



**TECHNICAL COLLEGE SYSTEM OF GEORGIA
OFFICE OF ADULT EDUCATION**

**ADULT EDUCATION GRANT APPLICATION GUIDELINES
UPDATED APRIL 2020**



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Dear Adult Education Grant Applicants,

The Technical College System of Georgia's (TCSG) Office of Adult Education (OAE), as a recipient of federal Workforce Innovation & Opportunity Act (WIOA) Title II funds, has the unique opportunity to positively and permanently impact Georgia's workforce, and, most importantly, adults in our state looking to earn a family-sustaining wage.

As you will read in these grant guidelines, the available adult education grant funds come primarily from federal Adult Education and Family Literacy Act (AEFLA) funds and, secondarily, state matching funds. As with all federal and state grants, there are rules and regulations guiding the use and purposes of these grant funds. OAE, as a pass-through entity of federal funds, is committed to and responsible for ensuring all programs that receive adult education grants are in compliance with these rules and regulations and that we fund programs that exemplify excellence in serving diverse adult student populations.

We hope that these grant guidelines, as well as the other available grant technical assistance materials, provide you with the information you need to submit a successful application, and we look forward to reading about each applicant's plans to positively and permanently impact adult learners throughout our state.

Sincerely,

Dr. Cayanna Good, Ph.D.
Assistant Commissioner of Adult Education



ABOUT THESE GRANT APPLICATION GUIDELINES

The following **Grant Application Guidelines** are designed to provide applicants the information needed to navigate the application process and, ultimately, submit a successful grant application. Before reading the guidelines, please note the following:

- This guide contains an abundance of Workforce Innovation & Opportunity Act (WIOA) and adult education acronyms, abbreviations, and terms. To help guide your understanding the **[Applicant's Quick Guide to WIOA Words \(located in the Appendix\)](#)** provides an overview of the most-commonly used acronyms, abbreviations, and terms in these grant guidelines.
- This guide is organized into three main sections:
 - The **Available Grant Opportunities & Adult Education Overview** section provides applicants with information to assess whether an adult education grant is a good fit for their organization. This section includes information about the available grant opportunities, funding formula, participant eligibility requirements, required and allowable activities, applicant eligibility requirements.
 - The **How to Apply** section provides an overview of the logistics and timeframe for the application and review process.
 - The **Everything You Need to Know to Apply for and Operate an Effective & Compliant Adult Education Program** section provides detailed information on how to complete the application, as well as additional information regarding federal and state laws, regulations, and policies related to these grant opportunities. Please note that this section of the guidelines corresponds with the sections in the **Adult Education Grant Application Questions**.
 - **Please note:** In March 2020, due to the COVID-19 outbreak, OAE suspended the adult education grant application process until Fiscal Year 2021. **This document contains the new grant application timeframe.** The rest of the information, including the grant application structure and questions, is the same as the original January 2020 Request for Applications. For ease of reference, all changes are in red font in this document.

If you have additional questions about the grant application process, please post your question on **[OAE's website here](#)**. OAE will respond to your question on the website so that all applicants have access to the same information.



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AVAILABLE GRANT OPPORTUNITIES & ADULT EDUCATION OVERVIEW

This section provides an overview of the Workforce Innovation & Opportunity Act as well as the available grants and funding streams, allowable and required activities, and the applicant eligibility requirements. By the end of this section, applicants should have a clear understanding of the available grant opportunities.

About the Workforce Innovation & Opportunity Act

On July 22, 2014, President Obama signed the [Workforce Innovation and Opportunity Act](#) (WIOA) into law which revised and reauthorized the Workforce Investment Act of 1998 (WIA). The new law supports innovative strategies to keep pace with changing economic conditions and coordinates four core federal programs that support adult education, employment services, workforce development, and vocational rehabilitation activities. The core programs are:

- Adult, Dislocated Worker, and Youth, administered by the United States Department of Labor (DOL) under Title I;
- Adult Education and Family Literacy Act (AEFLA), administered by the United States Department of Education (USED) under Title II;
- Wagner-Peyser Act employment services, administered by DOL under Title III; and
- Vocational Rehabilitation Act, administered by USED under Title IV.

Title II of WIOA, also known as the Adult Education & Family Literacy Act (AEFLA), provides funding for adult education to accomplish the following objectives:

- Provide adults with the literacy and other skills needed to transition into postsecondary education, training or employment and obtain jobs with family-sustaining wages;
- Provide parents and caregivers the skills they need to actively participate in their children's education; and
- Assist English language learners in obtaining the English skills needed to gain employment and/or attain citizenship.

The Technical College System of Georgia's (TCSG) Office of Adult Education (OAE) receives Title II funding directly from the U.S. Department of Education's Office of Career, Technical & Adult Education (OCTAE), and grants these funds out to eligible providers through a competitive grant process, per WIOA Section 231(a).

[To learn more, view the What is the Workforce Innovation & Opportunity Act? Webinar.](#)

Everything You Need to Know About the Available Grant Opportunities

KEY POINTS

- ✓ Applicants can apply for a **General Adult Education Grant** and/or an **Integrated English Literacy & Civics Education Grant**.
- ✓ Grants will last for a **four-year period** (July 1, 2020 to June 30, 2024), contingent upon an annual renewal process.
- ✓ Grant funds can only be used to support eligible individuals, as defined in WIOA Section 203(4).
- ✓ For each grant, funding is provided under different funding streams that support specific activities.
- ✓ Funded programs are also responsible for aligning their plans with their Local Workforce Development Board's plans, partnering with the local one stop, and collecting and reporting on required demographic and performance data.

What Grants Can I Apply For?

Applicants can apply for two grant opportunities:

- **General Adult Education Grants** (provided with funding under WIOA Sections 231, 225, as well as state matching funds); and
- **Integrated English Literacy & Civics Education Grants** (IELCE) (provided with funding under Section 243 of WIOA).

How Long Will the Grant Funds Last?

Both general adult education grants and IELCE grants are for a four-year period, from July 1, 2021 to June 30, 2025. However, all funded programs will submit a continuation grant application each spring. Based on the program's continuation application, enrollment, and participant outcomes, as well as the availability of federal and state funds, the amount of funding a program receives each year may vary from its initial allotment. Renewals will be contingent on the subrecipient's ability to: (a) successfully implement the grant terms, including all programmatic and fiscal terms, (b) meet performance expectations, and (c) continually meet the needs of its region and community.

Who Can I Serve with AEFLA Grant Funds?

Per WIOA, Section 203(4), AEFLA grant funds must be used to provide adult education and literacy activities to **eligible individuals**. Eligible individuals include:

- Individuals who are at least 16 years old and are not enrolled or required to be enrolled in secondary school under State law; and who—
- Are basic skills deficient¹; or

¹ Per WIOA 3(5) "basic skills deficient" refers to: (a) a youth who has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test; or (b) a youth or adult who is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual's family, or in society.

- Do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or
- Are English language learners (even if they have degrees in their native countries).

What Are the Required and Allowable Activities and Funding Amounts for Each Type of Grant?

The charts on the following pages show the specific activities supported under each type of grant and funding stream, as well as the funding amount provided for each activity. Definitions of the required and allowable activities are available in the [Allowable Activities Definitions section](#) of these grant guidelines.

GENERAL ADULT EDUCATION GRANTS			
Funding Stream	Required Activities Under Each Funding Stream	Allowable Activities Under Each Funding Stream	Funding Amount
Federal General Adult Education (WIOA Section 231)	<ul style="list-style-type: none"> • Adult Basic Education & Adult Secondary Education OR English Language Acquisition Activities <i>(at least one required per state policy)</i> • Integrated Education & Training <i>(required per state policy)</i> 	<ul style="list-style-type: none"> • Family Literacy • Workplace Preparation Activities 	<ul style="list-style-type: none"> • \$430 per student • Up to an additional \$8,000 for Family Literacy
Federal Corrections Education (WIOA Section 225)	<ul style="list-style-type: none"> • Adult education for criminal offenders in correctional facilities and other institutionalized individuals 	<ul style="list-style-type: none"> • Integrated Education & Training • Academic programs listed in 34 CFR § 463.60 	<ul style="list-style-type: none"> • \$430 per student
State Matching Funds*	<ul style="list-style-type: none"> • State matching funds can be used to support any of the activities listed above 		<ul style="list-style-type: none"> • \$345 per student • An additional \$300 per student in Section I rural counties • An additional \$100 per student in Section II rural counties <p><i>Note: OAE has adopted the Office of Rural Healthy Policy's list of Section I and II rural counties. The list of counties is available in the Budget Section of these Guidelines.</i></p>

*Please note, per Georgia’s Office of Adult Education, programs that received AEFLA adult education grant funding in the most recent TCSG adult education grant competition will not experience a reduction or increase in their state allocation of more than ten percent.

*Per O.C.G.A. § 50-36-1, state agencies or political subdivisions must ensure that all individuals 18 years of age or older receiving adult education services submit a Verification of Eligibility for Public Benefit Form verifying

that the individual is: (a) a United States citizen, (b) a legal permanent resident of the United States, or (c) a qualified alien or non-immigrant under the Federal Immigration and Nationality Act with an alien number issued by the Department of Homeland Security or other federal immigration agency.

INTEGRATED ENGLISH LITERACY & CIVICS EDUCATION GRANTS		
Funding Stream	Required Activities	Funding Amount
Federal IELCE* (WIOA Section 243)	<ul style="list-style-type: none"> Integrated English Literacy & Civics Education in combination with Integrated Education & Training 	<ul style="list-style-type: none"> \$775 per student if the applicant is not receiving other federal or state dollars for adult education under this grant competition \$400 per student if the applicant is receiving other federal and state dollars for adult education under this grant competition

**Please note, since IELCE funds are provided under a separate grant, funds provided for IELCE must only be used to support activities related to a provider’s IELCE program.*

Please note that the funding available for each grant is subject to change based on the number of qualified applications TCSG receives, the total amount of funding requested by each applicant, the availability of state and federal funds, and the final budget negotiation process. Upon notification of a grant award, all funded applicants will be required to submit a post-award budget based on their actual **FY2022 allocation.**

Are there any other required activities not listed in the chart above?

Yes, all organizations receiving a General Adult Education Grant or IELCE Grant must:

- 1) **Align their services with the needs outlined in their Local Workforce Development Board’s local plan.** Established through Title I of WIOA, Local Workforce Development Boards (LWDB) connect jobseekers with the resources and skills they need to obtain jobs in in-demand industries. LWDBs are comprised of business and community members, as well as at least one representative from an adult education provider located within the board’s Local Workforce Development Area (LWDA). **Adult education applicants are responsible for: (a) determining which LWDBs they will serve students in, (b) reviewing their respective LWDB’s local plan(s), and (c) aligning their services to the needs identified the local plan(s).** Local plans are available on each LWDB’s website: <https://tcsgeu/worksource/worksource-georgia-services/> as well as Worksource Georgia’s website: <https://tcsgeu/worksource/resources-for-practitioners/worksource-plans-reports/>.
- 2) **Partner with the one-stop provider(s) located in the LWDBs the program serves students.** Through one-stop centers, LWDBs link adults with in-demand industries by providing training, education, and other services. **Per WIOA 121(b), adult education providers are required one-stop partners,** meaning they need to: enter into and fulfill the terms of an MOU with the one-stop provider, provide access to their services through the one-stop provider, and use a portion of their grant funds to support one-stop infrastructure costs. More information regarding LWDB’s

and one-stop providers is available here: <https://tcsgeu/worksource/worksource-georgia-services/>. Upon funding, TCSG will support AEFLA-funded programs in navigating the MOU process.

- 3) **Collect and report accurate and valid student demographic and outcome information required in the Performance Accountability Section of WIOA (Section 116).** The specific data programs need to collect are discussed in the [Data, Outcomes & Performance](#) section of this guide.

Definitions of Allowable Activities

Adult Basic Education & Adult Secondary Education is academic instruction and services below the postsecondary level that increases an individual's ability to: (a) read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent; (b) transition to postsecondary education and training, or (c) obtain employment (WIOA Section 203(1)). **Adult Basic Education** refers to instruction eighth grade level and below, and **Adult Secondary Education** refers to instruction between the ninth and twelfth grade levels. **Please note, per TCSG policy, programs must align their instruction to the *College and Career Readiness Standards (CCRS)*.** [To learn more, view the What is Adult Education? Webinar.](#)

Corrections Education is adult education instruction for individuals in correctional facilities including prison, jails, reformatories, work farms, detention centers, halfway houses, rehabilitation centers, or any other institution designed to rehabilitate criminal offenders. Corrections education should be geared towards individuals scheduled to be released within five years and designed to prepare participants to successfully and permanently transition back into the community. Activities can include special education, opportunities for participants to get secondary school credit and a GED or high school equivalency, career pathways (including integrated education and training), peer tutoring, and other activities with the goal of a successful re-entry into the community. **Funding for corrections education is provided under Section 225 of WIOA. (34 CFR § 463.60, 463.62, & 463.63)** [To learn more, view the What is Corrections Education? Webinar.](#)

Applicants wishing to request funding for corrections must complete the *Corrections Supplement* along with their application.

English Language Acquisition Programs provide instruction and adult education services for English language learners to achieve competence in reading, writing, speaking and comprehension of the English language that leads to: (a) the attainment of a secondary school diploma or high school equivalency; (b) transition to postsecondary education and training; or (c) employment ([34 CFR § 463.31](#)). Specifically, per [34 CFR § 463.32](#), English Language Acquisition Programs must:

- Align their instruction to the *English Language Proficiency Standards (ELPS)* (TCSG policy),
- Offer educational and career counseling services that assist an eligible individual to transition to postsecondary education or employment; or
- Be part of a career pathway.

[To learn more, view the What is an English Language Acquisition Program? Webinar.](#)

Family Literacy programs aim to make sustainable improvements in the economic prospects for a family and better enable parents or family members to support their children's learning needs. Per WIOA Section 203(9), family literacy programs integrate the following four components:

- Adult education activities that prepare parents or caregivers to transition into postsecondary education, training programs or the workforce;
- Interactive literacy activities between parents and caregivers and their children;
- Training activities that support parents and caregivers in becoming their children's first teachers and full partners in their children's education; and
- Age-appropriate education that prepares children for success in school and beyond (ex: mentoring, tutoring, etc.).

Per section 231(d) of WIOA, applicants applying for a family literacy program must attempt to coordinate (and have documentation of these attempts) with other programs to provide services directly to children who are not considered eligible individuals under WIOA, **prior** to expending Title II AEFLA funds on activities directly for children.

In addition, TCSG has set the following requirements for family literacy:

- Children ages birth to thirteen can participate in the family literacy program provided that they are the children of family members or caregivers receiving adult education services; and
- Children in the program must participate for a minimum of twelve hours.

Programs can request up to \$8,000 to support the implementation of a family literacy program. Programs requesting family literacy funding must submit the [Family Literacy Supplement](#) with their application. Please note, family literacy funding for IELCE applicants may come from a variety of sources, including state and/or philanthropic funds.

[To learn more, view the What is Family Literacy? Webinar.](#)

Integrated Education & Training (IET) refers to a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement. ([34 CFR § 463.35](#))

More specifically, IET enables adults to obtain the reading, writing, math, workplace skills, and certificates or credentials needed to **quickly** obtain a job in an in-demand industry. To accomplish this goal, an IET must offer the below components concurrently, using occupationally-relevant instructional materials and a Single Set of Learning Objectives ([34 CFR § 463.36 - 37](#)):

- **Adult education and literacy activities** as described in [34 CFR § 463.30](#), and geared towards equipping participants with the reading, writing, and math skills needed for the training portion of the IET;
- **Workforce preparation activities** as described in [34 CFR § 463.34](#); and

- **Workforce training for a specific occupation or occupational cluster** which can be any one of the training services defined in WIOA section 134(c)(3)(D) and outlined below:
 - Occupational skills training, including training for nontraditional employment;
 - On-the-job training;
 - Incumbent worker training in accordance with WIOA Section 134 (d)(4);
 - Programs that combine workplace training with related instruction, which may include cooperative education programs;
 - Training programs operated by the private sector;
 - Skill upgrading and retraining;
 - Entrepreneurial training;
 - Transitional jobs in accordance with WIOA Section 134(d)(5);
 - Job readiness training provided in combination with services described in any above; and
 - Customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.

Per state recommendation, successful IETs should be short-term (a few weeks to a few months). At the end of an IET, participants should be able to obtain a job in the specific industry the IET prepared them for. [To learn more, view the what is Integrated Education & Training? Webinar.](#)

Integrated English Literacy & Civics Education (IELCE) is instruction for adult English language learners, including professionals with degrees and credentials in their native countries, that provides them the English and other skills needed to function effectively as parents, workers, and to obtain United States citizenships. IELCE programs must include:

- English language instruction,
- Instruction on the rights and responsibilities of citizenship and civics participation; and
- Integrated education & training. ([34 CFR § 463.33](#))

Funding for IELCE programs is provided through a separate grant under Section 243 of WIOA. IELCE applicants must submit the **IELCE grant application.**

[To learn more, view the What is Integrated English Literacy & Civics Education? Webinar.](#)

Workforce preparation activities help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in: (a) utilizing resources, (b) using information (c) working with others, (d) understanding systems, (e) skills necessary for successful transition into and completion of postsecondary education or training, or employment; and (f) other employability skills that increase an individual's preparation for the workforce. ([34 CFR § 463.34](#))

Applicant Eligibility Requirements

Eligible Organizations

Per section 203 of WIOA and [34 CFR § 463.23](#), an organization that has demonstrated effectiveness in providing adult education and literacy activities is eligible to apply for a grant. These organizations may include, but are not limited to:

- A local educational agency;
- A community-based organization 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 is not described above and has the ability to provide adult education and literacy activities to eligible individuals;
- A consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described above.
- A partnership between an employer and any entity described above.

Demonstrated Effectiveness

Per [34 CFR § 463.24](#), applicants must demonstrate effectiveness in providing adult education and literacy activities to eligible individuals, particularly eligible individuals with low levels of literacy, or English language learners. Prior to completing the application, applicants must upload the [Demonstrated Effectiveness Table](#) by providing valid and reliable data on its record of improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy in the following content domains:

- Reading,
- Writing,
- Mathematics,
- English language acquisition (if the applicant will offer an English language acquisition program), and
- Other subject areas relevant to the services contained in the State's application for funds.

An applicant must also provide information regarding its outcomes for participants related to

- Employment
- Attainment of a secondary school diploma or its recognized equivalent, and
- Transition to postsecondary education and training.

Please note, if an applicant is applying as a consortium, each member of the consortium must submit their own data to demonstrate effectiveness.

Interested applicants must score above the minimum threshold in each category to be eligible to apply. The threshold is any amount greater than one percent. **Please note: OAE will only review and score applications for applicants that demonstrate effectiveness.**



HOW TO APPLY

The below section provides an overview of application logistics, including how to access the online portal, the application and review timeframe, and the review and risk assessment process.

Application Portal

All applicants will submit all application components, including the demonstrated effectiveness tool and any applicable supplements, through OAE’s online application site available at <https://tcsd.smapply.io/>. The link will also be available on [OAE’s website](#) once the application portal opens. OAE **will not** accept mailed or emailed applications.

Timeline

Please note, this timeframe has been updated due to the COVID-19 outbreak and the temporary suspension of the grant competition.

Application Step	Timeframe/Deadline
Grant Applicant Technical Assistance Day	February 10, 2020
Online Grant Application Portal Opens	February 11, 2020
Grant Application Due	October 30, 2020
Grant Application Review and Local Workforce Development Board Review	November 2 – December 18, 2020
Grant Awards Announced	Late January/Early February 2021
Late Spring	Budget Negotiations for Awarded Applicants
Grant Period	July 1, 2021- June 30, 2025 (contingent upon annual renewal process)

Application Background & Thirteen Considerations

OAE designed the adult education grant application to provide reviewers with all of the information needed to assess the likelihood that the program will have a positive and permanent impact on adult learners. In addition to asking for information on key components of an effective adult education program, such as recruitment and intake, OAE also asks applicants to provide information related to the components outlined in WIOA Sections 231(e) and 232.

Required Application Information

Per WIOA Section 232 and [34 CFR § 463.22](#), applicants are required to submit information related to:

- 1) How the AEFLA grant funds will be spent consistent with the requirements and allowable AEFLA activities;
- 2) A description of any cooperative arrangements to the eligible provider has with other organizations;
- 3) A description of how the applicant will provide services in alignment with the local plan as well as how they will promote concurrent enrollment in Title I programs;

- 4) A description of how the applicant will meet State-adjusted levels of performance, including how they will collect data to report on these indicators;
- 5) A description of how the applicant will fulfill one-stop partner responsibilities;
- 6) A description of how the applicant will provide services in a manner that meets the needs of eligible individuals; and
- 7) Information related to the below thirteen considerations.

Thirteen Considerations

When reviewing and awarding grants, OAE will take into account the below thirteen considerations outlined in WIOA Section 231(e). This crosswalk shows which application questions align with which considerations.

#	Consideration	Application Section(s)	Application Question(s)
1	The degree to which the eligible provider would be responsive to: (a) regional needs as identified in the local plan under section 108; and (b) serving individuals in the community who were identified in such plan as most in need of adult education and literacy activities, including individuals— (i) who have low levels of literacy skills; or (ii) who are English language learners.	Program Overview	1 General: 3a IELCE: 2a
2	The ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities.	Past Effectiveness	2
3	Past effectiveness of the eligible provider in improving the literacy of eligible individuals, to meet State-adjusted levels of performance for the primary indicators of performance described in section 116, especially with respect to eligible individuals who have low levels of literacy.	Past Effectiveness	1
4	The extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan under section 108, as well as the activities and services of the one-stop partners.	Program Overview/Partnerships	General: 3b IELCE: 2b
		Partnerships	3
5	Whether the eligible provider’s program— (a) is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and (b) uses instructional practices that include the essential components of reading instruction;	Instructional Program	1, 2a, 2b
6	Whether the eligible provider’s activities, including whether reading, writing, speaking, mathematics, and English language acquisition instruction delivered by the eligible provider, are based on the best practices derived from the most rigorous research available and appropriate, including scientifically valid research and effective educational practice.	Instructional Program	2a

7	Whether the eligible provider’s activities effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance.	Instructional Program	3
8	Whether the eligible provider’s activities provide learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship.	Instructional Program	4
9	Whether the eligible provider’s activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have access to high quality professional development, including through electronic means.	Staffing	1, 3, 4
10	Whether the eligible provider’s activities coordinate with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local workforce investment boards, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, for the development of career pathways.	Instructional Program Partnerships	Instructional Program 4 Partnerships – 1, 3
11	Whether the eligible provider’s activities offer flexible schedules and coordination with Federal, State, and local support services (such as child care, transportation, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs.	The Student Experience, Partnerships	The Student Experience -3, Partnerships -1
12	Whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes (consistent with section 116) and to monitor program performance.	n/a (all subrecipients will use GALIS, Georgia’s adult education information management system)	
13	Whether the local areas in which the eligible provider is located have a demonstrated need for additional English language acquisition programs and civics education programs.	Program Overview	General: 3a IELCE: 2a

Review Process

Three reviewers will score each application using the **Adult Education Application Rubric**. The average of the reviewers' scores will serve as the applicant's final score. OAE will use the applicant's final score, information from the **Local Workforce Development Board Review** outlined below, and the **Pre-Award Risk Assessment** to make its final funding determinations.

Local Workforce Development Board Review

Per WIOA Section 231(e)(4), the state will consider the extent to which each eligible provider's application demonstrates alignment with: (a) the proposed activities and services and the strategies and goals of their respective LWDB's local plan, and (b) their respective one-stop partner's activities and services.

To help the state assess alignment between an applicant's plans and their LWDB's local plan, LWDBs will review the applications of any applicants proposing to serve individuals within that LWDA. LWDBs can then provide feedback on how the applicant could better align their services with the local plan.

Specifically, in accordance with [34 CFR § 463.21](#):

- OAE will provide LWDBs the grant applications of any applicants proposing to serve individuals in their LWDA.
- LWDBs will review adult education applications using the **Local Workforce Development Board Feedback Sheet** and submit their feedback sheets to OAE.
- OAE will consider the LWDB feedback as part of consideration four in determining the extent to which the applicant's proposed activities align with the LWDB's local plans and the one-stop provider's activities.



Risk Assessment

Per [2 CFR § 200.331](#), prior to making its final grant awards, OAE will conduct a **Pre-Award Risk Assessment** on its final slate of applicants. To facilitate the risk assessment process, applicants must complete the [Risk Assessment Questionnaire](#) and upload the following documents prior to submitting their application:

- Two most recent audit reports
- A copy of their organization's fiscal policies and procedures
- Bank statement or other evidence that the agency has sufficient funds to cover at least three months of adult education grant expenditures

Based on the results of the **Pre-Award Risk Assessment**, OAE may impose special conditions on funded applicants. Per [2 CFR § 200.207](#), special conditions may include, but are not limited to: regular desktop or on site monitoring, more frequent financial or programmatic reporting, establishing additional prior approvals, and providing additional training or technical assistance



EVERYTHING YOU NEED TO KNOW TO APPLY FOR AND OPERATE AN EFFECTIVE AND COMPLIANT ADULT EDUCATION PROGRAM

This section provides the details of applying for and operating an effective and compliant adult education program. For ease of reference, it is organized by the grant application sections. Please note that OAE will provide all funded programs further training, professional development, and technical assistance on managing their AEFLA grant funds and operating an effective and compliant adult education program.

Grant Application Overview

The chart below details the sections, number of questions, required uploads, and WIOA considerations each grant application section and supplement align with.

General Adult Education Grant Application			
Section	Number of Questions	Required Uploads	WIOA Consideration(s)
Program Overview	3	n/a	1, 4
Staffing	3	Program Staffing Table	9
The Student Experience	4	n/a	11
Instructional Plan	5	Course Plan Template	5, 6, 7, 8, 10
Partnerships	2	Statements of Commitment	4, 10, 11
Past Effectiveness	2	n/a	2, 3
Data, Outcomes & Continuous Improvement	4	n/a	Required information per Section 232(4)
Budget	2	Adult Education Budget Template	Required information per section 232(1)

Integrated English Literacy & Civics Grant Application			
Section	Number of Questions	Required Uploads	WIOA Consideration(s)
Program Overview	2	n/a	1, 4, 13
Staffing	3	Program Staffing Table	9
The Student Experience	4	n/a	11
Instructional Plan	6	Course Plan Template	5, 6, 7, 8, 10
Partnerships	2	Statements of Commitment	4, 10, 11
Past Effectiveness	2	n/a	2, 3
Data, Outcomes & Continuous Improvement	4	n/a	Required information per Section 232(4)
Budget	2	IELCE Budget Template	Required information per section 232(1)

Supplement	Number of Questions	Required Uploads
Family Literacy Supplement	5	Statements of Commitment General Adult Education Budget Template (Only if an applicant is applying exclusively for IELCE and Family Literacy)
Corrections Supplement	3	Statements of Commitment

Program Overview

The purpose of the **Program Overview** section is to orient the reviewer by providing them a concise summary of the applicant’s target population, planned services and activities, and how those activities will meet the needs of the applicant’s students and region.

Question 1: Student Population

Per section 203(4) only certain individuals are eligible to receive WIOA-funded adult education services. As a reminder, those individuals are:

- Individuals who are at least 16 years old and are not enrolled or required to be enrolled in secondary school under State law; and who—
 - Are basic skills deficient; or
 - Do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or
 - Are English language learners (even if they have degrees in their native countries).

For reference, in accordance with WIOA Section 3 (5), **basic skills deficient** means an individual:

- Who is a youth that has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test; or
- Who is a youth or adult who is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual’s family, or in society.

Your answer to question one should reflect that you will serve a student population that is:

- Eligible to receive WIOA services;
- Applicable to the type of grant (general vs. IELCE) and activities (family literacy, corrections, etc.) you will offer; and
- Reflective of your region’s demographics and needs.

In addition, you must indicate the number of students you anticipate you will serve. Please note the following when indicating the number of students you plan to serve:

- The number and types of students you indicate in question one must reflect the same number and types of students you include in your **Funding Formula Workbook**.

- You must provide a rationale, that includes recent enrollment data, as to how you determined the number of students you anticipate serving. **OAE understands that due to school and program closures caused by the COVID-19 outbreak, FY20 enrollment data may be lower than average. Therefore, programs may use enrollment data from FY18 and FY19 to project their anticipated enrollment.**

Question 2: Aligning Activities with Outcomes (Adult Education Grant Application Only)

In this question, applicants should indicate how each of their program's main activities, including both required and optional adult education and literacy activities, will lead to improved education, career and other outcomes for their anticipated student population. Where possible, applicants should use data to support that their activities are directly aligned with their students' needs, and have a high likelihood of leading to positive student outcomes.

As a reminder, AEFLA federal and state matching funds can only be used to support the allowable activities as outlined in the [Allowable Activities section](#) of these grant guidelines.

Question 3 (General Adult Ed Application)/Question 2 (IELCE Application): Meeting Regional Needs

In this section, applicants must prove to the reviewer that the activities and services they will offer have been carefully chosen based on the needs of the applicant's region. **When preparing this section, applicants should review the local plans of any LWDAs in which they will serve students and ensure that their services align with the needs and goals listed in those plans.** For example, if a region's local plan cites a need for additional healthcare professionals, the applicant's answer might reflect the fact that it will offer a certified nursing assistant IET. Similarly, if a region's local plan notes a larger-than-average population of disconnected youth, the applicant might mention a specific program or activity that will target 16 to 24 year olds.

IELCE applicants must specifically discuss why their region has a need for English Literacy & Civics Education that is not currently met.

Please note: LWDAs are in the processing of updating their local plans. [The updated local portion of these plans are available here.](#) The updated regional portion of the plans will not be available prior to the grant application deadline. Applicants that prepared the answer to this question prior to late spring 2020 should revisit the updated local plan(s) prior to submitting their application.

Staffing

The purpose of the **Staffing Section** is for applicants to describe how they will recruit, retain, and develop high-quality staff and volunteers that positively impact students. By the end of this section, the reviewer should have a clear understanding of the applicant's organizational structure and culture.

Question 1: Program Staffing Table & Rationale

For this section, applicants will complete and upload their **program's staffing table** indicating the following information:

- The number of staff members by position (program administrator, administrative assistant, data manager, instructional lead, instructors, transition/career services specialist, other) and type (full-time, part-time, volunteer);
- The number of staff members by qualifications including years of experience, postsecondary educational attainment, and certifications; and
- The number of staff members by position and qualifications that will be paid out of AEFLA federal or state matching dollars, IELCE funds, and local or other sources.

Each applicant's staffing table must demonstrate that it has designated staff and/or volunteers that will fill the **essential duties** outlined in the chart below and that the number of proposed staff is reasonable and necessary based on the program's anticipated enrollment.

Question 2: Rationale for Staffing Structure

In addition, applicants must include a rationale for their staffing structure that further details how they will ensure their staff meet the **essential duties** outlined below. If the program plans to hire staff that fulfill duties other than those outlined in the chart below, they must include a rationale for those positions in their answer.

Staffing Requirements & Essential Duties

To ensure that all programs have the staff needed to operate an effective adult education program, OAE requires each program to have staff or volunteers that fulfill the essential job duties listed in the table below. Please note that although the table designates specific position names for each of the essential job duties, programs are not required to use this exact staffing structure. For example, a program may hire one full time person that fulfills the duties of a data manager and a career services specialist. Similarly, a smaller program may have a program administrator that also serves as the instructional lead. Programs are required, however, to ensure that there is a designated staff person or volunteer that will fulfill each of the essential duties and minimum time requirements outlined below.

LOCAL PROGRAM ESSENTIAL JOB DUTIES			
Position	Essential Job Duties	Minimum Required FTE and/or salary (state requirement)	Minimum Qualifications (state requirement)
Program Administrator	<ul style="list-style-type: none"> Serves as the main liaison between OAE and the local program Serves as the primary program leader, responsible for building the capacity of staff through differentiated supervision, coaching, and evidence-based evaluation Fosters partnerships with WIOA core partners, local community organizations and the program's LWDB(s) and local one-stop(s) Manages the adult education program budget in partnership with the organization's fiscal staff Ensures compliance with all applicable state and federal laws and policies, including the Uniform Guidance, EDGAR and those regarding intake, assessment, and data Continuously uses program data to identify and address areas for program improvement 	30 hours per week, unless the program has an approved waiver from OAE	Degree from a four-year college or university
Data Coordinator	<ul style="list-style-type: none"> Conducts regular data audits to verify the validity and accuracy of program data Enters student and instructor data into GALIS and/or oversees data entry activities Trains new instructors and program staff on state and program-specific data policies and procedures Regularly analyzes data to identify areas for program improvement Ensures all program staff are in compliance with state and program-specific data policies and procedures 	Varies based on the need and size of the program	A high school diploma or equivalent

Transition/Career Services Specialist	<ul style="list-style-type: none"> • Develops and implements strategies to recruit and retain students • Supports the intake process • Forges relationships with local education, training, and social service organizations that enable students to successfully transition into postsecondary education or the workforce • Connects students with wraparound services • Guides and coaches students on potential postsecondary and career pathways • Fosters students' self-efficacy and persistence in reaching their academic and career goals through regular communication and goal setting 	Varies based on the need and size of the program	
Instructional Lead	<ul style="list-style-type: none"> • Plans and delivers professional development to ensure all instructors are implementing evidence-based instructional strategies that lead to student achievement • Ensures instructors are implementing high-quality, evidence-based instructional strategies that lead to positive student outcomes • Provides tailored training and support to instructors as needed • Mentors and provides technical assistance related to program goals and objectives • Ensures the program offers instruction through a variety of delivery methods (in person, online, one on one, etc.) that meet all students' needs, including those with disabilities 	Varies based on the needs and size of the program	Degree from a four year college or university
Instructors <i>(both full time and part time)</i>	<ul style="list-style-type: none"> • Plans and delivers high-quality, evidence-based instruction that leads to positive student outcomes • Differentiates instructional methods to ensure they meet all students' needs, including those with disabilities • Develops targeted plans of instruction for students 	Varies based on the needs and size of the program Part time instructors must receive a minimum of \$20 per hour	Degree from a four year college or university

Other Positions

The chart above is a minimum, not exhaustive, list of the essential duties OAE believes are needed to operate a successful adult education program. OAE recognizes that the needs of students and programs across the state vary widely and that programs may need to hire additional staff to fill critical, program-specific roles. Applicants wishing to hire staff for program-specific positions need to ensure that: (a) the job is allocable to the adult education program; (b) the cost of the salary is proportionate to the amount of time that staff person spends on adult education activities, and (c) they provide a strong rationale in their application for why the position is needed.

Split-Funded Positions

It is allowable for program staff who work on the adult education program to work on other programs or initiatives within their organization, as long as adult education grant funds only pay for the amount of time those staff members spend on allowable adult education activities. Programs wishing to split-fund positions need to have reasonable, documented methods (such as a job description with estimated FTEs by project) for how they determined the amount of that person's salary paid out of adult education grant funds. If funded, programs will need to ensure all split-funded staff maintain federally and state-compliant time and effort reports, as outlined below, and that split-funded staff are ultimately paid based on their actual time devoted to each project, not the original budget estimates.

Please note, that if a program administrator, career services coordinator, or data manager supports multiple programs funded under different funding streams and is paid out of federal funds, s/he should be paid an allocable amount from each of those funding streams. For example, if a program administrator supports both an IELCE program, a general adult education program, and a corrections program, their salary and benefits should be divided among those programs.

Time & Effort Reporting

Per [2 CFR § 200.430](#), all staff paid with federal or state matching adult education funds are required to keep time and effort reports documenting and certifying the amount of time spent on the adult education project. OAE will provide funded programs additional information regarding how to [track time and effort](#).

Question 3: Recruiting & Retaining High Quality & Effective Staff

For this question, applicants will discuss their plans for ensuring they recruit and hire staff and volunteers with the capacity to positively impact students. In addition to discussing their recruitment and hiring plans, applicants will also discuss how they will create a workplace culture that maximizes each staff person's and volunteer's unique skills and strengths. Finally, applicants will discuss their plans to ensure they retain only high-quality and effective staff and volunteers.

Question 4: Providing Meaningful Professional Development

Per WIOA Section 231(e), consideration nine, applicants will discuss their plans for providing relevant, high-quality professional development to staff members and volunteers. When preparing this section, applicants should discuss both formal professional development opportunities, such as conferences, trainings, etc. and informal professional development opportunities, such as co-teaching lessons with the instructional lead. Strong applicants will demonstrate that the chosen professional development

opportunities will both meet staff and volunteers' unique needs and increase their capacity to operate an impactful adult education program.

Office of Adult Education Professional Development (State-Requirement)

All program staff are expected to attend state-sponsored professional development. The state expects that, at a minimum, 80% of staff will meet the following minimum professional development requirements during each fiscal year. **Please note that only OAE-sponsored professional development (including face-to face, in person and blended professional development) can be used to fulfill the below hourly requirements.**

- Program Administrators are required to complete a minimum of 24 hours of professional development (**8 hours** in Instructional Leadership/Grant Management).
- Lead instructors are required to complete a minimum of **12 hours** of professional development (**6 hours** in Core Instructional Topics/Instructional Leadership).
- Career Services Specialists are required to complete a minimum of **8 hours** of professional development (4 hours in Career Exploration/Student Support specific topics).
- Full time instructors will be required to attend a minimum of **18 hours** of state-sponsored professional development.
- Part time instructors will be required to attend a minimum of **6 hours** of state-sponsored professional development.
- Programs that are on Program Improvement Plans (PIP) are only permitted to attend OAE-sponsored trainings.

Additional professional development may be necessary and required by the program or institution for those specializing in specific areas.

OAE sponsored professional development sessions include (face to face, online, or blended):

- College and Career Readiness Standards/English Language Proficiency Standards (CCRS/ELPS)
- Student Achievement in Reading (STAR Reading)
- Integrated Education and Training (IET)
- Core Instructional Strategies for HSE (GED/HiSET)
- Mathematics
- English Language Arts
- Science
- Social Studies
- Technology Utilization and Integration
- Technically Speaking
- NRS & Data focused training
- Assessment Policy/Assessment Related training

OAE will hold a certain number of seats for each training, based on the size of the program. It is recommended that programs set aside between two to three percent of their federal budget for OAE-sponsored professional development. Please note, programs may use funding to attend other

professional development opportunities, such as national conferences. However, these costs must be included as part of the budget in addition to the funding reserved for OAE-sponsored professional development. As a reminder, all professional development is considered an [administrative cost](#) and is subject to the five percent administrative cost limit (WIOA Section 233).

TCSG-funded programs are responsible for accurately tracking their professional development hours and must maintain a file that includes certificates of completion as well as other documents which show that staff have completed the required amount of professional development.

The Student Experience

The purpose of **The Student Experience** section of the application is for the applicant to describe how it will structure the non-instructional aspects of its program, including recruitment, intake and orientation, support services, and accommodations that provide all students equitable access to participate in the program. By the end of this section, the reviewer should have a firm understanding of the type of experience students will have before, during, and after their participation in the program.

Question 1: Recruitment

For this question, applicants must demonstrate that they have a strategic plan to recruit the population described in the **Program Overview Section** of their application and meet their annual enrollment targets. Strong applicants will demonstrate that:

- Their recruitment plan is flexible and ongoing in order to adapt to changing populations, needs, funding, and other demands;
- The recruitment methods they will use have a high likelihood of reaching their student population; and
- They used data and feedback from their student population to develop their recruitment plan, such as getting feedback on the messaging or conducting a survey of current and potential students about the best methods of distributing information.

Question 2: Intake & Orientation

Per WIOA Section 116 and the [National Reporting System for Adult Education \(NRS\)](#), there are specific demographic data and data related to a student's educational functioning level (EFL) that programs must collect within 12 contact hours of a student's entry into the program. OAE uses program-level data to report its statewide performance to OCTAE as required by WIOA Section 116(d)(2). Therefore, it is critical that each program have an intake and orientation process that enables it to:

- Verify that an individual is eligible to receive WIOA services;
- Collect valid demographic data, including barriers to employment, race/ethnicity, gender, age, labor force status, education level, and social security number;
- Determine if the student has a documented disability that will require accommodations;
- Record student goals (ex: obtain a GED or HSE, learn English, gain citizenship);
- Per [34 CFR § 462.41 - 42](#), establish a student's educational functioning level by administering the appropriate NRS-approved assessment as a pretest. Programs will use pretest results to both determine a student's course placement and set a baseline from which to measure student growth.

In addition, per the Official Code of Georgia (O.C.G.A.) § 50-36-1, state agencies or political subdivisions must ensure that all individuals 18 years of age or older receiving adult education services submit a Verification of Eligibility for Public Benefit Form verifying that the individual is: (a) a United States citizen, (b) a legal permanent resident of the United States, or (c) a qualified alien or non-

immigrant under the Federal Immigration and Nationality Act with an alien number issued by the Department of Homeland Security or other federal immigration agency.

To help ensure programs can accomplish the above objectives during intake and orientation:

- All funded programs are required to use [OAE's intake form](#). Programs are responsible for ensuring the information they collect is accurate and for conducting regular data checks to verify the quality of intake data.
- OAE requires programs to use the following NRS-approved assessments:
 - **TABE 11/12** for adult basic education and adult secondary education students; and
 - **BEST PLUS, BEST Literacy, and TABE CLAS-E** for ELA and IELCE students.

Finally, strong applicants will demonstrate that they will make every possible effort to make the intake and orientation process as welcoming, efficient, and student-friendly as possible.

Question 3: Meeting Student Needs through Strategic Coordination

Per WIOA Section 231(e) consideration 11, applicants must demonstrate how they will ensure that all students, regardless of life circumstances, disability status, or other special needs, can attend and complete their program. In this section, applicants will discuss:

- How they will coordinate with other federal, state, or local agencies to provide supportive services for their students, such as childcare, housing, transportation, mental healthcare, counseling, etc. For example, a program serving a large number of homeless youth may work directly with a local housing agency that can provide housing for students while they are taking classes.
- How the program will provide flexible schedules that accommodate their students' unique needs. For example, a program serving a large number of single parents with young children may offer a schedule where parents are able to take classes while their children are in school, or complete the majority of their work online through a distance education program.



Please note that, in this section, applicants should discuss all organization and services they will coordinate with, even if that coordination might be something as simple as a referral. In the [Partnerships Section](#) of this application, applicants will have the opportunity to elaborate on any formal partnerships where both partners have explicitly-identified roles and responsibilities.

Question 4: Helping Students Overcome Barriers to Participation

Per the General Education Provisions Act (GEPA) Section 427 all applicants applying for funds from USED must describe the steps it will take to ensure equitable access to and equitable participation in the program's activities. In alignment with the GEPA requirement, applicants must:

- Identify any barriers, including but not limited to: gender, race, national origin, color, disability or age, that may prevent students from participating in their program; and
- Describe, using specific but concise examples, the steps the applicant will take to help participants overcome each listed barrier.

For example, an IELCE program serving students representing several nationalities might describe how it will make sure that, during the intake and orientation process, the program will use interpretation and translation services to provide the needed information in the student’s native language.

Instructional Program

The purpose of the **Instructional Program Section** is for the applicant to discuss its plans to provide research-based, standards-aligned, differentiated, and relevant instruction through a variety of delivery methods that prepare students for postsecondary education, training, or the workforce.

Question 1: Course Plan Template

For question one, programs must upload their **Course Plan Template** indicating:

- The topic areas/educational functioning level of the course (ABE 1-6, ESL 1-6, Family Literacy, IET, IELCE);
- The expected number of sites and their locations;
- The expected number of morning, afternoon, and evening classes, along with the anticipated days per week each class will be offered;
- The expected enrollment for each level; and
- The expected number of full-time and part-time instructors and support staff needed to operate the program.

Please note, each applicant’s course plan template must indicate that the program is of sufficient intensity and quality to adequately serve its anticipated student population and that the anticipated student-staff ratio is reasonable and necessary. **Per OAE policy, all students must have a minimum of six instructional hours per week, either in person or through the equivalent proxy contact hours.** In addition, programs must ensure that the course locations and buildings are easily accessible for its students, both geographically and for students who may need accommodations.

Question 2: Instructional Methods

In this question, applicants will address the instructional methods they will utilize. Specifically, applicants will address:

- **Question 2a:** That the instructional methods the program will utilize are based on research and evidence and not randomly chosen or developed. In their answer, applicants should both describe their instructional methods and note the research or evidence base that supports those methods.

- **Question 2b:** Per WIOA section 231(e) consideration five, applicants must discuss how they will incorporate the essential components of reading instruction. Per [20 U.S. Code § 6368](#), the term “essential components of reading instruction” means explicit and systematic instruction in—
 - Phonemic awareness;
 - Phonics;
 - Vocabulary development;
 - Reading fluency, including oral reading skills; and
 - Reading comprehension strategies.

Strong applicants will explicitly address how they will incorporate each of the above components.

- **Question 2c:** For this question, applicants must discuss how they will align lesson plans to the [College & Career Readiness Standards for Adult Education \(CCRS\)](#) or the [English Language Proficiency Standards \(ELPS\)](#).

Question 3: Leveraging Technology

Per WIOA 231(e), consideration seven, applicants will discuss how they will effectively utilize technology to increase the quality of instruction. For this question:

- **Question 3a:** Applicants must describe how they will incorporate technology into their instructional program and how that technology will elevate the quality of instruction and learning. Strong applicants will demonstrate that the technology they will utilize will actually enhance instruction, rather than merely replace traditional instructional methods.
- **Question 3b:** If an applicant will offer distance learning, they will address those plans in this question. Per [OAE’s Policy & Procedure Manual](#), **distance education** is a formal learning activity where students and instructors are separated by geography, time or both for the majority of the instructional period. Distance education materials can be delivered through a variety of media including, but not limited to, print, audio recordings, video recordings, broadcasts, computer software, internet-based programs, mobile applications, and other online technology. Teachers support distance learners through communication via mail, email, text messages, telephone calls or conferencing, video calls or conferencing, and other online technologies and software.

In their answer applicants should address: (a) the distance learning program, software, and/or curriculum they will use, (b) the structure of their distance learning program (how often distance learning will be offered, if there will be any in person classes, etc.) and (c) how they will ensure distance learning students receive the same quality of education as those attending in-person classes.

Question 4: Integrated Education & Training

For this question, applicants will discuss what **integrated education & training opportunities** they will offer to prepare students for an effective transition into postsecondary education, training, and the workforce. As a reminder:

- **Integrated Education & Training (IET)** refers to a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement. ([34 CFR § 463.35](#))

Strong applicants will demonstrate that their program will offer one or more strategically-planned integrated education and training opportunities that align with regionally, in-demand occupations, integrate workforce training, workforce preparation activities, and adult education, and strategically leverage community partnerships to strengthen their IET.

Question 5: Instructional Leader

In this question, applicants must discuss who on their staff will serve as the instructional leader, the person's specific roles and responsibilities related to instruction, and why that person is qualified to be the instructional leader. OAE requires that the staff member responsible for instructional leadership does the following:

- Plans and delivers professional development to ensure all instructors are implementing evidence-based instructional strategies that lead to student achievement;
- Ensures instructors are implementing high-quality, evidence-based instructional strategies that lead to positive student outcomes;
- Provides tailored training and support to instructors as needed;
- Mentors and provides technical assistance related to program goals and objectives; and
- Ensures the program offers instruction through a variety of delivery methods (in person, online, one on one, etc.) that meet all students' needs, including those with disabilities.

Question 6: Integrating English Literacy, Civics, and Workforce Training (IELCE Applicants Only)

In this question, IELCE applicants should discuss their plans to integrate English language acquisition instruction, instruction on the rights and responsibilities of citizenship and civic participation, and workforce training. Successful applicants will demonstrate that they will strategically integrate and deliver these components in way that meets both their students' and region's needs.

Partnerships

The purpose of the **Partnerships Section** of the application is for the applicant to discuss how strategic, formal partnerships will enhance their program and, ultimately, lead to better postsecondary, career, and life outcomes for the students they serve. By the end of this section, reviewers should have a firm understanding of the applicant's proposed partners and each partner's roles and responsibilities.

Question 1: Formal Partnerships

In this section, applicants will describe their program's **formal partnerships** and how those partnerships will support students through wraparound, training, postsecondary, career, and other services. A **formal partnership** is an ongoing relationship between one or more organizations where each partner benefits and has explicitly-stated roles and responsibilities in the form of a written contract or Memorandum of Understanding (MOU). Examples of formal partnerships include, but are not limited to:

- A MOU with another core provider of WIOA services to provide resources for individuals with disabilities;
- A partnership with the local school system that provides parents information about adult education classes when they register their children for school, provides space for adult education classes, and lends their school buses to transport parents to classes; and
- A partnership with a local business that serves as the main training provider for the program's IET.

Strong applicants will clearly identify each partner's formal roles and responsibilities and demonstrate how each partnership will support students.

A Note about Georgia's Certified Literate Community Program

[Georgia's Certified Literate Community Program](#) (CLCP) is a network of county-based nonprofit organizations with the mission of combatting low literacy levels in their respective counties. CLCPs support adult education programs and their students by providing funding for student resources such as childcare and transportation, as well as spreading the word about adult education in their communities. Applicants are encouraged to partner with their local CLCPs to better serve their students. More information about CLCPs including a directory, is available on [TCSG's website](#).

Question 2: Statements of Commitment

All partners listed in this section of the grant application must submit a signed **statement of commitment** outlining the partner's roles and responsibilities and demonstrating their commitment to support adult education.

Question 3: Local Workforce Boards and Local One-Stops

Per [34 CFR § 463.400](#) and [34 CFR § 463.420](#), adult education providers are required partners for their LWDA's one-stop center(s). As required partners, adult education programs are expected to:

- Provide access to its services through the one-stop delivery system;

- Use a portion of their adult education grant administrative funds to support one-stop center programs and activities, including one-stop infrastructure costs;
- Enter into a MOU with their respective LWDB relating to the operation of the one-stop system;
- Participate in the operation of the one-stop system consistent with the terms of the above MOU and applicable state and federal laws and regulations; and
- Provide representation on their region's LWDB as needed.

In addition, when applicable, adult education providers should promote concurrent enrollment in Title I programs.

OAE expects that, prior to applying, all applicants will have spoken with a representative from their region's LWDB and have a firm understanding of how, if funded, they will partner with the LWDB and one-stop provider. **OAE does not expect that applicants will have a MOU established with their LWDB or know exactly how much they will pay to support the one-stop infrastructure costs at the time of submission. OAE will provide funded programs additional guidance about establishing an MOU and determining the program's allocable share of one-stop infrastructure costs.**



Past Effectiveness

The purpose of the **Past Effectiveness Section** of the application is for the applicant to further prove it has a track record of successfully serving adult learners, particularly individuals with low-literacy levels and disabilities. By the end of this section, reviewers should have a better understanding of the applicant's past experience providing impactful adult education and literacy education.

Question 1: Past Effectiveness

Per WIOA section 231(e), consideration three, this question requires applicants to upload two years of performance data that demonstrates past effectiveness in: (a) improving the reading, writing, math, or English language acquisition skills of basic skills deficient eligible individuals, particularly eligible individuals who have low levels of literacy, and (b) achieving outcomes related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training. Applicants may upload the data they used to demonstrate effectiveness or other verifiable data, such as measurable skill gains, related to the areas outlined above.

Applicants will then answer the below questions using the data they uploaded.

- **Question 1a:** Applicants must describe the student population they reported data on, including the number of students, for each year. Strong applicants will demonstrate that the students they reported data on are eligible to receive WIOA services, have low literacy levels, and are similar to the applicant's proposed student population as described in the **Program Overview Section**.
- **Question 1b:** Applicants must indicate that they used a valid assessment method to demonstrate student growth. In their answer, applicants must include both the assessment (name of assessment, what it measures, when and how often it is administered) and how it measures growth.
- **Question 1c:** Similar to question 1b, applicants must demonstrate they used valid and reliable data to report on the employment and postsecondary indicators in the demonstrated effectiveness screening.

In addition to considering whether or not the applicant uploaded valid and reliable data that reflects the applicant's target population, reviewers will also consider the extent to which the data demonstrates the program has been effective in serving eligible individuals. More information regarding what data will earn applicants an excellent, good, average, or poor rating is available in the **Adult Education Grant Application Rubric**.

Question 2: Capacity to Serve Individuals with Disabilities

Per WIOA Section 231(e), consideration two, applicants must discuss their ability to serve individuals with disabilities, including those with learning disabilities. For this question, applicants should prove, using both qualitative and quantitative data, that they have the capacity to serve individuals with

disabilities. Examples of possible quantitative data sources include, but are not limited to; Measurable Skill Gain (MSG) or other performance measures specific to individuals with disabilities. Examples of possible qualitative data sources include, but are not limited to: feedback or survey data from students with disabilities about their experiences in the program. In addition to providing these data, applicants must also include at least one example of how they effectively served students with disabilities. Examples could include, but are not limited to: how the applicant has modified instruction for those with learning disabilities or provided students with disabilities equitable access to the program.

Data, Outcomes & Continuous Improvement

The purpose of the **Data, Outcomes & Continuous Improvement Section** of the application is for the applicant to discuss its plans to collect and utilize a variety of qualitative and quantitative data to drive continuous program improvement and meet or exceed the state performance targets.

Question 1: Collecting Valid Data for WIOA Performance Indicators

In this question, applicants will discuss their plans to ensure they collect valid data in order to report on the WIOA performance indicators outlined in Section 116(b) of WIOA and [20 CFR § 677.155](#). Strong applicants will indicate how they will collect **valid data** for each of the outcome indicators listed in the [Adult Education Provider Performance Measures Chart](#) below.

To fully answer this question, however, applicants must first understand the following information related to WIOA performance indicators:

- [WIOA](#) unites, in strategic coordination, the core programs that foster individuals' skill development and ability to obtain jobs that earn family-sustaining wages. These core programs include:
 - Employment and training services for adults, dislocated workers, and youth and Wagner-Peyser employment services (administered by DOL); and
 - Adult education and family literacy programs as well as State Vocational Rehabilitation Services programs that assist eligible individuals with disabilities in obtaining employment (administered by USED).
- To evaluate the effectiveness of this unified system, all core programs receiving WIOA funds are required to report on common performance measures, per WIOA section 116(b) and [20 CFR § 677.155](#).

These performance measures, their respective data collection methods, and the local program's responsibility in obtaining those data are detailed in the chart below. Please note that programs offering IELCE and family literacy programs have additional outcome measures they will report on. Those performance measures are also detailed below.

ADULT EDUCATION PROVIDER PERFORMANCE MEASURES

Applicable For	Performance Measure	Data Collection Method	Local Program's Responsibility in Obtaining Data
All Comprehensive & Specialized Adult Education Providers	The percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program	Department of Labor Data Match	Make every possible effort to collect each participant's social security number at intake
	The percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program		
	The median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program		
	The percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent during participation in or within one year after exit from the program	TCSG and National Student Clearinghouse Data Match Credential information from students	Make every effort to collect each participant's social security number and other personally-identifiable information (legal first and last name, birthday, etc.) at intake Track and enter accurate training & certificate information into GALIS for all students who receive credentials during the program year
IELCE Providers	The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains (meaning an increase in their educational functioning level (EFL) for one subject) toward such a credential or employment.	NRS-approved assessment pre and posttest scores	Administer the NRS-approved pre and posttest assessments in accordance with OAE's assessment policy and the test manufacturer's guidelines Enter assessment data into GALIS in accordance with OAE's assessment policy
	<ul style="list-style-type: none"> • Participants gain the skills needed to pass the U.S. citizenship exam 	Student self-reported data, which will most	Obtain and enter student self-reported data into GALIS

	<ul style="list-style-type: none"> • Participant registers to vote any time during the program year • Participant increases involvement in community activities, including: <ul style="list-style-type: none"> ○ Attending or organizing meetings of neighborhood, community, or political organizations ○ Volunteering to work for such organizations ○ Contributing to the support of such organizations ○ Volunteering to work on community improvement activities 	likely be collected through a survey	
Family Literacy Providers	<p>Increased involvement children’s education, including:</p> <ul style="list-style-type: none"> ○ Helping children more frequently with their homework, ○ Increased contact with children’s teachers to discuss children’s education, and ○ Increased involvement in children’s school (attending school activities, parent meetings, and volunteering to work on school projects. <p>Increased involvement in children’s literacy-related activities, including:</p> <ul style="list-style-type: none"> ○ Reading to children ○ Visiting a library ○ Purchasing books or magazines for children 	Student self-reported data, which will most likely be collected through a survey	Obtain and enter student self-reported data into GALIS

In addition to the local program responsibilities outlined in the above chart, local programs must also commit to:

- Accurately entering and collecting student demographic data, including barriers to employment, at intake;
- Accurately recording and entering student attendance and contact hours;
- Accurately administering and recording scores for the NRS-approved assessments;
- Attending all required data and assessment training provided by OAE or other entities;
- Ensuring all new staff who will handle data are trained on how to handle and enter student data into GALIS;
- Ensuring the validity and accuracy of all data entered into GALIS;
- Conducting quarterly (at a minimum) data audits to ensure data are valid and accurate;
- Ensuring all program staff are following the correct data, intake, and assessment procedures; and
- Regularly analyzing outcome data to inform continuous program improvement

Additional Information about GALIS (Georgia’s Adult Learners Information System)

In accordance with Section 116(i) of WIOA, TCSG has developed GALIS (Georgia Adult Learners Information System) as the electronic student and data information system. Per TCSG requirement, all programs receiving an adult education grant are required to enter student and instructor data into GALIS. Funded programs will receive additional information regarding GALIS and the expectations and procedures for entering data after they receive the grant award.

Question 2: Meeting State-Adjusted Performance Measures

Per WIOA Section 116(b)(3), OAE negotiates annual performance targets with OCTAE. OAE then submits its statewide outcomes related to these levels of performance each October. Since OAE reports aggregate, rather than program-specific performance data, all programs are responsible for ensuring Georgia meets its negotiated levels of performance.

For reference, OAE’s Fiscal Year 2020 outcome targets are displayed in the charts below. Please note that these targets are subject to change as OAE is preparing to renegotiate its overall ABE and ESL targets with OCTAE this spring. However, for the purposes of this question, applicants should discuss their general plans to meet or exceed the below performance targets in the areas they will provide services.

Fiscal Year 2020 Target Levels of Performance: Adult Basic Education (ABE/ASE)	
Educational Functioning Level	% Achieving Measurable Skill Gain (MSG)
ABE Level 1	60%
ABE Level 2	55%
ABE Level 3	53%
ABE Level 4	55%
ABE Level 5	66%
ABE Level 6	57%
Overall Negotiated ABE Target	55% ²

Fiscal Year 2020 Target Levels of Performance: English as a Second Language (ELA/IELCE)	
Educational Functioning Level	% Achieving Measurable Skill Gain (MSG)
ESL Level 1	61%
ESL Level 2	63%
ESL Level 3	63%
ESL Level 4	61%
ESL Level 5	57%
ESL Level 6	58%
ESL Overall Negotiated Target	61% ²

² Please note, only the overall targets are officially negotiated with OCTAE. The level targets are state-imposed.

Question 3: Collecting Relevant Student, Staff & Partner Feedback

In this question, applicants should discuss how they will collect relevant data and feedback from students, staff, and partner organizations to continuously improve their program. Strong applicants will specifically address:

- The type of data and feedback they will collect (ex: instructor professional development needs, student experience of the intake process, etc.);
- Why they will collect those data; and
- How they will collect those data and feedback (surveys, interviews, focus groups, observation, etc.).

Question 4: Analyzing Data to Drive Continuous Program Improvement

In this question applicants will discuss how they will analyze all relevant program data, including MSG performance data, postsecondary and workforce data, student demographic data, feedback from students, staff, and instructors, and any other relevant data to drive continuous improvement. Strong applicants will demonstrate that they have a detailed and specific plan to regularly analyze a variety of data that includes:

- The staff person(s) responsible for conducting this analysis;
- How often the program will analyze data;
- The specific data the program will analyze; and
- The plans to use data to inform program improvements.

Budget

The purpose of the **Budget Section** of the application is for the applicant to demonstrate they have a strategic and compliant budget that will enable them to meet their performance outcomes and positively impact students. By the end of this section, reviewers should be able to assess whether the applicant's budget is aligned with the applicant's plans as described in the application, and includes allowable, allocable, reasonable, and necessary items.

Budget Information You Need to Know Before Completing the Budget Template & Rationale

Prior to uploading the budget template and rationale, applicants should review the following information regarding WIOA funding sources, types of costs, and other federal and state funding restrictions.

Funding Formula

As indicated in the [Available Grant Opportunities & Adult Education Overview section](#) of these grant guidelines, funding for adult education grants will be provided based on the following state-developed funding formula. **Please note, the exact funding formula is subject to change based on the number of qualified applications received, the amount each applicant is requesting, and the amount of funding OAE receives from both the state of Georgia and the federal government. In addition, the final allocations made to awarded applicants are subject to negotiation based on additional factors, such as the results of the risk assessment.**

GENERAL ADULT EDUCATION GRANTS			
Funding Stream	Required Activities Under Each Funding Stream	Allowable Activities Under Each Funding Stream	Funding Amount
Federal General Adult Education (WIOA Section 231)	<ul style="list-style-type: none"> Adult Basic Education & Adult Secondary Education OR English Language Acquisition Activities <i>(at least one required per state policy unless)</i> Integrated Education & Training <i>(required per state policy)</i> 	<ul style="list-style-type: none"> Family Literacy Workplace Preparation Activities 	<ul style="list-style-type: none"> \$430 per student Up to an additional \$8,000 for Family Literacy
Federal Corrections Education (WIOA Section 225)	<ul style="list-style-type: none"> Adult education for criminal offenders in correctional facilities and other institutionalized individuals 	<ul style="list-style-type: none"> Integrated Education & Training Academic programs listed in 34 CFR § 463.60 	<ul style="list-style-type: none"> \$430 per student
State Matching Funds*	<ul style="list-style-type: none"> State matching funds can be used to support any of the activities listed above 		<ul style="list-style-type: none"> \$345 per student An additional \$300 per student in Section I rural counties An additional \$100 per student in Section II rural counties <p><i>Note: OAE has adopted the Office of Rural Healthy Policy's list of Section I and II rural counties. The list of counties is available in the Budget Section of these Guidelines.</i></p>

**Please note, per Georgia's Office of Adult Education, programs that received WIOA funding in the most recent grant competition will not experience a reduction or increase in their state allocation of more than ten percent.*

INTEGRATED ENGLISH LITERACY & CIVICS EDUCATION GRANTS		
Funding Stream	Allowable Activities	
Federal IELCE* (WIOA Section 243)	<ul style="list-style-type: none"> Integrated English Literacy & Civics Education in combination with Integrated Education & Training 	<ul style="list-style-type: none"> \$775 per student if the applicant is not receiving other federal or state dollars for adult education under this grant competition \$400 per student if the applicant is receiving other federal and state dollars for adult education under this grant competition

**Please note, since IELCE funds provided under a separate grant, funds provided for IELCE must only be used to support activities related to a provider's IELCE program.*

OAE has defined rural and semi-rural counties in accordance with the [Section I and II lists developed by the Office of Rural Health Policy](#). The list of counties is available below.

Section I Rural Counties

Appling	Colquitt	Habersham	Quitman	Towns
Atkinson	Cook	Hancock	Rabun	Treutlen
Bacon	Crisp	Hart	Randolph	Troup
Baldwin	Decatur	Irwin	Schley	Turner
Banks	Dodge	Jackson	Screven	Union
Ben Hill	Dooly	Jefferson	Seminole	Upson
Berrien	Early	Jenkins	Stephens	Ware
Bleckley	Elbert	Johnson	Stewart	Warren
Bulloch	Emanuel	Laurens	Sumter	Washington
Calhoun	Evans	Lumpkin	Talbot	Wayne
Camden	Fannin	Macon	Taliaferro	Webster
Candler	Franklin	Miller	Tattall	Wheeler
Charlton	Gilmer	Mitchell	Taylor	White
Chattooga	Glascok	Montgomery	Telfair	Wilcox
Clay	Gordon	Pierce	Thomas	Wilkes
Clinch	Grady	Polk	Tift	Wilkinson
Coffee	Greene	Putnam	Toombs	

Section II Rural Counties

Bartow	Carroll	Heard	Monroe
Brantley	Chattahoochee	Long	Peach
Brooks	Crawford	McDuffie	Pickens
Bryan	Echols	McIntosh	
Burke	Haralson	Meriwether	
Walker			
Walton			
Worth			

During the application process, applicants will determine the amount of funding they are requesting by entering their anticipated student enrollment, as well as any additional funds requested for family literacy and IET, into the [Funding Formula Workbook tab](#) of either the [General Adult Education Budget Template](#) and/or the [IELCE Budget Template](#). Applicants must use recent enrollment data to determine a **reasonable estimate** for anticipated enrollment. The anticipated enrollment should match the enrollment information provided in the [Program Overview Section](#) of the application.

Please note, OAE reserves the right to adjust an applicant’s requested amount based on the reasonableness of the estimated enrollment numbers, as well as the availability of state and federal funds. If funded, all programs will need to submit a post-award budget template based on their final allocations.

Allowable and Unallowable Costs

The Uniform Guidance, [2 CFR Part 200](#), guides the use of federal grant funds. In accordance with the Uniform Guidance, all costs paid for with Title II AEFLA federal and state matching funds must be:

- **Allowable**, meaning the expense is not a prohibited use of federal or state funds and supports the [required](#) and [optional](#) activities listed in the [Available Grant Opportunities & Adult Education Overview](#) section of this document. The Uniform Guidance ([2 CFR §§ 200.420 - 200.475](#)), as well as the chart below, provide additional details about what types of costs are an allowable use of federal and state dollars.
- **Reasonable & Necessary**, meaning a prudent person would agree that the cost of the item is reasonable given the circumstances, and that the cost is needed to effectively implement the grant activities. *For example, paying an instructor \$200,000 per year when the other instructors make \$40,000 per year would not be reasonable. Similarly, hiring ten instructors to support a program that only serves 100 students would not be reasonable or necessary.*
- **Allocable**, meaning the cost is directly related to the grant activities (*ex: you are paying for an adult education instructor salary*) and that item’s cost is proportional to the benefit it will provide the program. *For example, an instructor teaches adult education courses twice a week (40% of the time) and technical college courses three days a week (60% of the time). In this case, only 40% of that instructor’s salary is allocable and could be charged to the adult education grant.*

The below chart also provides a list of allowable and unallowable adult education costs. Please note, however, that this chart is not inclusive of every allowable and unallowable expense.

Allowable	Unallowable
<ul style="list-style-type: none"> • Adult education staff salaries • Assistive and adaptive equipment or special printed materials for adult education and literacy students with special learning needs. • Audit costs for agencies that receive \$750,000 or more each year in federal dollars • Course supplies and materials • Computers, supplies, and equipment for adult education staff or students • Indirect Costs (requires a negotiated indirect cost rate) • IET costs, including the cost of certifications and credentials required to implement the components for an IET per 34 CFR § 463.36 and up to \$5,000 per year in training costs (state-imposed restriction) • Learning software • Outreach activities (newspapers, radio, TV, magazines) related to recruiting adult education students or teachers (requires prior approval by OAE) • One-stop infrastructure costs • Rent and utilities for buildings where classes and adult education activities occur (provided that the amount paid out of the grant is allocable and can be determined by a <u>reasonable, documented</u> method) • Test preparation materials • Travel (mileage, lodging, per diem) for adult education activities (course observation, professional development, etc.) or professional development in alignment with the state of Georgia travel guidelines 	<ul style="list-style-type: none"> • Alcohol • Audit costs if the agency does not receive \$750,000 or more per year in federal dollars • Food for conferences or meetings the organization is hosting • Commencement and convocation costs • The cost of GED testing or HSE activities (state restriction) • Entertainment • Expenses unrelated to adult education programming or objectives • Gifts, door prizes, rewards, and promotional materials or “swag” (t-shirts, pens, cups, key chains, book bags) • Marketing expenses to promote the organization as a whole rather than the adult education program

Administrative vs. Programmatic Costs

General Adult Education Federal & State Administrative Cost Limits

Per section 233 of WIOA, all local programs, including IELCE programs, must spend at **least 95% of grant funds on programmatic costs and no more than 5% on administrative costs**. OAE has adopted this same restriction and requires that programs spend no more than 5% of their federal and state matching funds on administrative costs.

However, in cases where the 5% administrative cost limit is too restrictive, funded programs can negotiate a higher administrative cost limit by submitting an administrative cost limit waiver once they submit their post-award budget. Please note, OAE will only grant a waiver in instances where the applicant can prove that the higher administrative cost limit is ***absolutely necessary*** to their program’s ability to meet the grant requirements and positively impact students.

What are Administrative & Programmatic Costs?

Per [34 CFR § 463.26](#), the following activities are considered local administrative costs:

- Planning;
- Administration, including carrying out performance accountability requirements;
- Professional development;
- Providing adult education and literacy services in alignment with local workforce plans, including promoting co-enrollment in programs and activities under Title I, as appropriate; and
- Carrying out the one-stop partner responsibilities described in [34 CFR § 463.420](#), including contributing to the infrastructure costs of the one-stop delivery system.

In general, **administrative costs** are non-instructional costs that do not directly touch students.

Programmatic costs are costs are instructional costs that directly touch students. The below chart provides additional detail regarding what types of costs are programmatic or administrative costs. However, please note this list is not inclusive of every possible programmatic or administrative cost.

Programmatic vs. Administrative Costs	
Programmatic Costs	Administrative Costs
<ul style="list-style-type: none"> • Instructor, instructional lead, and instructional aide salaries • Career services/transition coordinator salary • Career services events and supplies • Student course materials and equipment (books, laptops, etc.) • Instructor equipment and supplies • Rent and utilities for buildings where classes are held • Program administrator salary (<i>portion that includes creating instructional tools, data analysis, conducting instructional observations, conducting intake or orientation or working with students</i>) • Salary for staff members that conduct intake, orientation, or provide other support directly to students • Coordinating strategic partnerships with community organizations 	<ul style="list-style-type: none"> • Indirect costs (requires a negotiated indirect cost rate) • Planning (budgeting, writing grant renewal applications, or other clerical/bookkeeping work) • Salary related to data entry • One-stop infrastructure costs • Professional development • Rent and utilities for buildings that house administrative staff

Indirect vs. Direct Costs

Indirect costs are agency-wide costs that are not directly and easily attributable to one program or initiative. **Direct Costs** are costs that directly relate to and are easily attributable to one program or initiative. Please note, that there are no costs that can always be categorized as direct or indirect. However, examples of possible direct and indirect costs include, but are not limited to

Indirect Costs	Direct Costs
<ul style="list-style-type: none"> • Utility costs for a campus building that includes classroom space used for adult education courses and technical college courses, as well as a student center • Salary for accounting staff that support a whole technical college or school district, including the adult education program • The cost of accounting software used by the entire agency 	<ul style="list-style-type: none"> • Professional development trainings and conferences for adult education teachers • The salary of adult education staff and instructors • Rent for off-campus or non-agency buildings that are only used by the grantee for adult education courses • A contract for GED preparation software

Per [34 CFR § 76.563](#), programs wishing to charge indirect costs to their AEFLA federal grant funds are subject to a **restricted indirect cost rate**. To charge indirect costs to AEFLA grant funds, programs must either: (a) have a current indirect cost rate agreement, which includes a restricted indirect cost rate, with their *cognizant federal agency or another pass-through entity*, or (b) if they do not have a current indirect cost rate agreement, negotiate an indirect cost rate with OAE. Here is what applicants need to know about indirect costs:

- For the purposes of indirect cost rate agreements, a **cognizant federal agency** is the federal agency which provides the most funding to the applicant. A **pass through entity** is an organization that receives federal funds and grants them out to subrecipients.
- For the purposes of the application, all applicants can submit a proposed budget that does not include indirect costs. Upon notification of funding, an applicant can revise their budget to include indirect costs in accordance with the following procedures:
 - Once funded, applicants who already have an indirect cost rate agreement with their cognizant federal agency or another pass through entity can provide OAE a copy of their indirect cost rate agreement. If funded, OAE will review the indirect cost rate agreement to ensure it is current and includes a restricted indirect cost rate. Upon OAE’s review and approval, funded programs can then submit a revised budget including indirect costs and charge indirect costs to their federal AEFLA dollars. Please note, indirect costs are categorized as administrative costs and are subject to the 5% administrative cost rate percentage.
 - Once funded, applicants that do not currently have an indirect cost rate agreement with their cognizant federal agency can negotiate an indirect cost rate with OAE. Once OAE has approved the indirect cost rate, the funded program can then revise its budget to include indirect costs and charge indirect costs to its grant.

Please note, that it is not allowable to charge indirect costs as direct costs to federal grant funds. Similarly, it is not allowable to charge something as a direct cost to your grant (ex: rent) if it is included in your indirect cost rate per the indirect cost rate agreement under this award or another federal award.

Supplement not Supplant

Section 241 of WIOA specifies that Title II AEFLA funds must be used “to supplement and not supplant other state or local funds expended for adult education and literacy activities.” Supplanting occurs when an organization deliberately reduces state or local funds because it receives federal funds. A good test to determine whether or not your program is supplanting is to ask: “What would happen to this cost if our program did not receive federal funds?” If the answer to that question is that the state or local funds would support that cost, then the program is likely supplanting.

Question 1: Adult Education Budget Template/IELCE Budget Template

For this question, applicants must upload the [Adult Education Budget Template](#) and/or the [IELCE Budget Template](#) indicating the following information for **the year one budget only**:

- The amount of funding requested based off the anticipated student population, as indicated in the [Program Overview](#) section of the application ([Funding Formula Workbook Tab](#));
- A budget summary indicating the total amount the applicant plans to spend in each budget category and budget section ([Budget Summary Tab](#)). Please note, this tab will automatically populate based on the information entered in the Funding Formula Workbook Tab and the Budget Detail Tab.
- A detailed budget which includes the specifics (item, cost, and brief description) of what the applicant will spend funds on in each budget category, as well as how they will allocate those costs among the different budget sections ([Budget Detail Tab](#)).

For reference, the budget template utilizes the below budget categories. Examples of the types of expenses that fall into each category are included in chart below.

Category	Expenses
Full Time Payroll	Salary and benefits for any full time staff members
Part Time Payroll	Salary and benefits for any part time staff members
Equipment	Any equipment over \$5,000 in value or “pilferable” items such as laptops, cell phones, etc.
Supplies	Supplies and materials under \$5,000 in value (ex: books, paper, pens, etc.)
Operating	General program operating expenses, such as the cost of student recruitment materials or test preparation software, as well as one-stop infrastructure costs
Training	All costs related to integrated education and training
Facilities	The cost of rent or utilities, as long as they can be directly attributed by reasonable, documented methods to the adult education program and are not included as indirect costs in this or other federal grants
Travel & Professional Development	The cost of any travel related to professional development or course observations, etc. The cost of mileage, per diem, registration, etc. for any conferences or trainings. Please note all travel must comply with the State of Georgia travel regulations .
Contractual	The cost of any contractual expenses. Please note that subrecipients must follow the State of Georgia procurement procedures for any contracts under this grant.

More detailed instructions for completing both the [Adult Education Budget Template](#) and [IELCE Budget Template](#) are located within the templates.

Question 2: Budget Rationale

For this question, applicants must demonstrate that each cost included in their [Adult Education Budget Template](#) and/or [IELCE Budget Template](#) is allowable, allocable, reasonable, and necessary for the purposes of their grant. Strong rationales will include a description for why each item included in the budget is needed to operate a successful adult education program. In addition, if an applicant's budget exceeds the five percent administrative cost limit, programs should include a rationale as to why they will likely need a higher administrative cost limit and why the administrative costs included in their budget are allocable, reasonable, and necessary.

Question 3: Anticipated Major Budget Changes

In this section, applicants should discuss any major changes they foresee to their budget in future years based on factors including, but not limited to: (a) program innovations, (b) anticipated increased enrollment in any specific areas, (c) changes to staffing or personnel, (d) additional funding sources, and (e) any other changes that may significantly impact an applicant's budget in the subsequent three program years.

APPENDICES

Appendix A: The Applicant's Quick Guide to WIOA Words

Acronym/ Abbreviation	Word	Definition & Notes
ABE	Adult Basic Education	ABE is adult education at or below the eighth grade level.
AEFLA	Adult Education & Family Literacy Act	AEFLA refers to Title II of WIOA which provides funding and outlines the requirements for adult education & literacy programs.
ASE	Adult Secondary Education	ASE is adult education at the ninth through twelfth grade levels.
CCRS	College & Career Readiness Standards	Adult education instructional standards
CFR	Code of Federal Regulations	The CFR is the publication where federal agencies and departments list their rules and regulations. CFR Title 2 (the Uniform Guidance) and CFR Title 34 (EDGAR) apply to program receiving AEFLA funds.
CLCP	Certified Literate Community Program	CLCP is Georgia's network of county-based nonprofit organizations with the mission of combatting low literacy levels in their respective counties.
DOL	Department of Labor	The federal agency responsible for administering WIOA Title I and Title III funds
EFL	Educational Functioning Level	An EFL is an adult learner's grade-level equivalent based on what the learner can do. Levels include ABE 1 through 6 and ESL 1 through 6
ELA	English Language Acquisition	An English Language Acquisition Program prepares English language learners with the skills needed to transition in to postsecondary education and employment.
ELPS	English Language Proficiency Standards	Adult education instructional standards for English language learners
GALIS	Georgia Adult Learners Information System	GALIS is Georgia's NRS-compliant data system which tracks information related to adult education
GEPA	General Education Provisions Act	Contains a broad array of statutory provisions that are applicable to the majority of federal education programs administered by USED
HSE	High School Equivalency	An alternative to a high school diploma

IELCE	Integrated English Literacy & Civics Education	Adult education that incorporates both English language and citizenship instruction, funded under section 243 of WIOA
IET	Integrated Education & Training	A education and training program that concurrently offers context-specific adult education and occupation-specific training
LINCS	Literacy Information & Communication System	OCTAE's national leadership initiative to expand evidence-based practice in the field of adult education
LWDA	Local Workforce Development Area	Any one of the 19 LWDA's in Georgia
LWDB	Local Workforce Development Board	A regional board that connects job seekers with resources and training to obtain jobs in in-demand industries
MOU	Memorandum of Understanding	An agreement between two or more parties outlined in a formal document
MSG	Measurable Skill Gain	A performance indicator that demonstrates a student has advanced an EFL level or obtained a HSE
NRS	National Reporting System	The national accountability system for adult education
OAE	Office of Adult Education	The TCSG office responsible for administering AEFLA funds and overseeing AEFLA-funded programs
OCTAE	Office of Career, Technical, & Adult Education	The federal agency responsible for administering AEFLA funds to states
One-Stop	One-Stop	A brick and mortar center, also known as an American Job Center that connects jobseekers with services, training, and resources, including adult education. LWDBs oversee the one-stops in their regions.
SDA	Service Delivery Area	The geographic area in which a program will serve students
TABE	Tests of Adult Basic Education	TABE is a set of diagnostic tests that adult education programs use to determine a person's skill levels and aptitudes in reading, math, and English.
TCSG	Technical College System of Georgia	TCSG's Office of Adult Education is responsible for subgranting AEFLA funds out to eligible providers
USED	The United States Department of Education	The federal agency responsible for administering Title II (AELFA) and Title IV WIOA funds
WIOA	Workforce Innovation & Opportunity Act	The federal law that unites core partners in preparing individuals for jobs in in-demand industries.

Appendix B: Additional Applicant Resources

The following resources may provide applicants helpful information in understanding WIOA and adult education.

LINCS: <https://lincs.ed.gov/>

National Reporting System for Adult Education: <https://www.nrsweb.org/>

TCSG's Office of Adult Education: <https://tcsgeu.edu/adult-education/>

US Department of Education's Office of Career, Technical & Adult Education:
<https://www2.ed.gov/about/offices/list/ovae/index.html>

Worksource Georgia: <https://tcsgeu.edu/worksource/>

Pre-Award Risk Assessment & Questionnaire

Prior to making its final grant awards, OAE will conduct a **Pre-Award Risk Assessment** on applicants. To facilitate the [risk assessment process](#), applicants must complete the below **Risk Assessment Questionnaire** and upload the following documents prior to submitting their application. The full risk assessment, which OAE will complete, is available on the following page.

Risk Assessment Questionnaire

1. Is your organization on the federal debarment list?
2. Has your organization ever had a grant terminated by a federal awarding agency, pass through entity, or other funder? If yes, please list the federal awarding agency, pass through entity, or funder, the name and amount of the grant, and the reason for the termination.
3. Within **the past five years (since 2014)**, has your organization managed other federal grants of a similar amount and complexity as the adult education grant you are applying for? If yes, please list the grants you have received, including the federal awarding agency or pass through entity name and the amount of the grant.
4. Please upload your two most recent audit reports.
5. What is your organization's total operating budget?
6. Please upload a bank statement or other document indicating that your organization has sufficient operating expenses to cover at least three months of adult education grant expenses.
7. Has the finance staff person who will be responsible for managing this grant had at least three years of experience managing federal grants?
8. Has the program administrator responsible for managing this grant had at least three years of experience managing federal grants?
9. Please provide evidence (either by uploading your organization's fiscal policies and procedures or providing a written statement below) that your organization has the appropriate internal controls in place to ensure AEFLA grant funds will: (a) only be used to support AEFLA purposes, and (b) will be used in accordance with federal and state statutes and regulations, including AEFLA, the Uniform Guidance, and EDGAR.

Certification: I certify that the information provided in the risk assessment questionnaire is true and correct to the best of my knowledge. I understand that knowingly providing false or fraudulent statements or concealing information in the risk assessment or within my application narrative and documents may result in termination of the grant, if awarded.

**Technical College System of Georgia Adult Education Grant Competition:
Pre-Award Risk Assessment**

Applicant Name:

Date:

Type of Organization:

Amount of Funding Requested:

Question	Answer	Points	Notes
1) Is the applicant on the federal debarment list?	Yes	n/a	<i>If the applicant is on the federal debarment list, the Technical College System of Georgia will not award it a grant.</i>
	No		
2) Has the applicant ever had a grant terminated by a federal awarding agency, pass through entity, or other funder?	Yes	5	
	No	0	
2) Within the past five years (since 2014), Has the applicant received and managed other federal grants of a similar amount and complexity to the adult education grant the applicant is applying for?	Yes	0	
	No	1	
3) Has the applicant received and managed AEFLA grant funds within the past three fiscal years? (FY17, 18, and 19)	Yes	0	
	No	1	
3a) If yes, was the applicant on a corrective action plan (CAP) within the past three fiscal years?	Yes	1	
	No	0	
	n/a	n/a	
3b) If yes, have all of the items on the CAP been resolved?	Yes	0	
	No	1	
	n/a	n/a	
4) Has the applicant had an audit within the past three fiscal years? (FY17, 18, and 19)	Yes	0	
	No	1	
5) Do the applicant's most recent audit(s) contain any findings that may impact its ability to appropriately manage AEFLA grant funds?	Yes	1	
	No	0	
6) Will adult education grant funds make up more than 50% of the applicant's total budget?	Yes	1	
	No	0	
7) Does the applicant demonstrate it has sufficient funding to cover at least three months of adult education grant expenses?	Yes	0	
	No	1	
8) Has the applicant's fiscal lead (Vice President of Administration, Finance Director, etc.) had at least three years of experience managing federal grants?	Yes	0	
	No	1	
9) Has the applicant's programmatic lead had at least three years of experience managing federal grants?	Yes	0	
	No	1	
10) Does the applicant demonstrate, through its fiscal policies and procedures or a written response, that it has the appropriate internal controls in place to ensure AEFLA grant funds will: (a) only be used to support AEFLA purposes, and (b) will be used in accordance with federal and state statutes and regulations.	Yes	0	
	No	1	
Total Points		0	
Total Possible Points (excluding n/a's)		12	
Risk Assessment Score		0.00%	

Appendix C: Assurances

If funded, subrecipients must agree to the following terms, conditions, and assurances. Please note these assurances are subject to change prior to the grant award. All funded applicants will have the opportunity to review the terms, conditions, and assurances prior to accepting the grant award.

TERMS, CONDITIONS & ASSURANCES

I. FEDERAL REQUIREMENTS

a. APPLICABLE LAWS & POLICIES

- i. Per 2 CFR § 200.331 and 34 CFR § 76.563, the Technical College System of Georgia (TCSG), as a pass-through entity of federal funds, must provide subrecipients the opportunity to use a restricted indirect cost rate for their Title II American Education and Family Literacy Act (AEFLA) funds. To receive an indirect cost rate, the subrecipient must negotiate their restricted rate with the pass-through entity listed in this award notification no later than 90 days after receipt of this notification.
- ii. The subrecipient will use its grant funds to fulfill the purposes of the [Workforce Innovation and Opportunity Act](#) (WIOA), including Title II, the Adult Education and Family Literacy Act (AEFLA), and any other statutes pertaining to a federally-funded workforce education program, including but not limited to:
 1. Aligning its activities to its Local Workforce Development Board's (LWDB) plan for WIOA providers; and
 2. Collaborating with its LWDB to provide supportive services and promote concurrent enrollment with Title I programs.
- iii. The subrecipient will comply with the [General Education Provisions Act](#) (GEPA) and implement measures to remove barriers to access and participation in the program's services. The subrecipient will give specific consideration to persons who may experience a barrier based upon factors such as gender, race, national origin, color, disability, or age.
- iv. The funds provided in this award will be used to supplement, not supplant, local funds ([29 U.S. Code §3331](#)).
- v. The subrecipient will comply with the regulations listed in [2 CFR Part 200](#), the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, including, but not limited to:
 1. If personnel have duties divided between this subaward and other activities, the subrecipient will only charge the grant for salary and fringe benefits in proportion to the amount of time personnel spend on the activities under this subaward ([2 CFR §200.405d](#)).
 2. The subrecipient agrees to meet the single audit requirements set forth in [2 CFR §200.514](#), which require that a non-federal entity that expends \$750,000 or more during the fiscal year will have single audit conducted.
 3. The United States Department of Education has adopted the requirements outlined in [2 CFR §200.175](#). Under this condition, your subaward may be terminated if you or an employee:

- a. Engage in severe forms of trafficking in persons during the period of time that the award is in effect;
 - b. Procure a commercial sex act during the period of time that the award is in effect; or
 - c. Use forced labor in the performance of the award or subawards under the award.
- 4. Alcoholic beverages and entertainment costs are not an allowable use of federal or state dollars ([2 CFR §200.423](#), [2 CFR §200.438](#)).
- vi. The subrecipient agrees that it will comply with sections 8301 through 8303 of the Buy American Act ([41 U.S.C. 8301-8303](#)).
- vii. The subrecipient agrees that it will provide the Technical College System of Georgia and auditors access to its financial statements and all other records pertaining to this contract as needed for the Technical College System of Georgia to meet its requirements under WIOA, the Uniform Guidance, and any other statutes pertaining to a federally-funded workforce development system ([2.CFR. §331](#)).
- viii. The subrecipient will have a conflict of interest policy related to federal grant awards and ensure all staff members understand and abide by the policy ([2 CFR § 200.112](#)).

II. FEDERAL GRANT CLOSEOUT REQUIREMENTS

- a. The subrecipient agrees to comply with all federal grant closeout requirements related to WIOA and the Uniform Guidance, included but not limited to:
 - i. The subrecipient will submit all financial, performance, and other requested reports no later than 90 days after the end date of this contract’s period of performance, or September 28, 2020 ([2 CFR §343](#)).
 - ii. The subrecipient will liquidate all obligations incurred under this award by September 28, 2020. All funds not obligated by this date must be returned to the Technical College System of Georgia ([2 CFR §343](#), [2 CFR §345](#)).
 - iii. The subrecipient must account for any real and personal property acquired with Federal funds or received from the Federal Government in accordance with [§200.310](#) (Insurance coverage) through [§200.316](#) (Property trust relationship) and [§200.329](#) (Reporting on real property).

III. STATE OF GEORGIA REQUIREMENTS

a. GENERAL REQUIREMENTS

- i. The subrecipient will have an [Emergency Operations and Safety Plan](#) for all locations where classes are held and employees are located.
- ii. The subrecipient will abide by the Technical College System of Georgia’s non-discrimination policy and any applicable federal statutes against discrimination for the provision of services or in its hiring policies on the basis of race, color, creed, national or ethnic origin, sex, religion, disability, age, political affiliation or belief, genetic information, disabled veteran, veteran of the Vietnam Era, spouse

- of military member or citizenship status (except in those special circumstances permitted or mandated by law).
- iii. If the subrecipient, at the sole determination of the Technical College System of Georgia, fails or refuses for any reason to perform any of its obligations under this contract or violates the grant policies, procedures or assurances (e.g. using AEFLA funds for unallowable activities), the Technical College System of Georgia may impose such sanctions as it deems appropriate. Sanctions may include, but are not limited to: placing the subrecipient on a corrective action plan or performance improvement plan, requiring the subrecipient to repay funds to the Technical College System of Georgia, reducing the current or future year funds available, withholding the subrecipient's reimbursement until it complies with the sanction(s), suspending this contract in whole or in part, or cancelling or terminating the contract. Any cancellation, termination, or suspension of this contract, if imposed, shall become effective at the close of business on the day of subrecipient's receipt of written notice from the Technical College System of Georgia.
 - iv. The subrecipient understands that knowingly providing false information may result in termination of the grant.
 - v. The subrecipient agrees to adhere to the Technical College System of Georgia's Records Retention Schedule, which stipulates that subrecipients must keep records for five and half (5 ½) years after the final reporting period for the grant year.

b. FISCAL REQUIREMENTS

- i. The subrecipient agrees that funding provided by the Technical College System of Georgia pursuant to this contract is provided on a 30-day reimbursement basis via ACH (electronic funds transfer) payment only. The subrecipient agrees that it will only request funds for reimbursement for items that have already been paid for, are within the subrecipient's approved budget or subsequent approved budget amendments, and are an allowable, allocable, and reasonable use of state and federal funds.
- ii. Costs associated with the GED® tests, test administration, proctoring, travel, or any other activity relating to the actual GED® test process are not allowable, and cannot be reimbursed with federal or state grant funds. The only allowable costs are those associated with test preparation (e.g. instruction, materials for instruction).
- iii. The subrecipient will follow the [State of Georgia travel regulations](#) and ensure all staff understand and abide by the regulations.
- iv. The subrecipient will follow the [State of Georgia procurement regulations](#) and ensure all staff understand and abide by the regulations.
- v. The subrecipient may not subcontract any of its programmatic rights or responsibilities under this contract.

c. STAFFING REQUIREMENTS

- i. The subrecipient will appoint a full time (30 or more hours per week) program administrator of adult education services for its SDA (Service Delivery Area). To receive an exemption from this requirement, a subrecipient must request a waiver from the Technical College System of Georgia.
- ii. The subrecipient will employ at least one part-time career services/transition specialist. A Community Based Organization (CBO) can either employ a transition specialist or partner with another organization that can provide transition and support services.
- iii. The subrecipient will ensure that the program administrator and all adult education instructors have a minimum of a four-year degree from an accredited college or university.
- iv. The subrecipient will ensure that full time instructors teach a minimum of 70% of their weekly work schedules.
- v. The subrecipient agrees to maintain Time and Effort Reports or Semi-Annual Certification Forms for all federal and state-funded employees. The employee and his or her supervisor must sign these reports.
- vi. The subrecipient acknowledges that only programs with 2,200 or more National Reporting System (NRS) students (based upon the last full year of program data) may use state or federal adult education grant funds to employ lead teachers/site managers that teach only 30% of the workweek. Programs that meet this condition may hire one lead teacher/site manager for every 50,000 contact hours generated during the last full year of performance.
- vii. The subrecipient will provide local professional development for staff and faculty and ensure participation in state-provided professional development and meetings as the Technical College System of Georgia deems appropriate or mandatory.

IV. STUDENT AND INSTRUCTIONAL REQUIREMENTS

- a. The subrecipient will not charge adults enrolled or wishing to enroll in adult education programs (including programs for adults with limited English proficiency), tuition, fees, or any other charges, or require adults to purchase books or any other materials needed to participate in the program. Please note that this provision does not apply to Integrated Education and Training (IET) courses.
- b. The subrecipient agrees that it may not close classes for more than two consecutive weeks without written approval from the Technical College System of Georgia's Office of Adult Education. Any request to close classes for more than two consecutive weeks must be requested at least 45 days in advance.
- c. The subrecipient will schedule all students for a minimum of six hours of instruction per week.
- d. State grant funds may not be used to teach classes in languages other than English, with the exception of instruction designed to aid students with limited English proficiency in

their transition and integration into the education system of the state ([Georgia Code § 50-3-100](#)).

V. DATA REPORTING & INTAKE REQUIREMENTS

- a. The subrecipient agrees that it will meet the [National Reporting System \(NRS\)](#) of Adult Education data quality standards, including, but not limited to, the standards for academic performance, GED®, and transition goals.
- b. To ensure accurate and detailed reporting and meet the performance accountability reporting requirements of the [Workforce Innovation and Opportunity Act \(WIOA\)](#) and the [National Reporting System \(NRS\)](#), subrecipients must make every effort to collect social security numbers for all Adult Education participants (including English Language Learners) without coercion. Subrecipients must securely maintain personal identifiable information.
- c. Integrated English Literacy & Civics Education (IELCE) subrecipients must record the students' secondary goals of Achieve Citizenship Skills and/or Achieve U.S. Citizenship into the Georgia Adult Learner Information System (GALIS) and track the completion of these goals.

VI. PROGRAMS & ACTIVITIES

- a. The subrecipient agrees to operate other programs proposed by the Technical College System of Georgia. The Technical College System of Georgia and the subrecipient will agree upon operational guidelines for such programs apart from this contract.
- b. The subrecipient will organize a literacy advisory committee comprised of citizens from its defined service delivery area (SDA) with representation from each county. The subrecipient will adhere to the guidelines as specified by the Technical College System of Georgia. Employees of the subrecipient are not eligible to be members of the committee.
- c. The subrecipient will collaborate with other adult education subrecipients within a given Local Workforce Development Area to negotiate one stop infrastructure and other shared costs. The Technical College System of Georgia will appoint a lead organization for the negotiation process, which will be responsible for remitting the payment of said costs to the local/regional comprehensive one stop Center.
- d. The subrecipient will ensure that its services have a “direct linkage” to the one-stop centers in its assigned area. A “direct linkage” means that an interested student who learns of adult education through a one-stop center will be contacted directly (by phone call, web-based communication, etc.), within a reasonable time frame, by a program staff member who can provide information about its services. Please note that exclusively providing a phone number, website, information, a pamphlet, or materials does not constitute a “direct linkage.”

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