



Adult Education Grant Application Corrections Stand Alone Adult Education Questions

**Please note, all applications must be submitted through [Survey Monkey Apply](#), TCSG's online application portal by March 13, 2025. TCSG will not accept applications submitted in any other format (mail, email, etc.) or after the submission deadline. This document lists the application questions for reference only.*

Applicant Information

I. Organization Head Information

1. Name
2. Title
3. Phone Number
4. Email Address

II. Grant Lead Contact Information

1. Name
2. Title
3. Phone Number
4. Email Address

III. Organization Information

1. Lead Applicant Organization Name
2. Address
3. DUNS Number
4. Lead Application Organization Type
 - Local Educational Agency/School District
 - Public or Private Nonprofit Organization (please indicate type)
 - Community-Based Organization
 - Faith-Based Organization
 - Other, please list: _____
 - Institution of Higher Education
 - Technical College
 - Four-Year College or University
 - Other Public Agency
 - Library
 - Public Housing Authority
 - Other, please list: _____
 - Other, please list: _____

5. Are you applying as a consortium of eligible agencies? If yes, please list the name(s) and type(s) of the agencies in your consortium.
6. Are you applying in partnership with an employer? If yes, please list the employer.

IV. Type of Service

1. Please list the counties and Local Workforce Development Areas (LWDAs) in which you are planning to serve students.
2. Anticipated number of students served annually. *Please note, this number must be based on actual student enrollment from the prior two years.*

V. Total Funding Requested by Budget Section

**Please note, the amounts you include in the chart below should be based off your anticipated enrollment as entered in the Funding Formula Workbook.*

Budget Section	Amount Requested
Corrections (Federal 225)	
TOTAL	

Application Questions

Application questions align with the 13 Considerations outlined in AEFLA Section 231(e) and 34 CFR 463.20(d). A crosswalk between these considerations and the application questions is provided on pages 5-7 of the Adult Education Grant Application Guidelines.

Program Overview

1. Describe the student population your program will serve. Include the anticipated number of students and their distinguishing characteristics (ex: students in state prison, transition facilities, etc.). Please provide a rationale, which includes recent enrollment data from the past two years, as to the anticipated number of students you plan to serve. *(Consideration 1) (300 words)*
2. Describe how your program will:
 - a. Address an identified need in your region that is not currently filled. Please use data, including data from the American Community Survey, to support your answer. *(Considerations 1 & 13)*
 - b. Align with the services, strategies, and goals listed in the local plan(s) of your region’s Local Workforce Development Board (LWDB). *(Consideration 4) (500 word limit)*

Staffing

Note: When preparing your answer, please refer to the Program Staffing and Essential Duties and the Professional Development sections of the Grant Guidelines.

3. Please ensure your program completes the **FTE and Staffing Qualifications tab of the General Adult Education Budget Template**. In the template, include *all staff* that will fulfill the essential job duties as outlined in the grant guidelines, regardless of funding source (*Consideration 9*).
4. Provide a rationale for how you staffed your program, including:
 - a. How you will ensure your staff fulfills the essential duties outlined in the grant application guidelines and the reason for any other positions included in the program staffing table; and
 - b. Why your staffing structure is reasonable for your anticipated enrollment and the size of your service delivery area. (*Consideration 9*) (500 word limit)
5. How will you ensure that your program will:
 - c. Hire and retain highly qualified instructors, career services coordinator(s), and a full-time program administrator with the capacity to operate an effective program;
 - d. Retain highly effective staff. (*Consideration 9*) (750 word limit)
6. Describe how your program will provide staff with high-quality, relevant, and meaningful professional development specific to the needs of the grant. (*Consideration 9*) (500 word limit)

The Student Experience

Note: In your answer, please refer to the Programmatic and Instructional Requirements as well as the Data and Reporting Requirements Sections of the Grant Guidelines.

7. Describe how you will recruit students into the program, including how you will determine which students within a correctional facility or program will participate in the adult education program. (500 word limit)
8. Describe your student intake and orientation process, including the frequency in which you will conduct intake and orientation and how you will balance meeting WIOA and Office of Adult Education (OAE)-requirements (ex: completing the state's adult education application, administering the NRS-approved assessments), and the requirements of the correctional facility or program. (500 word limit)
9. Describe how you will ensure all students, including those with disabilities or other special needs, can attend and complete your program. Specifically, please address:

- a. How you will gather information about student needs;
- b. How you will coordinate with other federal, state, and local organizations to provide needed support services (mental health, career planning, etc.);
- c. How your program will provide flexible schedules that meet the needs of all students with a correctional program;
- d. How you will assess and provide accommodations for students with disabilities in compliance with the American with Disabilities Act (ADA) and Section 504; and
- e. How will you measure the effectiveness of your strategies to recruit and retain this specific population of students. *(Considerations 2 & 11) (500 word limit)*

10. What barriers do you think students will face in accessing your program? What data did you use to determine these barriers? How, specifically, do you intend to address those barriers so that all students, including those with disabilities (mental, physical, or learning disability, etc.) have equitable access to participate in your program? *(Consideration 2, GEPA Requirement) (300 word limit)*

11. What is your program’s attendance policy? How does this policy ensure students participate for the time needed to make learning gains, while also allowing aligning with student needs? *(Consideration 11) (300 word limit)*

Partnerships

12. Please provide an overview of your corrections partners or the locations you will offer corrections education by completing the Corrections Partnership Chart below.

Name of Facility or Program	Type of Correctional Institution* (check box)	Does the program/facility serve released or those scheduled to be released within five years?	Services Facility or Program Currently Offers	Services Your Adult Education Program will Offer**	Anticipated number of students served annually
	<input type="checkbox"/> GA Dept of Corrections <ul style="list-style-type: none"> <input type="radio"/> State Prisons <input type="radio"/> Transitional Centers <input type="radio"/> Residential Substance Abuse Treatment Centers <input type="radio"/> Probation Detention Centers <input type="radio"/> Integrated Treatment Facilities <input type="checkbox"/> Department of Community Supervision <i>(list programs)</i> <input type="checkbox"/> County Program <ul style="list-style-type: none"> <input type="radio"/> County Jail <input type="radio"/> County Prison/Correctional Court Systems <input type="radio"/> Accountability Court 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A			

	<input type="checkbox"/> Private Prison <input type="checkbox"/> Other, please list: _____			
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*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.

** Allowable activities under Section 225 include: (1) adult education and literacy activities; (2) special education, as determined by the eligible agency; (3) secondary school credit; (4) integrated education and training; (5) career pathways; (6) concurrent enrollment; (7) peer tutoring; and (8) transition to re-entry initiatives and other post-release services with the goal of reducing recidivism.

13. If any of the facilities or programs serve individuals that are not scheduled to be released within five years, please describe how you will prioritize individuals scheduled to be released within five years. (300 words)

14. Per state requirement, please upload a statement of commitment for each correctional partner listed above, if applicable. Each document should include an overview of the roles and responsibilities of each partner.

**Please note, any MOUs or statements of commitment need to be signed by the appropriate designee by the facility or state agency.*

15. Please describe any employer partnerships you have that will support justice-involved individuals in obtaining employment. Please upload statements of commitment from any employer partners. If your organization does not currently have employer partnerships, please describe the steps you will take to develop partnerships with employers in your community. (Consideration 10) (300 words)

16. For each facility or partner listed above, please further describe the programming you will offer (e.g. IET, HSE preparation courses, peer tutoring, etc.). (500 words)

Instructional Program

17. Upload the **course plan template**. (Consideration 5)

**Please note, your course plan must demonstrate that your program will be of sufficient intensity and quality to ensure students make substantial learning gains. Per state policy, classes must be scheduled for at list six hours of instruction hours per week. The hours can include, in person, distance education, or proxy contact hours.*

18. Please describe the instructional delivery methods and curriculum you will use. If these methods differ by the facility or partner listed above, please note that in your answer.

In your answer, please address:

a) The research base for the listed instructional method (Consideration 6);

- b) How your instructional program will incorporate the essential components of reading instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension) along with the principles outlined in the Science of Reading framework, specifically for adults that may have difficulty reading (*Consideration 5*); and
- c) How you will use the College and Career Readiness Standards for Adult Education (CCRS) and/or the English Language Proficiency Standards (ELPS) to plan purposeful units and lessons. (*Considerations 5 & 6*) (500 word limit)

19. Describe your program's plans to offer distance education, including:

- a) How you will determine what students participate in distance education and how you will ensure students are successful (**Note:** *Per state requirements, students must have equitable access to participate in distance education*).
- b) How your program will utilize Blackboard to offer synchronous and asynchronous distance education classes (**Note:** *Per state requirements, programs must utilize Blackboard to offer synchronous and asynchronous distance education*).
- c) What other platforms or methods your program will use to offer distance education. (*Consideration 7*). (750 word limit)

Note: *When preparing your answer, please refer to the Distance Education Requirements noted in the Grant Guidelines as well as Appendix A of OAE's Adult Learner Assessment Policies and Procedures.*

20. How will you ensure individuals with disabilities receive appropriate accommodation? Please note if any of these methods will differ based on the facility or partners listed above. (*Considerations 2 & 11*) (300 words)

Transition into the Community, Postsecondary Education and Career

21. How will you ensure individuals can successfully transition into postsecondary education or career? How will you provide career services to individuals?

22. What Integrated Education and Training (IET) opportunities will you offer students.

(*Consideration 8*). In your answer, please address:

- a) How you will gauge student interest in possible IET offerings to ensure your offerings meet student's needs;
- b) How you will ensure each IET will prepare students for meaningful employment in an in-demand industry.
- c) The training provider(s) you will use;
- d) What credential(s) students will receive, including if students will have the opportunity to earn any postsecondary credentials or credits through the IET;
- e) How your IET will offer workforce training, workforce preparation activities, and adult education concurrently; and

- f) How you will coordinate with other education, training, and social services resources within or outside of your organization to develop and implement your IET. *(Considerations 8 and 10).*
- g) How will you ensure your program supports individuals in entering post-secondary education, training or employment that does not pose barriers to entry for justice-involved individuals? *(Consideration 10)*
- h) How will you partner with other Workforce Innovation and Opportunity Act titles (WorkSource Georgia, Georgia Vocational Rehab, etc.) to support students? *(Consideration 10)*
- i) How will you ensure your career pathways are aligned with the regional needs outlined in the LWDB plan(s)? *(Considerations 4 & 10)*

Note: *In your answer, please refer to the Alignment with Local Workforce Development Boards and One Stop Centers section of the Grant Guidelines.*

23. Describe any other services you will provide that will support individuals in accomplishing their education and career goals. Please include services your program will provide directly as well as services other partners will provide (e.g. mental health care, housing). *(Consideration 11) (300 words)*

Past Effectiveness

24. Upload two years of performance data to demonstrate your 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 or training. Based on the data you uploaded, answer the questions below:
- a. Describe the population of students, including the total number of students, you reported data on for each year.
 - b. Describe the assessment(s) you used to determine the percentage of students demonstrating growth in each level you listed (ex: students below 8th grade and students above 8th grade) and content area, if applicable (reading, writing, math, and ELA). In your answer, please provide the name of the assessment, information about the reliability and validity of the assessment and how that assessment measures growth.
 - c. Describe the methods you used to determine the percentage of students employed, attaining high school equivalency, and transitioning to postsecondary education or training *(Consideration 3). (500 word limit)*

25. Provide evidence, using both qualitative and quantitative data and specific examples, that your program has the ability to serve individuals with disabilities, including those with learning disabilities (*Consideration 2*). (300 word limit)

Data, Outcomes, & Continuous Improvement

Note: When preparing your answers, please refer to the Data and Reporting Requirements Section of the Grant Guidelines, as well as Georgia's Adult Learners Assessment Policies and Procedures.

26. How will you ensure your program collects valid and reliable data to report on the WIOA performance indicators? (*Consideration 12*) (300 word limit)
27. How and when will you collect relevant feedback from students, instructors, staff, and partner organizations? (300 word limit)
28. Describe your plans for regularly analyzing and using both quantitative data (MSG outcomes, contact hours, demographic data, etc.) and qualitative data (student and staff feedback, survey data, observation data, etc.) to inform program improvements and ensure your program meets its negotiated targets. In your answer please include: (a) what staff person(s) will be responsible for facilitating this process, (b) how often this process will occur and, and (c) the specific data you will analyze. (*Consideration 12*) (500 word limit)

Budget

Note: When preparing your budget, please refer to the Fiscal Requirements Section of the Grant Guidelines.

29. Please upload the **Corrections Budget Template**. Please only include year one anticipated expenditures in the budget.
30. Provide a budget rationale that explains why each item included in your budget is necessary to operate an effective adult education program. (750 word limit)