



Adult Education Grant Competition Technical Assistance Day

January 16, 2025

If You Need to Access the Materials Online

<https://www.tcsg.edu/adult-education/grant-opportunities/>



Welcome

*As a reminder, today's meeting will be recorded
and posted on our website.*



<https://www.youtube.com/watch?v=E1IMT8rNQ78>



<https://www.youtube.com/watch?v=VzD7D-r2juY>

By the end of the day, you should be able to:

- ✓ Determine if an adult education grant is a good fit for your organization.
- ✓ Understand the federal and state laws, regulations, and policies that pertain to this grant opportunity.
- ✓ Feel ready to prepare and submit a grant application.



Agenda

1. About the Workforce Innovation & Opportunity Act (WIOA) and the Adult Education & Family Literacy Act (AEFLA)
2. General Grant Information
 - Timeframe
 - Grant Opportunities
 - Eligibility & Demonstrated Effectiveness
 - Review Process
3. Grant Opportunity Details
4. Funding Methodology
5. Overview of Application and Key Requirements
6. Questions?

**About the Workforce Innovation &
Opportunity Act (WIOA) and
The Adult Education & Family
Literacy Act (AEFLA)**

About the Workforce Innovation & Opportunity Act (WIOA)

- In 2014 - revision and reauthorization of the Workforce Investment Act of 1998 (WIA)
- Designed to strengthen workforce system and get Americans, including those with barriers to employment, high-quality jobs and careers.
- To accomplish its goals, WIOA unites four titles:
 - Title I: Adult, Dislocated Worker, and Youth
 - **Title II: Adult Education and Family Literacy Act (AEFLA)**
 - Title III: Wagner-Peyser Act employment services
 - Title IV: Vocational Rehabilitation Act

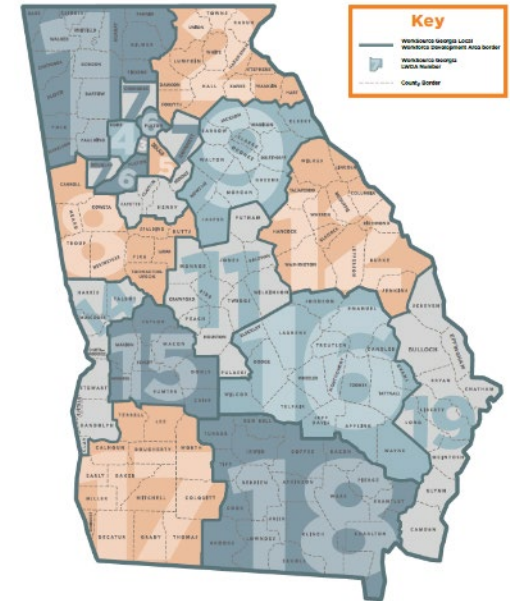
Goals of the Adult Education & Family Literacy Act

- (a) Assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;
- (b) Assist adults who are parents or family members to obtain the education and skills that are necessary to becoming full partners in the educational development of their children; lead to sustainable improvements in the economic opportunities for their family;
- (c) Assist adults in attaining a secondary school diploma or its recognized equivalent and in the transition to postsecondary education and training, through career pathways; and
- (d) Assist immigrants and other individuals who are English language learners in improving their (i) reading, writing, speaking, and comprehension skills in English; and (ii) Mathematics skills; and (ii) acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship. (Authority: 29 U.S.C. 3271)



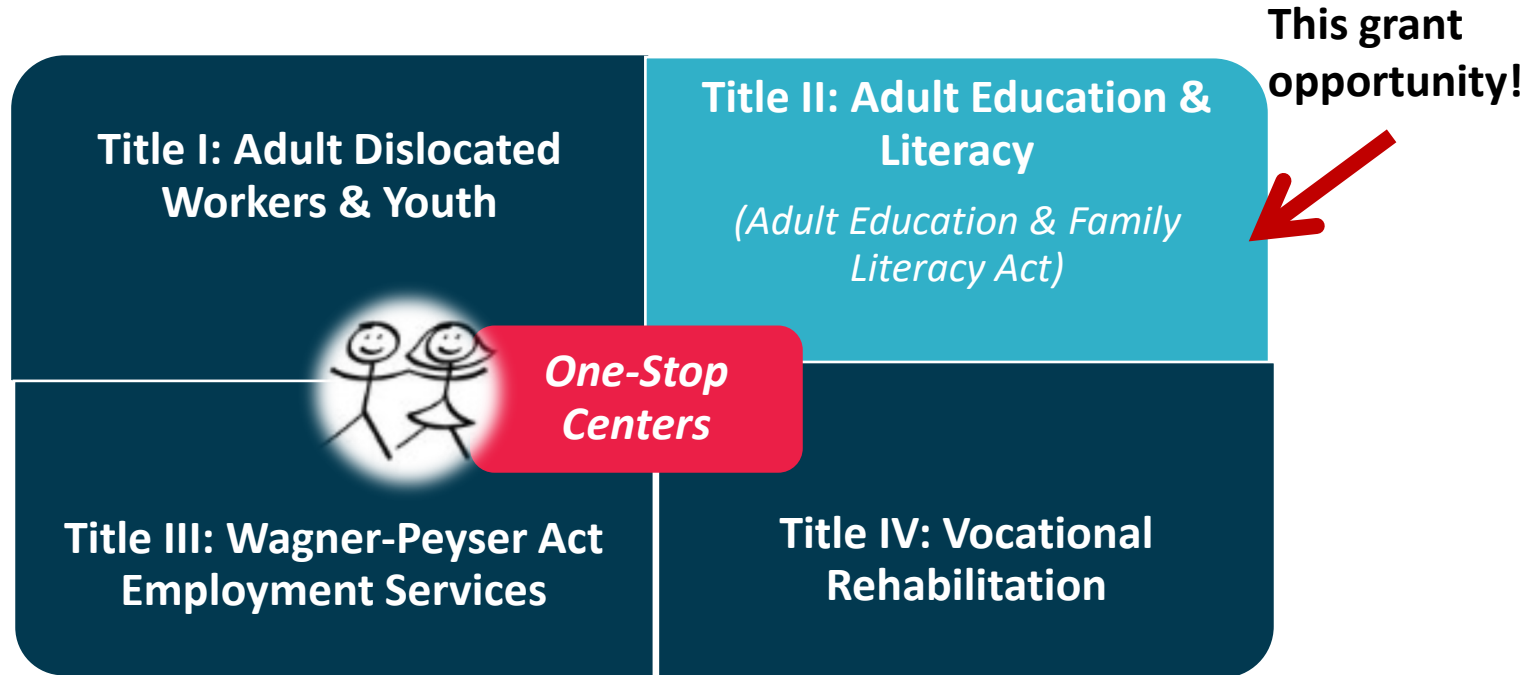
Policy Pause: Local Workforce Development Boards

- **Local Workforce Development Area (LWDA) – WIOA 106**
 - Under Title I of WIOA, the state of Georgia is divided LWDAs
- **Local Workforce Development Board (LWDB) – WIOA 107**
 - Composed of business and community members, as well as a representative from the adult education program
 - Responsible for the development and oversight of the LWDA
 - Identify regional needs
 - Write the local plan
 - Provide workforce development activities
 - Selecting operators and providers of **one-stop services**

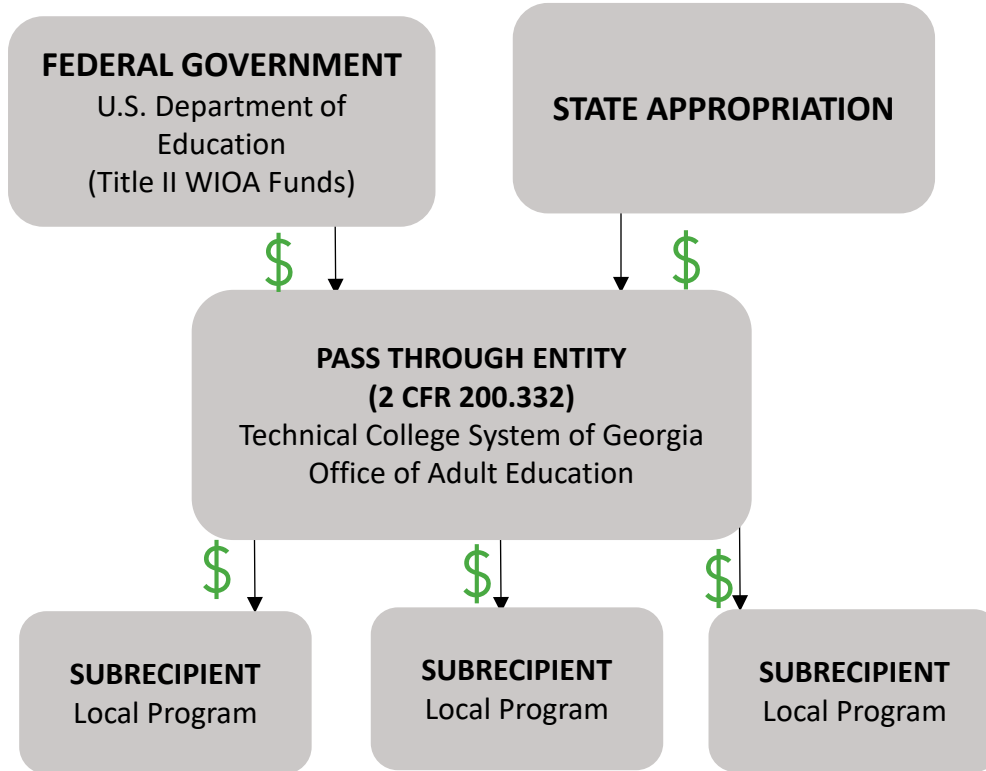


Policy Pause: One-Stop

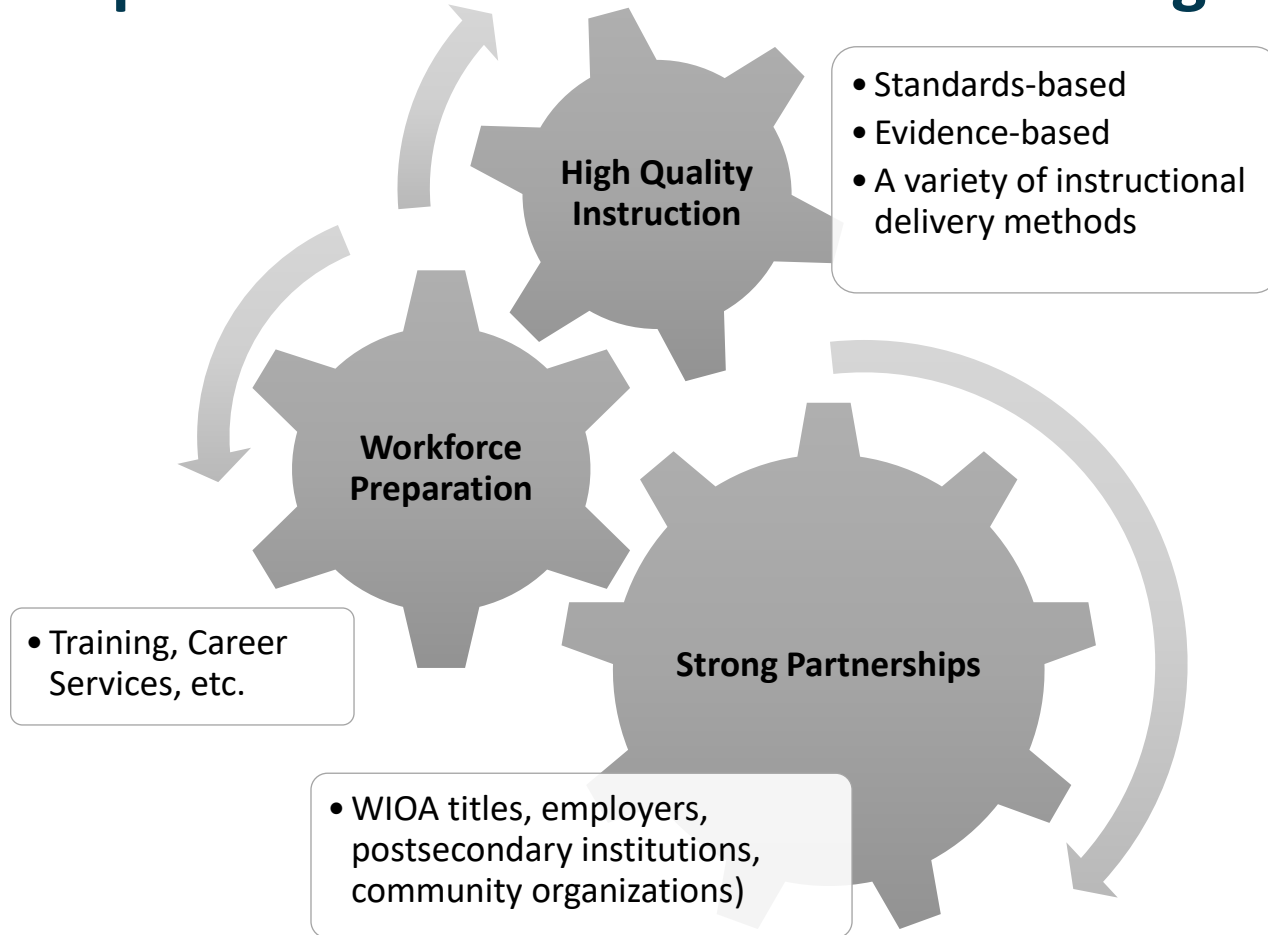
- A physical location that connects job seekers with all of the resources they need to obtain a job in an in-demand industry.



Funding Structure



Key Components of an Adult Education Program



General Grant Information

*Timeframe, Available Grants, Eligibility
Requirements*

Application Step	Timeframe/Deadline
Family Literacy Virtual Interest Session	January 23, 2025 from 1:00 – 2:30 PM
Online Grant Application Portal Opens	January 24, 2025
Questions Deadline	<p>March 7, 2025</p> <p><i>Questions submitted regarding the RFA will be answered within two business days. Any questions submitted after 11:59 PM eastern time on March 7, 2025, will not be posted or answered.</i></p>
Grant Application Due	<p>March 13, 2025 at 11:59 pm eastern time</p> <p>All applications MUST be submitted through Survey Monkey Apply.</p>
Grant Application Review and Local Workforce Development Board Review	March – April 2025
Grant Awards Announced	Early May 2025
Post Award Budget Process for Funded Applicants	May – June 2025
Grant Period	July 1, 2025- June 30, 2029 (contingent upon annual renewal process)

About the Grant Opportunities

- There are three available grant opportunities:
 - **General Adult Education Grants**
 - **Corrections Education Grants**
 - **Integrated English Literacy & Civics Education (IELCE) Grants**
- Programs that apply for General Adult Education Grant can also apply for the following supplemental grants.
 - **Family Literacy**
 - **Corrections Education**
- Grants will last for four years (July 1, 2025 – June 30, 2029)
- Funded Programs will submit a renewal application each spring. The funding allocations may be adjusted each year of the grant.

Applicant Eligibility

Per 34 CFR § 463.23, organizations that have **demonstrated effectiveness** in providing adult education and literacy activities to **eligible individuals** are eligible to apply for a grant.



Applicant Eligibility: 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, in the following domains.

Content Domains	Participant Outcomes
<ul style="list-style-type: none">• Reading• Writing• Mathematics• English language acquisition <p>*For content domains, applicants only to need to demonstrate effectiveness for services relevant to their proposal</p>	<ul style="list-style-type: none">• Employment• Attainment of a secondary school diploma or recognized equivalent• Transition to postsecondary education and training <p>*<u>ALL applicants</u> must demonstrate effectiveness in these areas regardless of their proposed services</p>

Applicant Eligibility: Types of Organizations

Eligible applicants include, but are not limited to:

- 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

Applicant Eligibility: Demonstrated Effectiveness

- Applicants that **do not demonstrate effectiveness** -either by not meeting the demonstrated effectiveness threshold noted below or by not uploading data for each required domain – **will be deemed ineligible.**
- Per 34 CFR § 463.24, **TCSG cannot review and score applications for ineligible applicants.**



Eligible Participants

Per WIOA, Section 203(4), AEFLA grant funds must be used to provide adult education and literacy activities to eligible individuals. The term “eligible individual” means an individual

- who has attained 16 years of age;
- who is not enrolled or required to be enrolled in secondary school under State law; and
- who
 - is basic skills deficient;
 - does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or
 - (iii) is an English language learner.

How to Demonstrate Effectiveness



Upload the **appropriate demonstrated effectiveness table**
(new provider vs. previously funded provider)



Include data from **the prior two state fiscal years**

Fiscal Yr 2023 (July 1, 2022 – June 30, 2023)

Fiscal Year 2024 (July 1, 2023 – June 30, 2024)



Include data for **ALL required domains for AEFLA-eligible participants**



Meet the demonstrated effectiveness thresholds for each required domain

Threshold for Demonstrated Effectiveness

- Applicants must meet the threshold of **1%** **for all required content domains**, except for Median Earnings.
- For applicants required to submit median earnings data, the threshold is \$500.00.



How to Demonstrate Effectiveness Previously-Funded AEFLA Providers

- Per 34 CFR § 463.24, organizations that previously received AEFLA funds **MUST** upload data **required under WIOA Section 116**.
- Data can be located in the tables reported to the National Reporting System (NRS).



How to Demonstrate Effectiveness New Providers



- Per 34 CFR § 463.24, applicants that have not previously been funded with AEFLA Funds must upload data they have available to demonstrate effectiveness in the required content domains.

How to Demonstrate Effectiveness: A Checklist

- Did I select the correct table(s)?
- Are my data from the previous two fiscal years?
- Did I enter data for all required domains?
- Are all data for AELFA-eligible participants?
- Did I meet the threshold for each required domain in each fiscal year?



Examples of Ineligible Applicants

- An applicant that has never provided adult education services to eligible individuals (**cannot** demonstrate effectiveness)
- An applicant that uploaded a blank demonstrated effectiveness table or has blanks in required areas
- An applicant that will not serve students in the State of Georgia
- A Local Workforce Development Board
 - WIOA Section 107(g)(1) states LWDBs cannot provide training services, which includes adult education (20 CFR 680.200)
 - State requirements indicate an adult education provider cannot subcontract their adult education responsibilities (Grant Assurance I.25)

Consortium Applications

- **Applicants may apply as a consortium**
- To apply as a consortium, all consortium members must meet eligibility requirements, including demonstrated effectiveness
- Consortium applicants would designate one agency as the fiscal lead
- Benefits include:
 - Expanded opportunities for student recruitment
 - Maximizing possible services for students
 - Streamlined efforts to serve a service deliver area



Consortium Example

Ruffner County Schools and Avondale Technical College both serve families in Patrick County. Both have provided adult education services in the past and can meet the demonstrated effectiveness threshold. In addition to adult education classes, Ruffner County Schools has operated family literacy programming and has robust wrap around services for families, while Avondale Tech has implemented several Integrated Education and Training opportunities and has a strong track record of moving students into employment. The schools decide that, together, they could maximize their resources and expertise – leading to higher quality programs and stronger outcomes for students.

Review Process

Three Part Process

- Reviewers will score each application using the application's respective rubric, which is aligned with the required WIOA considerations (WIOA 213, 34 CFR § 463.22)
- Local workforce development board review (Per 34 CFR §463.21)
- Pre award risk assessment (located in appendix of RFA)

Funding Considerations

Per 34 CFR § 463.22, the grant application questions require applicants to address the following items:

1. A description of how funds awarded under this title will be spent consistent with the requirements of title II of AEFLA;
2. A description of any cooperative arrangements the eligible provider has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities;
3. A description of how the eligible provider will provide services in alignment with the local workforce development plan, including how such provider will promote concurrent enrollment in programs and activities under title I, as appropriate;
4. A description of how the eligible provider will meet the State-adjusted levels of performance for the primary indicators of performance identified in the State's Unified or Combined State Plan, including how such provider will collect data to report on such performance indicators;

Funding Considerations, Continued

6. A description of how the eligible provider will fulfill, as appropriate, required one-stop partner responsibilities to—
 - (i) Provide access through the one-stop delivery system to adult education and literacy activities;
 - (ii) Use a portion of the funds made available under the Act to maintain the one-stop delivery system, including payment of the infrastructure costs for the one-stop centers, in accordance with the methods agreed upon by the Local Board and described in the memorandum of understanding or the determination of the Governor regarding State one-stop infrastructure funding;
 - (iii) Enter into a local memorandum of understanding with the Local Board, relating to the operations of the one-stop system;
 - (iv) Participate in the operation of the one-stop system consistent with the terms of the memorandum of understanding, and the requirements of the Act; and
 - (v) Provide representation to the State board
7. A description of how the eligible provider will provide services in a manner that meets the needs of eligible individuals;
8. Information that addresses the 13 considerations listed in [§ 463.20](#); and
9. Documentation of the activities required by [§ 463.21\(b\)](#).

Pre-Award Risk Assessment

High Risk	<p>A score of 25 – 49 requires intensive follow-up and technical assistance. If applicants at this risk level are funded. Special conditions will be imposed to ensure the appropriate use and implementation of the grant award.</p> <p>Applicants scoring 50 or above will not be funded due to significant concerns regarding noncompliance, fraud, waste, and/or abuse.</p>
Medium Risk	<p>A score of 11 - 24 requires evaluation of areas that require technical assistance to ensure the appropriate use and implementation of the grant award. Special conditions may be imposed on funded applicants at this risk level.</p>
Low Risk	<p>A score of 10 or less generally identifies that the program is at a lower risk for potential waste, mismanagement, noncompliance or fraud.</p>

Grant Opportunity Details

General Adult Education Grants

- Funding provider under WIOA Sections 231 and State Matching Grant
- Required/Allowable Activities include:
 - Adult Basic or Secondary Education
 - English Language Acquisition Activities
 - Integrated Education and Training (required per state policy);
 - Workplace Preparation Activities (required per state policy); and
 - Workplace Literacy.

Integrated English Literacy and Civics Education

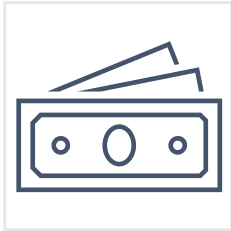
- Funding provided under WIOA Section 243
- Prepare English language learners, including professionals with degrees and credentials in their native countries, to function as parents, employees and citizens.
- Integrates:
 - English language instruction,
 - Instruction on the rights and responsibilities of citizenship and civics participation; and
 - Integrated education & training. (34 CFR § 463.33)

Integrated English Literacy and Civics Education

- Includes Integrated Education and Training
- Instruction must be aligned with Georgia's IELCE Content Competencies, which include:
 - Government and Law
 - Consumer Economics
 - Education
 - Community Resources
 - Health
 - Employment
 - Community Engagement
- Funded programs must use the CASAS assessment to assess student progress in FY26



Corrections Education



Funding provided under WIOA
Section 225











Corrections education supports
justice-involved individuals
obtaining education and training
that supports their successful re-
entry into their community.



The goal is to reduce recidivism.

Corrections Education: Allowable Activities

-  Adult education and literacy activities
-  Special education
-  Secondary school credit
-  Integrated education and training
-  Career pathways
-  Concurrent enrollment in other WIOA services
-  Peer tutoring
-  Re-entry and post release services that support a student's academic needs

What is considered a correctional institution?

Per WIOA Section 225, The term “correctional institution” means any:

- a) Prison;
- b) jail;
- c) reformatory;
- d) work farm;
- e) detention center, or
- f) halfway house, community-based rehabilitation center, or any other similar institution designed for the confinement or rehabilitation of criminal offenders.

Corrections Education: Priority of Service

Funded providers must give priority of service to programs serving individuals who are likely to leave the correctional institution within *five years*.



Corrections Education: Partnerships

Effective partnerships are the foundation for a strong corrections education program



Identifying Partners: A Road Map to Corrections in Georgia

State Systems

Department of Juvenile Justice

Department of Corrections

Department of Community Supervision

County Systems

County Jails

County Prisons/Correctional Institutions

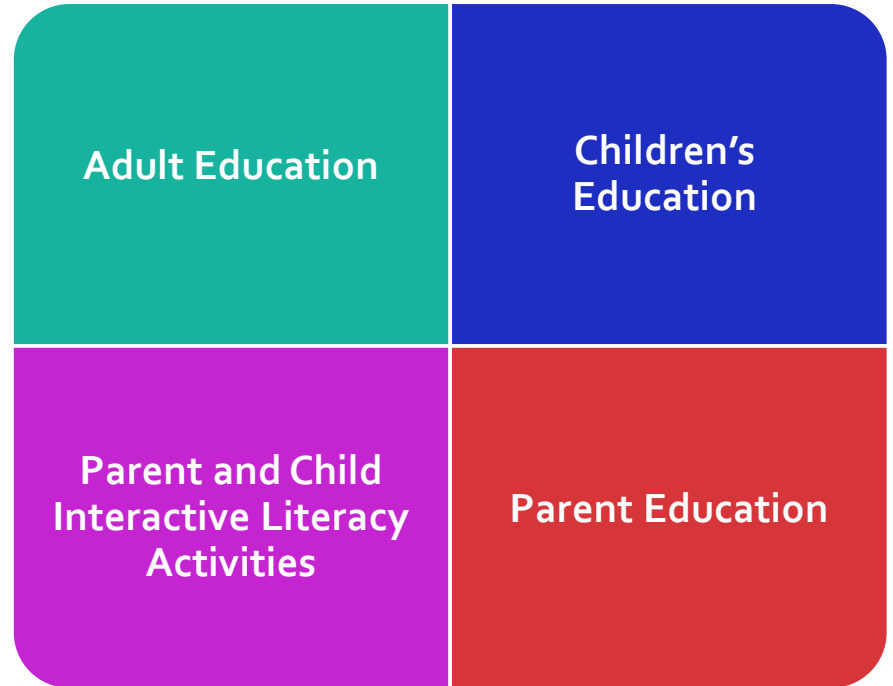
Family Literacy

- Supports the literacy and education needs of the **whole family**
- Supports adults in their education and career goals, while also:
 - Learning about children's development
 - Connecting to schools and teachers
 - Engaging in literacy activities with their children



Family Literacy: Four Components

- Family Literacy is **not** about building an isolated program, but **about seamlessly integrating existing literacy and education efforts** to support adult learners and their families.
- Family Literacy programs must integrate the four components (WIOA Section 203(4))



Family Literacy Grant Specifics

- Applicants must identify at least two community partners
- Programs are strongly encouraged to braid funds to support family literacy efforts
- Children up to age 18 (or 21 if the child is receiving services under the Individuals with Disabilities Education Act) can participate in the program
- The Family Literacy grant will include specific professional development



Interested in Family Literacy

- Attend the **Family Literacy Virtual Interest Session!**
- January 23rd from 1:00 – 2:30 PM



Key Definitions

Adult Basic & Secondary Education

- Academic instruction and services **below the postsecondary level** that increases an individual's ability to:
 - 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;
 - Transition to postsecondary education and training
 - Obtain employment (WIOA Section 203(1))
- Per OAE, aligned to **College & Career Readiness Standards** (CCRS)

English Language Acquisition Program

Per 34 CFR § 463.31, 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:

- The attainment of a secondary school diploma or high school equivalency;
- Transition to postsecondary education and training; or
- Employment.

English Language Acquisition Program

Specifically, per 34 CFR § 463.32 & TCSG policy, 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.

Workplace 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:
 - Utilizing resources,
 - Using information
 - Working with others,
 - Understanding systems,
 - Skills necessary for successful transition into and completion of postsecondary education or training, or employment; and
 - Other employability skills that increase an individual's preparation for the workforce. (34 CFR § 463.34)

Integrated Education & Training

Required for All Programs (State Policy)

- A service approach that offers the below activities **concurrently and contextually**:
 - Adult education and literacy activities
 - Workforce preparation activities; and
 - Workforce training
- Prepares students for a **specific occupation or occupational cluster** for the purpose of educational and career advancement. ([34 CFR § 463.35](#))
- Utilizes a **Single Set of Learning Objectives** ([34 CFR § 463.37](#))

Why Integrated Education & Training?



<https://www.youtube.com/watch?v=VhWD7ebLnDg>

Workplace Literacy

- Activities offered by an eligible provider in collaboration with an employer or employee organization at a workplace or an off-site location that is designed to improve the productivity of the workforce.
- Can Support English Language Learners and Adult Basic Education (literacy, numeracy, etc.)

Funding Methodology

Funding Methodology: General Information

- TCSG will award funding based on the following factors:
 - Anticipated enrollment,
 - The extent to which the applicant will serve rural counties, and
 - The scope of services the applicant
- The Budget Tables in grant application will calculate the total requested amount based on anticipated enrollment, anticipated students served in rural counties and the scope of services
- Applicants must use enrollment from the previous two years to justify their anticipated enrollment
- Applicants may not request to serve more than 4,000 students

Funding Methodology: General Information

Grant Opportunity	Funding Methodology
General Adult Education Grant	\$1,000 base per student (total anticipated students) \$300 additional per student enrolled in a rural county
Corrections Education Supplemental Grant	\$350 additional per corrections student
Corrections Standalone Grant	\$1,350 per student
Family Literacy Supplemental Grant	\$500 additional per Family Literacy student
Integrated English Literacy and Civics Education	\$1,000 base per student (total anticipated students) \$300 additional per student enrolled in a rural county

Important Notes About Funding

- 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 award allocations are subject to negotiation based on additional factors**, such as the results of the risk assessment.
- Allocations can and will be adjusted during the annual renewal process.
- This is a reimbursement-based grant.

Overview of Application and Key Requirements

Application Tip



- The application questions include a note to consult specific sections of the Grant Guidelines when completing the application.
- We **strongly recommend** you consult the grant guidelines to ensure you adequately answer each question.

Application Structure: General Adult Ed, Corrections Standalone, and IELCE

Application Section	Required Uploads
Program Overview	
Staffing	FTE and Staffing Qualifications tab of the Budget Template
The Student Experience	
Instructional Programming and Transition to Postsecondary Education and Career	Course Plan Template
Partnerships	Statements of Commitment
Past Effectiveness	Data to Demonstrated Past Effectiveness
Data Outcomes and Continuous Improvement	
Budget	Budget Template

Program Overview

- **Question 1: Student population**
 - Eligible, applicable to services, reflective of region
 - Number of students **must be based off enrollment from the two previous years** (*and the same number you use in the funding tab of the budget worksheet*)
- **Question 2: Meeting Regional Needs**
 - Consideration 1: Is the applicant responsive to local needs
 - Review your LWDB's local plan or plan(s)!

Policy Pause: Alignment with Georgia's Workforce System

- Adult Ed programs must Align their services with the needs outlined in their local plan
- Partner with the **one-stop provider(s)** located in the LWDA(s) the program serves students. (WIOA 121(b))
 - 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

Staffing

- **Question 3: Staffing Table**

- Full Time Equivalent (FT) and Qualifications Tab (part of the budget table)

- **Question 4: Staffing Rationale**

- Why did you staff your team this way?
- Do you have highly qualified staff? Is your staffing structure reasonable for your anticipated enrollment?

- **Question 5: Recruiting and Retaining High-Quality Staff**

- How will you recruit and retain strong staff?

- **Question 6: Meaningful Professional Development**

- How will you ensure your team gets the professional development they need?

Policy Pause: Staffing and Essential Duties

Position	State Requirements
Program Administrator	Full time (40 hours per week), unless there is an approved waiver Degree from four-year college or university
Data Manager	High school diploma or equivalency
Career Services Coordinator	Associate's Degree or higher
IET/Workplace Literacy Coordinator	Associate's Degree of higher
Instructional Lead	Degree from four-year college or university, preference for a degree in education or a related field
Instructors	Degree from four-year college or university Part time instructors must receive at least \$22 per hour, FT instructions must receive the equivalent salary of \$22 per hours, excluding benefits Policy: Must spent at least 70% of their time teaching

Staffing and Essential Duties Frequently Asked Questions

- Can I split fund positions?
- Can I use volunteers?
- Can I fund other positions not listed in the previous chart?



Professional Development (state requirement)

- Professional Development costs are considered administrative costs.
- 80% of staff must meet the minimum hourly professional development requirements (included in the grant guidelines)
- Programs can utilize grant funds to attend other professional development, trainings or conferences provided that are allowable, allocable, reasonable, and necessary.
- Professional development opportunities must include TCSG-sponsored professional development opportunities, as well as local and other professional development.

The Student Experience

- **Question 7: Recruitment**
 - Recruitment plan should recruit your target population
 - Utilize data and feedback from current or perspective students to develop your marketing plan
- **Question 8: Intake & Orientation**
 - Meet state and federal requirements AND student needs



Policy Pause: Intake

- WIOA Section 116 and the **National Reporting System for Adult Education (NRS)** requires programs to collect specific student data
- Within 12 hours of enrollment, programs must:
 - Verify eligibility (both under AEFLA and O.C.G.A. § 50-36-1)
 - Collect valid demographic data (barriers to employment, race/ethnicity/gender, age, labor force status, education level, social security number)
 - Determine if a student needs accommodations
 - Determine student needs (child care, transportation, etc.)
 - Collect and record student goals
 - Per 34 CFR § 462.41 - 42, establish a student's educational functioning level by administering the **appropriate NRS-approved assessment** as a pretest, except in the case of alternative placement.

State of Georgia Policy Pause: Verification of Eligibility

- 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 United States citizen
 - A legal permanent resident of the United States, or
 - 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.

Policy Pause: Supporting All Students

Policy	Overview
General Education Provisions Act Section 427	Grant applicants must describe the steps they will take to ensure equitable access and participation in adult education. Specifically, applicants must address the needs of students and how they will help them overcome barriers to equitable participation, including “barriers based on gender, race, color, national origin, disability, and age.”
Title IX Part 106 (34 CFR Part 106)	Designed to eliminate discrimination of the basis of sex in education programs receiving federal funds.
Age Discrimination Act Part 110 (34 CFR Part 110)	Prohibits discrimination based on age for programs receiving federal funds.
Americans with Disabilities Act, Title II and Section 504 of the Rehabilitation Act of 1973	Federal laws prohibiting discrimination against people with disabilities in education programs that receive federal funds. This law requires education programs to provide reasonable accommodations to students with disabilities.

The Student Experience

- **Meeting Student Needs Through Strategic Coordination**
 - Partnerships/coordination with other agencies to meet student needs (childcare, housing, etc.)
 - Flexible schedules
- **General Education Provisions Act (Section 427)**
 - Barriers to participation (such as gender, race, national origin, color, disability or age)
 - How the program will address those barriers. Use clear and concise examples.
- **Attendance Policy**
 - How will you ensure learning gains while allowing flexibility for students?

Instructional Program

- **Course Plan**
 - When and where will you have class? Who will teach? What students will be there? What is the instructional delivery method?
 - **Policy Pause (state requirement):** Classes must be scheduled for at least six hours per week, except for workplace literacy
- **Instructional Methods**
 - Research and evidence-based instructional strategies
 - Essential components of reading instruction (20 U.S. Code § 6368)
 - Standards alignment
 - College & Career Readiness Standards
 - English Language Proficiency Standards
 - IELCE application must explicitly address how it will integrate civics education

Class and Instructional Requirements (state requirements)

- All classes must be scheduled for a minimum of six hours per week (except for workplace literacy)
- Instruction must be aligned to the College and Career Ready Standards and the English Language Proficiency Standards.



Policy Pause: 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.

Instructional Program (Cont.)

- **Leveraging Technology**
 - How will you utilize technology to *enhance* student learning?
- **Distance Education**
 - Describe your plans to offer distance education?
- **Integrated Education & Training . . .**
 - What are your plans to offer IET? How will it integrate adult education, workplace preparation, and workforce training for a specific, regionally, in-demand occupation.
- **Effectively Serving Employers**
 - How will you serve employers in your service delivery area? IET? Workplace Literacy?

Distance Education (state requirement)

- All students must have equitable access to distance education.
- Programs must use Blackboard to offer synchronous and asynchronous distance education.
- Programs may utilize other methods in addition to Blackboard.
- **Resource: Assessment Policy Appendix A**



Policy Pause: Integrated Education and Training (state requirement)

- Providers must provide at least one Integrated Education and Training opportunity each quarter
- Must begin no more than two weeks prior to the end of the quarter



Partnerships

- **(State Requirement) Formal Partnerships**
 - Describe formal partnerships (a partnership that is extremely significant to your program)
 - What is each partner's role and responsibilities?
 - How will the partnership benefit students.
- **(State Requirement) Statements of Commitment**
 - Signed document that clearly indicates each partner's roles and responsibilities
- **Local Workforce Development Boards**
 - How will you partner with each LWDB's one-stop
 - Remember, per 121(b) you must enter into an MOU with the LWDB of each area you will serve students

Partnerships: Corrections Standalone Reminder

- Applicants will need to identify the specific type of facility or program they will offer services in. The list is specific to Georgia's correctional system.
- Please ensure you have the necessary conversations with those programs/facilities and upload statements of commitment.



Past Effectiveness

- **Valid and Reliable Effectiveness Data**
 - Upload two years of valid and reliable performance data to demonstrate past effectiveness in:
 - Improving the reading, writing, math, or English language acquisition skills of eligible individuals
 - Achieving outcomes related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education or training.
 - Describe the population of students you are reporting data on
 - Describe the assessments or methods you used to gather the data
- **Ability to Serve Individuals with Disabilities**
 - Provide evidence (data and examples) that your program has the capacity to serve individuals with disabilities

Data, Outcomes & Continuous Improvement

- **Collecting Valid Data**
 - How will you ensure your program collects valid student data for the performance accountability measures?
- **Collecting Relevant Student, Staff, and Partner Feedback**
 - How will you collect and utilize user feedback?
- **Utilizing Data to Continuously Improve/Meet Targets**
 - How will you utilize data to continually improve? To ensure you meet your negotiated targets?

Policy Pause: Performance Accountability

- All WIOA's core programs report on common performance measures (WIOA section 116(b) and 20 CFR § 677.155.)
 - The percentage of program participants who are in **unsubsidized employment** during the second quarter after exit from the program
 - 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

Policy Pause: Performance Accountability

- 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
- 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 (MSG)** toward such a credential or employment.
- There are also additional measures for IELCE and family literacy

Policy Pause: State Data System

- In accordance with WIOA Section 116(i), TCSG has an adult education state database.
- Per OAE requirement, funded programs must enter student and instructor data into this database.
- To ensure accurate data is reported to the federal government, local programs need to ensure they have strong data process and procedures.



Policy Pause: State and Program Performance Targets

- Per WIOA Section 116(b)(3), TCSG negotiates annual performance targets with the United States Department of Education for each of the required performance indicators in WIOA Section 116.
- To ensure it meets its statewide targets, TCSG negotiates local program targets

Georgia's Negotiated Adult Education Targets		
Performance Indicator	Fiscal Year 2025	Fiscal Year 2026
Employment (Second Quarter After Exit)	47.0%	48.0%
Employment (Fourth Quarter After Exit)	48.0%	48.5%
Median Earnings (Second Quarter After Exit)	\$5,050	\$5,100
Credential Attainment Rate	63.0%	63.5%
Measurable Skill Gains	48.1%	48.2%

Budget

- Upload the appropriate budget template (General Adult Education or IELCE)
- Budget rationale which explains your budget.



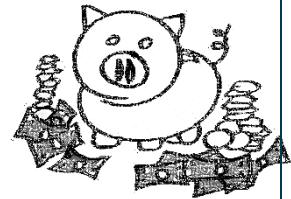
Overview of Budget Table

A Very Long Policy Pause

Federal and State Fiscal Requirements

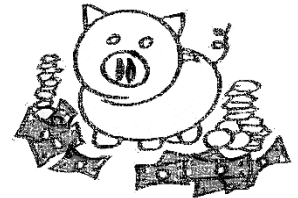
Allowable, Allocable, Reasonable & Necessary

- The Uniform Guidance, 2 CFR Part 200, guides the use of federal grant funds. Grant funds must be:
 - **Allowable:** an allowable use of grant funds (2 CFR §§ 200.420 - 200.476), chart in the grant guidelines
 - **Allocable:** the cost of the item is proportional to the benefit the program will receive from the cost (*especially important when it comes to salaries*)
 - **Reasonable:** A prudent person would agree that the cost of the item is reasonable
 - **Necessary:** Absolutely necessary for your program



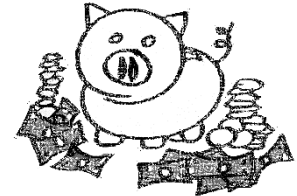
Administrative vs. Programmatic Costs

- Administrative vs. Programmatic Costs (WIOA Section 233)
 - Generally, administrative costs are those that do not directly touch students, such as planning, administration, performance accountability, professional development, working with local workforce development board, one-stop partner responsibilities
- 5% administrative cost limit on all grant funds (both state and federal)
- Option to submit a waiver if it is absolutely necessary to exceed the 5% cost limit
- Be mindful of salaries!



Direct vs. Indirect Costs

- **Indirect costs** are those costs incurred for a common purpose that are not directly and easily attributable to one program or initiative (*ex: HR staff salary*)
- **Direct Costs** are costs that directly relate to and are easily attributable to one program or initiative. (*ex: program administrator salary*)

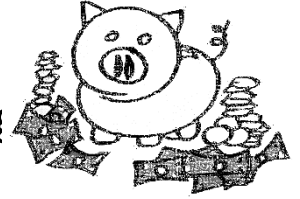


Direct vs. Indirect Costs

- Per 34 CFR § 76.563, programs may charge indirect costs to the extent that the costs are reasonable, necessary, and allowable uses of AEFLA funds.
- If your organization already has a negotiated, restricted indirect cost rate (including provisional rate), you must use that.
- If there is not an indirect cost rate agreement in place, you may use the de minimus rate (up to 8% of modified total direct costs)
- Indirect costs are subject to the 5% administrative cost limit.



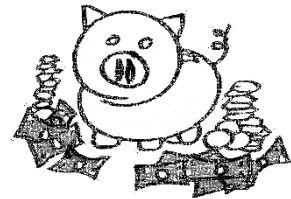
Direct vs. Indirect Costs



- For the purposes of the application, please prepare your budget without indirect costs.
 - If funded, programs can submit their indirect cost rate agreement or elect to use the de minimus rate and submit a revised budget.
- It is **not allowable** to charge indirect costs as direct cost to your grant.
- 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.

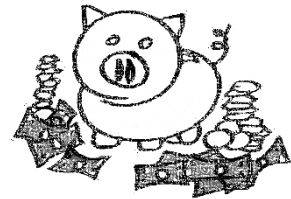
Supplement Not Supplant

- Adult education grant funds must **supplement NOT supplant** state and local funds (WIOA Section 241)
- If you paid for something out of state or local funds in a prior year, you should not pay for it out of federal funds in the next year (unless you can prove the funding is no longer available).



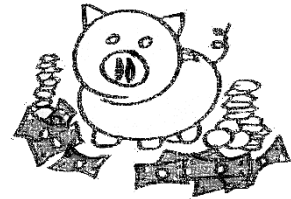
State Funding Restriction: Training

- General Adult Education Grant recipients and Corrections Education Grant recipients may use up to 2% of their grant, capped at \$15,000, to cover training costs for Integrated Education and Training.
- Integrated English Literacy and Civics Education Grant recipients may spend up to 4% of their grant, capped at \$17,000 to cover training costs for Integrated Education and Training.



State Funding Restriction: Child/Dependent Care Transportation Costs

- Per 2 CFR §200.456 and OCTAE Program Memo 24-3, funded applicants may use federal and state matching grant funds to support dependent care and transportation costs for adult education participants.
- Programs spending grant funds on dependent care and transportation costs must ensure the funds are spent in accordance with TCSG's Dependent and Child Care Transportation policy, included in Appendix.



Grant Application Preparation Do's & Don'ts

What To Expect If Your Program Receives Funding

- Continuous support from the OAE team
 - Instructional Services
 - Professional Development
 - Data, Research, Assessment
 - Accountability
 - Partnerships
- Programs will be held to high standards – this is not a planning grant!
- Submit monthly financial reports and reimbursement requests
- Program risk assessments and monitoring
- Annual continuation grant process and target negotiations (which may include adjustments to your funding allocations)
- Adherence to the Grant Award Notification (in the Appendix of the Grant Guidelines)

Online Application Site

- **All applications MUST be submitted through TCSG's online application site.**
- OAE will not accept mailed or emailed applications or applications submitted in any other form.

<https://tcsг.smapply.io/>



Questions?

- If you have additional questions after today's session, please submit them through the form on TCSG's website: <https://tcsge.edu/adult-education/grant-opportunities/>
- OAE staff will answer directly on the website within 48 business hours.
- To ensure direct and equitable access to the information, OAE staff cannot answer questions in person or over the phone about the grant application.
- Questions submitted regarding the RFA will be answered within two business days. Any questions submitted after 11:59 PM on March 7, 2025, will not be posted or answered.