements once expenses are submitted?

A: The reimbursement turnaround time is approximately 4 weeks from submitting a correct invoice to payment processed.

Q: How often can grantees submit expense reports?

A: ECD prefers that grantees submit their expense reports no more than once a month.

Q: Please elaborate on what can be counted towards the 10% match.

A: The required 10% match is a cash match. In-kind contributions (e.g., services provided by partnering community anchor institutions, donated office or meeting space, labor) will not be considered.

Since the grant is reimbursement-based, TNECD will reimburse grantees for 90% of each invoice package of those eligible costs incurred. For example, if \$100 in eligible expenses is submitted, the grantee will be paid \$90.

Key Dates

Q: What is the duration of the Digital Skills, Education, and Workforce Development Grant?

A: All Digital Skills, Education, and Workforce Development Grant contracts end by December 31, 2026.

Additional Information

Q: What is TNECD Broadband's website?

A: <https://www.tn.gov/e cd/rural-development/broadband-office/grants.html> and click on the "Digital Skills, Education, and Workforce Development" tab.

Q: Will the Digital Skills, Education, and Workforce Development Program resources be posted on TNECD's website?

A: Visit: <https://www.tn.gov/e cd/rural-development/broadband-office/grants.html>, and click on the "Digital Skills, Education, and Workforce Development" tab and then the "Supplemental Materials" tab



Department of
**Economic &
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Digital Adoption
Grant Programs