



TECHNICAL COLLEGE SYSTEM OF GEORGIA
OFFICE OF ADULT EDUCATION
Adult Education Regional Grant Application Guidelines
Fiscal Years 2026 – 2029
Updated March 2025

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1 GENERAL INFORMATION FOR APPLICANTS

1.1 OVERVIEW OF GRANT OPPORTUNITIES

The Technical College System of Georgia (TCSG) is requesting applications from eligible providers to offer adult education and literacy services in specific regions of the state. Funding is available to offer services in the following Georgia counties.

Candler	Macon	Talbot
Chattahoochee	Marion	Tattnall
Crisp	Montgomery	Taylor
Emanuel	Muscogee	Toombs
Fulton	Quitman	Treutlen
Harris	Schley	Webster
Jenkins	Stewart	
Johnson	Sumter	

Adult education grants are made available through Title II of the federal Workforce Innovation and Opportunity Act (WIOA), also known as the Adult Education and Family Literacy Act (AEFLA), as well as state matching funds.

1.2 ABOUT THE WORKFORCE INNOVATION AND OPPORTUNITY ACT

The Workforce Innovation and Opportunity Act (WIOA) is a federal statute that strengthens and improves the nation's public workforce system. It provides youth and adults access to education, training, and employment services to obtain a career and ensures states have a highly qualified workforce.

Title II of WIOA, the Adult Education and Literacy Act (AEFLA), provides funding to states to offer adult education services to accomplish the following goals:

- 1) Assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;
- 2) Assist adults who are parents or family members to obtain the education and skills that
 - a) Are necessary to becoming full partners in the educational development of their children;
 - b) Lead to sustainable improvements in the economic opportunities for their family;
- 3) 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
- 4) Assist immigrants and other individuals who are English language learners in—
 - a) Improving their— (i) Reading, writing, speaking, and comprehension skills in English; and (ii) Mathematics skills; and
 - b) Acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship. (Authority: 29 U.S.C. 3271)

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

1.3 ADULT EDUCATION GRANT OPPORTUNITIES

Under this grant competition, there are multiple grant opportunities:

- **General Adult Education Grant** (funding provided under WIOA Section 231 in combination with state matching funds). Applicants may also apply for additional funding to offer Family Literacy or Corrections Education by applying for supplemental grants.
 - **Family Literacy Supplemental Grant** (For General Adult Education grants, funding will be provided from WIOA Section 231, in combination with state matching funds.
 - **Corrections Education Supplemental Grant** (funding provided under WIOA Section 225)
- **Corrections Education Grant** (funding provided under WIOA Section 225)
- **Integrated English Literacy and Civics Education (IELCE) Grant** (funding provided under WIOA Section 243)

Grant awards are for a four-year period, from July 1, 2025 through June 30, 2029, contingent on an annual renewal process.

Detailed information about each grant opportunity is provided in the *Grant Opportunity Details* section of this document.

1.4 GRANT APPLICATION TIMEFRAME AND TECHNICAL ASSISTANCE DAY INFORMATION

Application Step	Timeframe/Deadline
Online Grant Application Portal Opens	March 19, 2025
Technical Assistance Day	<p>March 21, 2025 from 10:00 am to 1:00 pm Technical College System of Georgia 1800 Century Place NE Atlanta, GA 30345 4th Floor Board Room</p> <p>This event will also be livestreamed and posted on TCSG’s website.</p>
Questions Deadline	<p>March 31, 2025 <i>Questions submitted regarding the RFA will be answered within two business days. Any questions submitted after 11:59 PM on March 31, 2025, will not be posted or answered.</i></p>
Grant Application Due	April 4, 2025 at 11:59 pm eastern time
Grant Application Review and Local Workforce Development Board Review	April – May 2025

Grant Awards Announced	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)

1.5 ELIGIBLE APPLICANTS

1.5.1 *Eligible Organizations*

Per 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.

1.5.2 *Consortium Applications*

Two or more eligible organizations can apply together as a consortium. Consortium applicants must designate one organization to serve as the fiscal lead. In addition, if applying as a consortium, demonstrated effectiveness data from each consortium member is evaluated to determine if each member is an eligible provider of demonstrated effectiveness. All consortium members must be determined to be an eligible provider of demonstrated effectiveness for the consortium application to be reviewed, scored and considered for funding.

1.5.3 *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 content domains:

- Reading,
- Writing,
- Mathematics,
- English language acquisition,

Applicants only need to submit data for the services they are applying to offer.

All applicants, regardless of the services they are applying for, must submit data related to the following participant outcomes:

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

Please note, 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 will not review and score applications for ineligible providers.

1.5.4 Process for Demonstrating Effectiveness

Applicants will demonstrate effectiveness by uploading data for each content domain from Fiscal Years 2023 (July 1, 2022 – June 30, 2023) and 2024 (July 1, 2023 – June 30, 2024). Per 34 CFR § 463.24, there are two ways applicants can demonstrate effectiveness.

1. Previously-Funded AEFLA Providers

Applicants that received AEFLA funding for Fiscal Years 2023 and 2024 will complete the *Demonstrated Effectiveness Table for Previously-Funded AEFLA Providers* using the data required under WIOA Section 116. Data can be located in the tables reports to the National Reporting System (NRS).

2. New Providers

Applicants that did not receive AEFLA funding for Fiscal Years 2023 and 2024 will complete the *New Provider Demonstrated Effectiveness Table* using the data they have available to demonstrate effectiveness.

1.5.5 Threshold to Demonstrate Effectiveness

To demonstrate effectiveness, applicants must meet the threshold of one percent for all applicable performance indicators in both Fiscal Years 2023 and 2024. Current providers that are required to report median earnings data must meet the threshold of \$500.00 for both Fiscal Years 2023 and 2024.

1.6 ELIGIBLE GRANT 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

- A. who has attained 16 years of age;
- B. who is not enrolled or required to be enrolled in secondary school under State law; and
- C. who
 - i. is basic skills deficient;
 - ii. 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.

1.7 HOW TO SUBMIT AN APPLICATION

All applicants will submit all application components, including the demonstrated effectiveness table, the application, and the risk assessment questionnaire, through TCSG's online application site at <https://tcsг.smapply.io/>. The link will also be available on [TCSG's website](#) once the application portal opens. **Applications must be submitted by 11:59 PM EST on April 4, 2025.** TCSG ***will not*** accept mailed or emailed applications or applications submitted after the deadline.

1.8 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;
5. A description of how the eligible provider will fulfill, as appropriate, required one-stop partner responsibilities to—
 - a. Provide access through the one-stop delivery system to adult education and literacy activities;
 - b. 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;
 - c. Enter into a local memorandum of understanding with the Local Board, relating to the operations of the one-stop system;
 - d. 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
 - e. Provide representation to the State board;
6. A description of how the eligible provider will provide services in a manner that meets the needs of eligible individuals;
7. Information that addresses the 13 considerations listed in [§ 463.20](#); and
8. Documentation of the activities required by [§ 463.21\(b\)](#).

Per WIOA Section 213(3), TCSG will consider the following thirteen considerations when awarding grants. The following crosswalk shows which application questions align with which considerations

#	Consideration	General Adult Education and IELCE Application Questions	Corrections Application
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.	1, 2a	1, 2
2	The ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities.	9, 10, 22	9, 10, 20, 25
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.	21	24
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.	2b, 20	2b, 21i
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;	12 (Course Plan Template), 13	17, 18b - c
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.	13	18a, 18c
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.	14, 15	19a - c
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.	16	17f, 22

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.	3 (FTE and Staffing Qualifications Tab of Budget Template), 5, 6	3 (FTE and Staffing Qualifications Tab), 4, 5, 6
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.	16f, 18, 20	15, 22f-i
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.	9, 11, 18	9, 11, 23
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.	23, 25	26, 28
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.	2a	2a

1.9 REVIEW PROCESS

Reviewers will score each application using a rubric. The average of the reviewers' scores will serve as the applicant's final score. TCSG 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.

1.10 LOCAL WORKFORCE DEVELOPMENT BOARD REVIEW

Established through WIOA Title I, 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). More information regarding LWDBs and their local plans is available in the *Programmatic & Instructional Requirements* section of this document.

Per 34 CFR 463.21, the state will consider the extent to which a provider's application aligns with the Local Workforce Development Board's (LWDB) local plan.

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 will provide feedback on how the applicant could better align their services with the local plan.

Specifically, in accordance with 34 CFR § 463.21:

- TCSG will provide LWDBs the grant applications of any eligible provider 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 TCSG.
- TCSG 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.

1.11 PRE-AWARD RISK ASSESSMENT

Per 2 CFR 200.332, prior to making final grant awards, TCSG will conduct a Pre-Award Risk Assessment on the final slate of applicants. To facilitate the risk assessment process, applicants must complete the **Risk Assessment Questionnaire**, included in the Appendix, 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; and
- Bank statement or other evidence that the agency has sufficient funds to cover at least three months of adult education grant expenditures.

1.11.1 Specific Conditions

Based on the results of the Pre-Award Risk Assessment, TCSG may impose specific conditions on funded applicants. Per 2 CFR § 200.208, specific 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 additional training or technical assistance. Applicants on the federal debarment list are ineligible to receive federal grant funds and will not be assigned as risk level; and therefore, will not be funded under this grant by TCSG.

To effectively determine potential risk factors, scores will be summed to determine if the level of risk is high, medium, or low.

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>

2 GRANT OPPORTUNITY DETAILS

2.1 GENERAL ADULT EDUCATION GRANT INFORMATION

General Adult Education Grants provide federal funding under WIOA Section 231 and state matching funds to eligible organizations to offer the services below.

- **Adult education.**
- **Literacy.**
- **Workplace adult education and literacy activities.**
- **Family literacy activities.**
- **English language acquisition activities.**
- **Workforce preparation activities.**
- **Integrated education and training.**

General Adult Education grant applications must submit the General Adult Education grant application.

2.1.1 Specific Adult Education Grant Requirements

Per state requirement, all funded General Adult Education grant recipients must offer Adult Basic or Secondary Education OR English Language Acquisition Activities and at least one Integrated Education and Training opportunity per quarter. The *Federal and State Grant Requirements* section of this document contains information about additional requirements.

2.2 INTEGRATED ENGLISH LITERACY AND CIVICS GRANT INFORMATION

Integrated English Literacy and Civics Education (IELCE) Grants provide funding under WIOA Section 243 to eligible organizations to offer education activities that prepare English language learners, including professionals with degrees and credentials in their native countries, to function as parents, employees and citizens. IELCE programs integrate the following components:

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

To learn more, [view the What is Integrated English Literacy and Civics Education video.](#)

IELCE Grant Applications must submit the IELCE Grant Application.

2.2.1 Specific IELCE Grant Requirements

2.2.1.1 Integrated Education and Training

Per 34 CFR § 463.33 all IELCE programs must offer at least one Integrated and Education and Training (IET). Per state requirement, all IET opportunities must be offered at least once per quarter. The *Programmatic & Instructional Requirements* section of this document contains additional IET information.

2.2.1.2 Civic Integration

IELCE programs must integrate English language instruction with instruction on the rights and responsibilities of civic participation. In Georgia, instruction must include the IELCE Content Competencies, which include:

1. Government and Law
2. Consumer Economics
3. Education
4. Community Resources
5. Health
6. Employment
7. Community Engagement

2.2.1.3 CASAS Assessment

All IELCE grantees must comply with the state-selected National Reporting System (NRS) assessment as outlined in the state's assessment policy. For Fiscal Year 2026 (FY26), IELCE providers are required to use the CASAS (Comprehensive Adult Student Assessment Systems) assessment to evaluate participants' educational gains and meet program reporting requirements.

2.2.1.4 Transcript Evaluations

IELCE programs may use grant funds to pay for transcript evaluations for individuals with degrees in their native country if the transcript evaluation is necessary for the individual to complete an IET.

2.3 CORRECTIONS EDUCATION GRANT INFORMATION

Corrections Education Grants funding is provided under WIOA Section 225 for activities described in Section 225 to eligible organizations to offer corrections education to justice-involved individuals. Corrections Education supports the academic and career needs of justice-involved individuals, including those who are incarcerated and those transitioning back into the community, with the goal of reducing recidivism. Successful programs will also work to ensure students can transition into postsecondary, education, training, or career opportunities that do not pose barriers for justice-involved individuals. Per, 34 CFR § 463.60 services can include:

- Adult education and literacy activities;
- Special education, as determined by the eligible agency;
- Secondary school credit;
- Integrated education and training;
- Career pathways;
- Concurrent enrollment;
- Peer tutoring; and
- Transition to re-entry initiatives and other post-release services with the goal of reducing recidivism.

[To learn more, view the What is Corrections Education video?](#)

Eligible applicants applying for a *General Adult Education Grant can receive a Corrections Education Grant by completing the Corrections Education supplement with their application*. Eligible applicants that only want to exclusively receive 225 funding through a Corrections Education Grant can submit the separate Corrections Education Grant Application.

2.3.1 Specific to Corrections Education Grant Requirements

2.3.1.1 Priority of Service

Corrections grant recipients must give priority to programs serving individuals who are likely to leave the corrections institution within five years of participation in the program (34 CFR 463.62).

2.3.1.2 Partnerships

If applicants wish to partner with a Georgia Department of Corrections facility, please contact Dr. Jennifer Irvin at jennifer.irvin@gdc.ga.gov. If applicants wish to partner with the Georgia Department of Community Supervision, please contact ReentryServicesInfo@dcs.ga.gov.

2.4 FAMILY LITERACY GRANT INFORMATION

Family Literacy Grants provide funding under WIOA Sections 231 for applicants to implement Family Literacy programming. Family Literacy is a program model that supports adults and children learning together. Successful Family Literacy programs will coordinate existing literacy efforts into a streamlined program that integrates the four components outlined by WIOA Section 203(9). The *Georgia Family Literacy Indicators of Program Quality* provide an overview of the standards and expectations for high quality family literacy programs.

2.4.1 Integrated Components of Family Literacy

Family Literacy Programs will integrate the following components:

Family Literacy Component	Definition	Examples
Adult Education	Education and training for eligible adult education students per WIOA 203 (4), including: <ul style="list-style-type: none"> - Adult basic and secondary education; - English language instruction; - Civics Education - Integrated Education and Training 	High School Equivalency preparation classes ESL classes Integrated Education and Training
(Interactive Literacy Activities (ILA)	Interactive literacy activities with parents and caregivers and their children learning together;	A parent and their child write a joint story. The adult writes the first sentence of the story. The child reads and writes the next sentence. The adult writes the next sentence, and so on. At the end the parent and child talk about the story they wrote together.

Parent Education	Activities that support parents' and caregivers' understanding of how children grow, develop, and learn and to be full partners and advocates in their children's education	Parents of children birth to five attend parent education classes which support their understanding of their child's development.
Children's Education	Age-appropriate education that supports children's academic growth, social-emotional learning, and physical development.	Children attend a Quality Rated Child Care center. Families receive a CAPS Scholarship to pay for the child care.

To learn more, please watch the [What is Family Literacy?](#) webinar.

Applicants applying for a Family Literacy grant must complete a General Adult Education grant application, along with the Family Literacy supplemental questions.

2.4.2 Specific Family Literacy Grant Requirements

2.4.2.1 Funding

Family Literacy programs can use their Family Literacy Grant funds for allowable, allocable, reasonable and necessary costs, which include, but are not limited to:

- Staff salary or a portion of staff salary for Family Literacy staff, such as a coordinator or parent educator;
- Materials and supplies to support Family Literacy participants;
- Marketing and outreach to potential family literacy participants, if they are allowable per 2 CFR 200.421;
- Travel and costs associated with professional development, included the state required Family Literacy Professional Development;

Per section 231(d) of WIOA, applicants applying for a family literacy program must attempt to coordinate (and per state requirement 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 eligible individuals.

2.4.2.2 Braided Funding

Programs may only use funding from a General Adult Education to support the adult education components of Family Literacy, including instruction and costs associated with Integrated Education and Training. Programs are also strongly encouraged to braid funding from other sources, such as other grants, in-kind support, or services provided by community partners.

2.4.2.3 Ages of Children

Family Literacy programs can serve families of children birth through 18 (and up to 21 if the child is receiving services under the Individuals with Disabilities Act [IDEA]).

2.4.2.4 Partnership Requirements

Per State requirement, applicants must identify at least **two community partners** that will play an integral role implementing the four-component integrated family literacy model. An integral role means the partner is contributing funding or in-kind support or offering one of the four components (such as age-appropriate education for children). Potential partners include, but are not limited to:

- Certified Literate Community Programs (CLCPs)
- Local School Districts
- Local Early Childhood Programs including Pre-K, Head Start/Early Head Start, or Child Care Centers
- Public library systems
- Local community organizations
- Public or private foundations

Per State requirement, applicants must upload *Statement of Commitments* from each partner that address the specific role the partner will play in implementing the Family Literacy program.

2.4.2.5 Professional Development and Support for Family Literacy Grant Applicants

Per state requirement, funded Family Literacy programs are required to attend Family Literacy professional development offered by TCSG and its partner organizations, including the National Center for Families Learning (NCFL). Professional development will include an in-person implementation kick off, as well as additional coaching and professional learning communities, with no more than one required event per month. Events will occur both in person and virtually, depending on the nature of the event. Funded programs must ensure that representatives from their partner organization(s) are also able to attend key professional development sessions.

2.5 GRANT FUNDING METHODOLOGY

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 will provide. Applicants must base their anticipated enrollment using actual enrollment numbers from the two previous fiscal years. For the purposes of the application, applicants must build their budget using the methodology below.

Programs cannot request funding for more than 4,000 students.

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 (submitted with General Adult Education Grant)	\$350 additional per corrections student
Family Literacy Supplemental Grant (submitted with General Adult Education Grant)	\$500 additional per Family Literacy student
Corrections Education Grant (standalone)	\$1,350 per corrections student

Integrated English Literacy and Civics Education	\$1,000 base per student (total anticipated students) \$300 additional per student enrolled in a rural county
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2.5.1 Conditions of Funding

TCSG reserves the right to adjust allocations based on the number of providers that receive funding within a service delivery area, the availability of state and federal funds, and whether the applicant provided enough evidence to support their anticipated enrollment request in the grant application. Special conditions may be imposed based upon the results of the pre-award risk assessment. TCSG must ensure students in all counties and Local Workforce Development Areas (LWDAs) have equitable access to ESL and ABE services. If TCSG does not receive a high-quality proposal for a specific service delivery area, it reserves the right to reopen the competition. **Upon notification of a grant award, all funded applicants will be required to submit a post-award budget based on their actual allocation.**

TCSG negotiates enrollment and performance targets with funded providers annually. TCSG considers enrollment and performance during the continuation grant process. Funded providers may experience an increase or decrease in their annual allocation based on their ability to meet negotiated enrollment and performance targets.

2.5.2 Definition of Rural Counties

TCSG has defined rural counties in accordance with the designations from the Office of Rural Health Policy.¹ Rural counties are listed below.

Candler, Crisp, Emanuel, Jenkins, Johnson, Macon, Marion, Montgomery, Quitman, Schley, Stewart, Sumter, Talbot, Tattnall, Taylor, Toombs, Treutlen, Webster

¹ <https://data.hrsa.gov/Content/Documents/tools/rural-health/forhpeligibleareas.pdf>

2.6 DEFINITIONS OF ADULT EDUCATION AND LITERACY ACTIVITIES

2.6.1. *Adult 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)). Per TCSG policy, programs must align their instruction to the College and Career Readiness Standards (CCRS).

2.6.2. *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.

2.6.3. *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).

IET enables adults to obtain the reading, writing, math, workplace skills, and certificates or credentials needed to obtain a job in an in-demand industry. To accomplish this goal, an IET must offer the components below concurrently, using occupationally relevant instructional materials and a Single Set of Learning Objectives (34 CFR § 463.36 - 38):

1. 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;
2. Workforce preparation activities as described in 34 CFR § 463.34; and
3. 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).

2.6.4. *Workplace Literacy* is a partnership between an adult education program and an employer or employee organization at a workplace or an off-site location designed to improve the productivity of the workforce. More information is available in [Georgia's Workplace Literacy Guidance](#).

2.6.5. *Workforce Preparation Activities* prepare individuals for a successful career. Specifically, 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: (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). Per state requirement, programs must have a Career Services Specialist that focuses on ensuring adult education students have access to workplace preparation activities.

3 FEDERAL AND STATE GRANT REQUIREMENTS

This section outlines the key federal and state grant requirements for funded adult education providers. In addition to these requirements, all funded applicants must agree to and adhere to the terms and conditions of the Grant Award Notification, included in the Appendix. TCSG reserves the right to adjust the terms and conditions annually based on changes in available funding and state and federal requirements.

3.1 FISCAL REQUIREMENTS

3.1.1 Allowable and Unallowable Costs

The Uniform Grant Guidance, 2 CFR Part 200, guides the use of federal grant funds. In accordance with the Uniform Grant 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 allowable activities under each grant opportunity. The Uniform Grant Guidance (2 CFR § 200.420 - 200.476), 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.
- **Allocable**, meaning the cost is directly related to the grant activities and that item’s cost is proportional to the benefit it will provide the program.

The chart below also provides a list of allowable and unallowable adult education costs. However, please note 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 \$100,000 or more each year in federal dollars • Course supplies and materials • Computers, supplies, and equipment for adult education staff or students • Indirect Costs² • IET costs, including the cost of certifications and credentials required to implement the components for an IET per 34 CFR §463.36 (must not exceed the state limit for training costs) • Learning software 	<ul style="list-style-type: none"> • Alcohol • Audit costs if the agency does not receive \$1,000,000 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 • Entertainment • Expenses unrelated to adult education programming or objectives • Gifts, door prizes, rewards, and promotional materials or “swag” (t-

² If an organization has a negotiated, restricted indirect cost rate agreement, they must use that. If an organization does not have a negotiated rate, then they may use the de minimus rate (up to 8% of modified total direct costs). All indirect costs must fall within the administrative cost limit, which includes both direct and indirect costs.

<ul style="list-style-type: none"> • Outreach activities (newspapers, radio, TV, magazines) related to recruiting adult education students or teachers • 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 local organization’s travel policy • Dependent care and transportation costs for students in alignments with TCSG’s dependent care and transportation policy 	<p>shirts, pens, cups, key chains, book bags)</p> <ul style="list-style-type: none"> • Marketing expenses to promote the whole organization rather than the adult education program
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3.1.2 Administrative Costs

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**. TCSG has adopted this same restriction and requires that programs spend no more than 5% of their total grant award (including all federal and state matching funds) on administrative costs.

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, TCSG will only grant a waiver in instances where the applicant can prove that the higher administrative cost limit is necessary to meet the grant objectives.

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 chart below 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 • 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"> • Salary for staff who have duties classified as administrative costs (ex: Program Administrator) • Indirect costs³ • 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

3.1.3 Indirect Costs

Indirect costs are those costs incurred for a common purpose that are not directly or easily attributable to one program or initiative. Per 34 CFR § 76.563, applicants may charge indirect costs to their AEFLA grant funds to the extent that the costs are reasonable, necessary, and allowable. If an organization has a negotiated, restricted indirect cost rate agreement, then that rate must be utilized. If an organization does not have a negotiated rate, they may use the de minimus rate (up to 8% of modified total direct costs).. Under this grant, indirect costs are considered administrative costs and are included as part of the 5% administrative cost limit. Applicants will have the opportunity to add indirect costs to their budget as part of the post-award budget process.

3.1.4 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.

3.1.5 State Funding Restrictions

To ensure effective use of funds, TCSG has the following state funding restrictions.

³ If an organization has a negotiated, restricted indirect cost rate agreement, they must use that. If an organization does not have a negotiated rate, then they may use the de minimus rate (up to 8% of modified total direct costs). All indirect costs must fall within the administrative cost limit, which includes both direct and indirect costs.

3.1.5.1 Integrated Education and 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.

Training costs include costs associated with a student earning occupational certificates and postsecondary credentials.

3.1.5.2 Dependent Care and 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.

3.1.6 Budget Amendments

Funded applicants may make project and budget amendments throughout the grant period in alignment with 2 CFR 200.308 and TCSG's Policies and Procedures.

3.2 PROGRAMMATIC & INSTRUCTIONAL REQUIREMENTS

3.2.1 Alignment with Georgia's Workforce Development System

WIOA unites four core programs with the goal of helping individuals, particularly those with barriers to employment and obtain jobs in in-demand industries. The four titles are:

- Title I: Adult, Dislocated Worker, and Youth programs (Worksource Georgia)
- Title II: Adult Education (Technical College System of Georgia)
- Title III: Wagner-Peyser Act employment services (WorkSource Georgia)
- Title IV: Vocational Rehabilitation Act (Georgia Vocational Rehabilitation)

Additional information about each of the four titles is available in the Appendix.

3.2.1.1 Local Workforce Development Boards

Established through Title I of WIOA, Local Workforce Development Boards (LWDB) play a key role in Georgia's Workforce Development System. 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). Specifically, they connect jobseekers with the resources and skills they need to obtain jobs in in-demand industries. Each LWDB develops a local plan that outlines regionally in-demand industries and its strategies for serving job-seekers and employers in its region.

3.2.1.2 Alignment with Local Plans

Adult Education programs must align their services with the needs outlined in their Local Workforce Development Board’s local plan. Adult education applicants are responsible for determining which LWDA(s) they will serve students in, reviewing their respective LWDB’s local plan(s), and aligning their services to the needs identified in 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/>.

3.2.1.3 One-Stop Centers

Georgia One-Stop Center Requirements for Adult Education Providers

In Georgia, One-Stop Centers offer a range of services to individuals seeking employment, education, or training and are located throughout the state. As mandated by the Workforce Innovation and Opportunity Act (WIOA) Section 121(b), adult education providers funded under Title II of WIOA are required partners in the One-Stop delivery system, which operates under the nationally recognized brand, the American Job Center Network.

Responsibilities of Adult Education Providers as One-Stop Partners

1. **Providing Access to Services:** Adult education providers must ensure that individuals can access their services through the One-Stop system. Per 20 CFR 678.305, access can be provided in the following ways:
 - A staff member from the adult education provider is physically present at the One-Stop center.
 - A staff member from a partner program is physically present at the One-Stop and is appropriately trained to provide information about adult education services.
 - A “direct linkage” is established between the One-Stop center and the adult education program. Per 20 CFR 678.305(i), a direct linkage is a real-time connection—via phone or web-based communication—to a staff member who can provide program information.
2. **Memorandum of Understanding (MOU):**

Adult education **providers must enter into an MOU with each One-Stop provider in the areas they serve,** as specified in 20 CFR 678.500. The MOU outlines the roles, responsibilities, and shared contributions to the One-Stop system.

 - **Infrastructure Cost Contribution:**

Per 20 CFR 678.500, state-designated adult education providers within each LWDA **must contribute a portion of their grant funds to support One-Stop infrastructure costs.** While applicants are not required to upload an MOU as part of the grant application process, the Technical College System of Georgia (TCSG) will provide additional guidance about infrastructure cost contributions during the post-award budget process.

- **Career Services:** Adult education providers must ensure career services are accessible to eligible One-Stop participants. While co-location at One-Stop centers is not required, all providers must display the statement “a proud partner of the American Job Center network” on materials related to their work within the One-Stop delivery system.

3.2.2 Integrated Education and Training

Per state requirement, all funded providers must offer Integrated Education and Training opportunities for students. An IET must be operational – meaning students are enrolled - each quarter and it must begin no later than two weeks prior to the end of the quarter.

3.3 PROGRAM STAFFING AND ESSENTIAL DUTIES

To ensure that all programs have the staff needed to operate an effective adult education program, TCSG requires each program to have staff 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. **Rather, programs must ensure that the staffing structure is reasonable for the number of students and the size of the service delivery area.** For example, a program may hire one full time person that fulfills the duties of a data manager and a career services specialist. Programs are required, however, to ensure that there is a designated staff person 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 TCSG 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 	40 hours per week, unless the program has an approved waiver from TCSG	Degree from a four-year college or university
Data Coordinator/ Manager	<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 	Varies based on the need and size of the program	A high school diploma or equivalent

	<ul style="list-style-type: none"> Regularly analyzes data to identify areas for program improvement Ensures all program staff follow state and program-specific data policies and procedures 		
Career Services Specialist	<ul style="list-style-type: none"> Develops partnerships with local education and training providers, employers, etc. that enable students to successfully transition into postsecondary education or the workforce 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	
IET/Workplace Literacy Coordinator	<ul style="list-style-type: none"> Oversees the design and implementation of IET and Workplace Literacy programs Collaborates with adult education teachers, career services personnel Works with employers to tailor training to job-specific skills, and local employers Ensures alignment with workforce demands and learner needs 	Varies based on the need and size of the program	Degree from a four year college or university, with a preference with a degree in education, Adult Education, or Workforce Development
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 Monitors instruction and provides feedback to ensure 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, with a CFR §200.501
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 <p>NOTE: Programs may not use volunteer instructors as lead teachers</p>	Varies based on the needs and size of the program Part time instructors must receive a minimum of \$22 per hour. Full time instructors must receive a minimum salary that is the equivalent to \$22 per hour	Degree from a four year college or university

		(excluding benefits)	
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3.3.1 Other Positions

The chart above is a minimum, not exhaustive, list of the essential duties TCSG believes are needed to operate a successful adult education program. TCSG 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, such as a Family Literacy Coordinator, Student Support Coordinator, or other key staff. Applicants wishing to hire staff for program-specific positions need to ensure that the job is allocable to the adult education program, the cost of the salary is proportionate to the amount of time that staff person spends on adult education activities, and they provide a strong rationale in their application for why the position is needed. **Applicants must also ensure they partner with other WIOA partners and state and community organizations to ensure students receive the support needed to achieve their education and career goals.**

3.3.2 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, if adult education grant funds only pay for time those staff members spend on allowable adult education activities. If funded, programs will need to ensure all split-funded staff maintain federally and state-compliant time and effort reports and that split-funded staff are ultimately paid based on their actual time devoted to each project, not the original budget estimates.

3.3.3 Volunteers

Programs may use volunteers to support program or classroom activities, however volunteers may not serve as primary instructors for any class. Volunteers must meet the state-required professional development hours.

3.3.4 Class and Instructional Requirements

3.3.4.1 Instructional Staff Hours

Per state requirement, full and part time instructors must spend at least 70% of their time teaching.

3.3.4.2 Minimum Hours Per Week

Per state requirement, all adult education classes, except for Workplace Literacy Classes, must be scheduled for a minimum of six hours per week, which can include in person, virtual or hybrid service delivery models. Workplace Literacy Classes may be scheduled for the number of hours per week that is agreed upon between the employer and the adult education program.

3.3.4.3 Distance Education

Per state requirement, programs must utilize Blackboard to provide synchronous and asynchronous standards-based distance education. Students must have equitable access to participate in distance education opportunities that advance their learning. In addition to Blackboard, programs may use other platforms or methods to allow students to learn at a distance (e.g. online learning software or other

standards-based learning materials). **More information about Distance Education, including a full list of state-approved curriculums, is available in Appendix A of Georgia’s Adult Learner Assessment Policies and Procedures.**

3.3.4.4 Standards-Based Instruction

Per state requirement, funded adult education programs must ensure that instruction aligns to the [College and Career Readiness standards](#) and the [English Language Proficiency Standards](#).

3.3.5 Professional Development Requirements

Per state requirement, funded adult education programs must ensure staff receive professional development in alignment with the below requirements. Professional development must include both TCSG sponsored and local professional development.

- A minimum of 24 professional development hours for all full-time faculty and staff including: Program Administrator, Instructors, Careers Service Specialist, and IET Coordinators.
- A minimum of 12 professional development hours for part-time faculty and staff including: Instructors, Careers Service Specialist, and IET Coordinators.
- A minimum of 6 professional development hours for Data Managers and Volunteers.

The state requires that no less than 80% of staff meet these professional development requirements during each fiscal year. Programs are required to plan and ensure faculty and staff are obtaining a minimum of 25% of their required professional development hours each quarter. Professional development hours must be entered into the state’s adult education data system within 30 days of the professional development event.

3.3.6 Supporting All Students

Funded adult education programs must comply with following federal policies that ensure equitable access for students, including the General Education Provisions Act, Title IX Part 106, Age Discrimination Part 110, and the Americans with Disabilities Act.

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.” Each grant application contains a question designated for applicants to provide a response to these questions.
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	Federal laws prohibiting discrimination against people with disabilities in education programs that receive federal funds. This law requires

Rehabilitation Act of 1973	education programs to provide reasonable accommodations to students with disabilities.
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3.4 DATA AND REPORTING REQUIREMENTS

3.4.1 Performance Accountability

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. The state then submits its statewide outcomes related to these levels of performance each October. For reference, the state’s current negotiated performance levels are below.

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%

3.4.1.1 National Reporting System

The National Reporting System for Adult Education (NRS) is an outcome-based reporting system for the State-administered, federally funded adult education program. The NRS collects data related to the above performance indicators from each state. TCSG reports data to the NRS annually. To ensure it provides accurate and reliable data, programs must collect and enter all required data into the state’s data system. These data include, but are not limited to student demographic information, assessment results, and credential attainment.

3.4.1.2 Local Program Target Negotiations

To ensure the state meets its targets and provides high quality services to students, it negotiates performance targets with each local program annually. Targets include, but are not limited to: Measurable Skill Gains, High School Equivalency Attainment, IET Credentials, and Enrollment. TCSG uses the program’s progress towards its negotiated targets to determine the program’s grant allocation in the subsequent year. Programs that do not meet their negotiated targets may be subject to additional conditions including, but not limited to increased technical assistance, adjustments to their funding allocations, or financial sanctions.

3.4.1.3 Data, Assessment, and Intake Requirements

In accordance with Section 116(i) of WIOA, TCSG uses an adult education data management system. Per TCSG requirement, all programs receiving an adult education grant are required to enter student and

instructor data into the system in alignment with TCSG's Adult Learner Assessment Policies and Procedures and the terms of the Grant Award Notification.

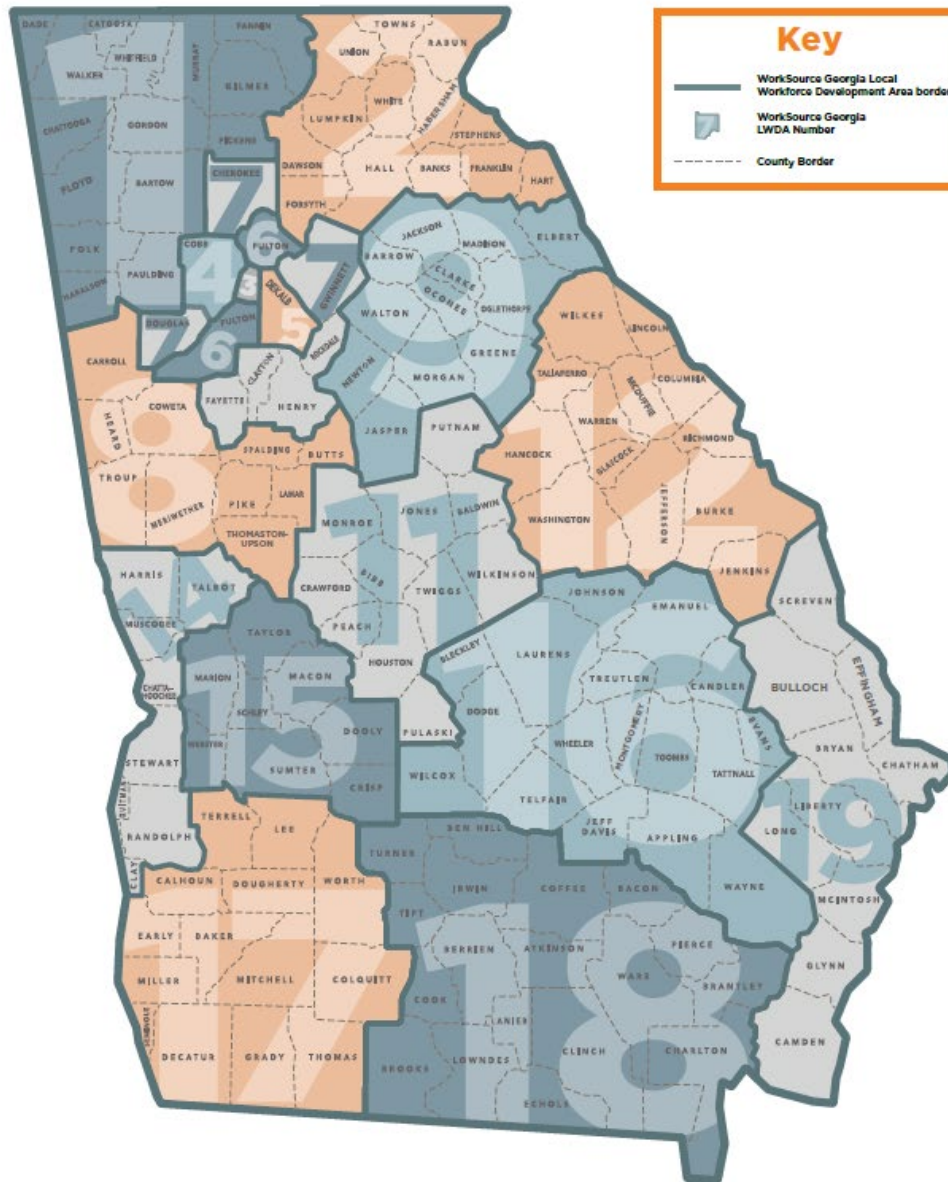
At intake, students must complete the state's adult education application, as well as administer the approved NRS assessment within 12 hours, unless the student is in a program the state has approved for alternative placement, such as Workplace Literacy.

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 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.

4 APPENDICES

4.1 LOCAL WORKFORCE DEVELOPMENT AREAS

Office of WorkForce Development Zip Code Map



4.2 PRE AWARD RISK ASSESSMENT QUESTIONNAIRE

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	Score	Weight (multiplier)	Result
1. Is the applicant's organization on the federal suspension or debarment list?	Yes	If "yes," entity is ineligible.		n/a	n/a
	No				
2. Has your organization ever had a grant terminated by a federal awarding agency, pass through entity, or other funder? <i>If yes, please list the federal awarding agency, pass through entity, or funder, the date of the termination, the name and amount of the grant, the reason for the termination, and the actions your organization has taken to remedy the circumstances that led to the termination.</i>	Yes	5		5	0
	No	0			
2.b. If yes, does the applicant's explanation and reason for termination indicate the grant applicant can successfully manage an AEFLA grant without significant risk of fraud, waste and abuse or the risk can be mitigated with special conditions per 2 CFR 200.208?	Yes or n/a	0		5	0
	No	5			
3. Within the past five years (since 2019), has your organization managed other federal grants of a similar amount and complexity as the adult education grant for which you are applying? <i>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.</i>	Yes	0		1	0
	No	1			
4. Upload (two most recent audit report): Do the applicant's most recent audit reports contain any findings that may impact its ability to appropriately manage AEFLA grant funds?	Yes	1		2	0
	No	0			
5. Does your organization have a history of suspected fraud in the past 24 months (i.e., Office of Inspector General or other official investigations)? <i>If yes, please list the investigating body and outcome, if the investigation has concluded.</i>	Yes	5		5	0
	No	0			

6. Has your organization been the subject of Equal Opportunity or discrimination complaints in the past 24 months? <i>If yes, please describe the complaint, if the investigation is ongoing, and/or the result of the investigation.</i>	Yes	1		2	0
	No	0			
7. What is your organization's total operating budget?	Grant request is less than 25% of operating budget	0		2	
	Grant request is between 26 - 50% of operating budget	1			
	Grant request is between 51 and 75% of operating budget.	2			
	Grant request is more than 75% of operating budget	3			
8. Upload (bank statement): Does the applicant demonstrate it has sufficient funding to cover at least three months of adult education grant expenses?	Yes	0		1	0
	No	1			
9. Has the finance staff person who will be responsible for managing this grant had at least three years of experience managing federal grants?	Yes	0		1	0
	No	1			
10. Has the program administrator responsible for managing this grant had at least three years of experience managing federal grants?	Yes	0		1	0
	No	1			
11. Is the organization's financial management system able to track actual expenditures and outlays with budgeted amounts for each grant award? Summarize the organization's process for tracking expenditures, including tracking budgeted versus actual amounts.	Yes	0		1	0
	No	1			
12. Upload (fiscal policies and procedures): 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, including AEFLA, the Uniform Guidance and Edgar)	Yes	0		2	0
	No	1			
	Yes	1		1	0

<p>13. Does the applicant or any of its employees, agents, or board members have any potential personal or organizational conflicts of interest related to the possible receipt of AEFLA award funds? Applicants are required to disclose in writing any potential conflicts of interest to their awarding agency. <i>If yes, please describe the potential conflict(s) of interest.</i></p>	No	0			
Total Points	0				
Risk Level					

4.3 APPENDIX A: GRANT AWARD NOTIFICATION REQUIREMENTS

Please note: The following language is representative of the terms and conditions that awarded applicants will be required to sign and agree to over the term of their grant award. Please note that these terms may be subject to change based on evolving federal and state regulations.

By accepting and signing this subaward, the subrecipient listed in block one agrees to comply with the following federal and state requirements.

I. Fiscal & Grant Management Requirements

1. The subrecipient will use its grant funds to fulfill the purposes and meet the requirements 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:
 - a) Aligning its activities to its Local Workforce Development Board's (LWDB) local and regional plans.²⁰
 - b) Collaborating with its LWDB to provide supportive services and promote concurrent enrollment with Title I, III and IV programs; and
 - c) Providing adult education and literacy activities only to eligible individuals as outlined in WIOA Section 203 (4).
2. 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.
3. 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.
4. The subrecipient agrees to comply with 2 CFR § 200.216, which prohibits procuring or obtaining, extending or renewing a contract to procure or obtain, or entering into a contract to procure or obtain telecommunications equipment produced by Huawei Technologies Company or ZTE Corporation (or any subsidiary or affiliate of such entities).
5. The subrecipient agrees to disclose in writing, within 72 hours, any potential conflict of interest to the Federal awarding agency of pass-through entity per 2 CFR §200.112.
6. The subrecipient agrees to disclose in writing, within 72 hours, to the Federal awarding agency or pass-through entity all violations of Federal criminal law involving fraud, bribery, or gratuity violations potentially affecting the Federal award per 2 CFR §200.113.
7. 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.
8. The subrecipient agrees that it will comply with sections 8301 through 8303 of the Buy American Act. (41 U.S.C. 8301-8303)
9. 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 Grant Guidance, and any other applicable state or federal laws, policies or regulations. (2 CFR § 200.332)
10. The subrecipient agrees to comply with all federal and state grant closeout requirements included but not limited to:
- a) 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. (2 CFR §200.344).
 - b) The subrecipient will liquidate all obligations incurred under this award within 90 days after the end date of this contract's period of performance. All funds not liquidated by this date must be returned to the Technical College System of Georgia. (2 CFR §200.344).
 - c) 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 §200.330 (Reporting on real property).
11. Per 2 CFR § 200.334 and 34 CFR 76.730 – 76.740, subrecipients must retain all grant-related documentation, including financial records and supporting documentation, statistical records, student records, and other programmatic records, for a period of three years from the date of the final financial report. Additionally, subrecipients must adhere to the following:
- a) The records must be retained until all litigation, claims, or audit findings involving the records have been resolved and final action taken if any litigation, claim, or audit is started before the expiration of the three-year period.
 - b) When the subrecipient is notified in writing by the Federal agency or pass-through entity, cognizant agency for audit, oversight agency for audit, or cognizant agency for indirect costs to extend the retention period.
 - c) The records for property and equipment acquired with the support of Federal funds must be retained for three years after final disposition.
 - d) The three-year retention requirement does not apply to the subrecipient when records are transferred to or maintained by the Federal agency.
 - e) The records for program income earned after the period of performance must be retained for three years from the end of the subrecipient's fiscal year in which the program income is earned. This only applies if the Federal agency or pass-through entity requires the subrecipient to report on program income earned after the period of performance in the terms and conditions of the Federal award.

- f) The records for indirect cost rate computations or proposals, cost allocation plans, and any similar accounting computations of the rate at which a particular group of costs is chargeable (such as computer usage chargeback rates or composite fringe benefit rates) must be retained according to the applicable options provided below:
 - i) If submitted for negotiation. When a proposal, plan, or other computation must be submitted to the Federal Government to form the basis for negotiation of an indirect cost rate (or other standard rates), then the three-year retention period for its supporting records starts from the date of submission.
 - ii) If not submitted for negotiation. When a proposal, plan, or other computation is not required to be submitted to the Federal Government to form the basis for negotiation of an indirect cost rate (or other standard rates), then the three-year retention period for its supporting records starts from the end of the fiscal year (or other accounting period) covered by the proposal, plan, or other computation.

Per 2 CFR § 200.336, programs may maintain electronic records if they remain readable and cannot be altered.

- 12. Per 2 CFR § 200.332 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 Adult Education and Family Literacy Act (AEFLA) funds. If an organization has a current Federal negotiated, restricted cost rate agreement (including provisional rate), then that rate must be utilized for indirect costs. If the organization does not have a negotiated rate with their federal cognizant agency, then they may elect to charge the de minimus rate (up to 8%) of modified total direct costs (MTDC), per 34 CFR §76.560(c). Indirect cost is an administrative cost by nature and falls within the five percent cap on all administrative costs that may be charged against federal funds.
- 13. The funds provided in this award must be used to supplement, not supplant, local funds. (29 U.S. Code §3331, WIOA Section 241)
- 14. All items purchased with AEFLA federal, or state matching dollars must be allowable, allocable, reasonable, and necessary. OAE reserves the right to disallow or require repayment of costs that do not meet these criteria. (2 CFR § 200.403- 405, 2 CFR § 200.339).
- 15. The subrecipient must use no more than 5% of its Adult Education & Family Literacy Act funds for administrative costs as outlined in WIOA Section 233. Administrative costs include: planning, administration (including carrying out the requirements of section 116), professional development, and the activities described in paragraphs (3) and (5) of WIOA section 232. Please note that subrecipients are required to offer professional development. If a subrecipient requires a higher administrative cost percentage, it must request a waiver from TCSG.
- 16. The subrecipient agrees to meet the single audit requirements set forth in 2 CFR §200.501.
- 17. Subrecipients are responsible for following the financial management regulations and maintaining internal controls over their federal award. (2 CFR 200.302 and 200.303).

18. Per state requirement, 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 been liquidated, are within the subrecipient's approved budget or subsequent approved budget amendments, and are an allowable, allocable, reasonable, and necessary use of state and federal funds. The reimbursement request (either the cash draw for TCSG entities or a funds requisition request for non-TCSG entities) is due on or before the 15th of the month for the prior month's expenses. Program that repeatedly miss the deadline are subject to specific conditions or sanctions per 2 CFR § 200.208 & § 200.339 – 343.
19. Per state requirement, the subrecipient agrees that it will follow TCSG's fiscal management procedures, including, but not limited to the procedures for monthly financial tracking in Workiva and budget and project amendments.
20. Costs associated with High School Equivalency (HSE) (HiSET, GED, etc.) tests, test administration, proctoring, travel, or any other activity relating to the actual HSE test process are not allowable and cannot be reimbursed with federal or state matching grant funds. The only allowable costs are those associated with test preparation (e.g. instruction, materials for instruction).
21. Alcoholic beverages, entertainment costs, and costs incurred for HSE and HSD commencement and any other commencement or convocation are not an allowable use of federal or state dollars. (2 CFR §200.423, 2 CFR §200.438, 2 CFR § 200.429)
22. Per 2 CFR §200.456 and OCTAE Program Memo 24-3, subrecipients 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 Adult Education Dependent and Child Care Transportation policy.
23. The subrecipient agrees that it will follow its organization's local travel policy and that its policy complies with the regulations listed in 2 CFR § 200.475. Subrecipients may choose to adopt the State of Georgia travel policy. If a subrecipient adopts the State of Georgia travel policy, it must be noted in its agency travel policy.
24. The subrecipient agrees it will follow its organization's local procurement procedures and that those procedures meet the requirements outlined in 2 CFR § 200.318 - §200.326. Per 2 CFR § 200.317, state agencies must utilize the same policies and procedures they use for procurements from non-federal funds.
25. Per state requirement, under this subaward, the subrecipient may not subcontract any direct program or instructional services to a third party.

26. The subrecipient must maintain inventory records for all equipment that is over \$10,000 in value or “pilferable” supplies such as computing devices in alignment with 2 CFR § 200.313. These records must include the information noted in 2 CFR § 200.313(d)(1). Per state requirement, the subrecipient must maintain inventory records in Workiva as well as any applicable local inventory management system.
27. The subrecipient agrees to maintain Time and Effort Certification Forms for all employees paid in full or in part with federal or state matching adult education grant funds. The Time and Effort Certification Forms must comply with 2 CFR § 200.430 and TCSG’s Time and Effort Policies and Procedures.
28. Per 2 CFR § 200.208 & § 200.339 – 343, if the Technical College System determines that a subrecipient is out of compliance with any federal or state statutes, regulations, or the terms and conditions of the grant award, it may impose additional conditions to remedy the area(s) of noncompliance. If OAE determines that noncompliance cannot be remedied by imposing additional conditions, it may take one or more of the following actions, as appropriate for the circumstances:
 - a) Temporarily withhold cash payments until the subrecipient corrects the area of noncompliance;
 - b) Disallow the use of funds for all or part of the cost of the activity or action not in compliance;
 - c) Wholly or partly suspend or terminate the Federal award;
 - d) Withhold further awards for the project or program;
 - e) Take other remedies that may be legally available.
29. If OAE takes any of the actions noted in the above assurance to remedy noncompliance, the subrecipient has the opportunity to appeal the decision. (2 CFR § 200.342)
30. Any cancellation, termination, or suspension of this contract, if imposed, shall become effective on the date listed in the written notification cancelling, terminating, or suspending the contract.
31. Per state requirement, subrecipients are prohibited from text messaging while driving a government owned vehicle or while driving their own privately-owned vehicle during official grant business. (Executive Order 13513)

II. Program Requirements

1. Per state requirement, subrecipients agree to comply with all Technical College System of Georgia State Board policies pertaining to adult education and High School Equivalency tests or diplomas.
2. Per state requirement, the subrecipient will have an Emergency Operations and Safety Plan for all locations where classes are held and employees are located.
3. The subrecipient agrees to comply with all local, state and, federal statutes and regulations pertaining to nondiscrimination including, but not limited to the General Education Provisions Act, Title IX

Part 106, Section 504 Part 104, Age Discrimination Act Part 110, and the Americans with Disabilities Act.

4. The subrecipient agrees to follow all relevant safety and health policies and procedures as listed by the Georgia Department of Health, Occupational Safety and Health Administration, and the Centers for Disease Control.
5. Per state requirement, the subrecipient should establish a literacy advisory committee (LAC) for its service delivery area (SDA) with the goal of delivering the most effective and efficient adult literacy programs. The LAC should meet, at a minimum, four times per year, and include local civic leaders and representatives of adult literacy providers, business, and industry. The subrecipient may choose to use its Local Workforce Development Board or college board to fulfill this requirement. (O.C.G.A § 20-4-11(7))
6. Per state requirement, the subrecipient agrees that it will: (a) negotiate MSG, HSE attainment, IET credential attainment, and total enrollment targets with OAE, or (b) request that OAE set its MSG, HSE attainment, IET credential attainment, and NRS enrollment targets. The subrecipient understands that programs that do not meet their negotiated targets may be subject to additional conditions including, but not limited to increased technical assistance, adjustments to their funding allocations, or financial sanctions.
7. Per state requirement, the subrecipient agrees to turn in and respond to all programmatic and fiscal reports required by OAE, including but not limited to: a mid-year budget and performance analysis and a grant renewal application. (2 CFR § 200.329)
8. Per state requirement, the subrecipient agrees to comply with the following staffing requirements as listed in the Competitive Request for Applications and the TCSG Office of Adult Education Policies and Procedures Manual:
 - a) The subrecipient will appoint a full time (40 or more hours per week) program administrator. To receive an exemption from this requirement, a subrecipient must request a waiver from the Office of Adult Education. At a minimum, the program administrator must have a degree from a four-year college or university.
 - b) The subrecipient will employ at least one part-time Career Service Specialist. A Community Based Organization (CBO) can either employ a Career Service Specialist or partner with another organization that can provide career services. The Career Service Specialist must have sufficient education and experience to perform the job duties consistent with the hiring policies of the local organization.
 - c) The subrecipient will employ at least one Integrated Education and Training (IET)/Workplace Literacy Coordinator (FT or PT). The IET Coordinator must have sufficient education and experience to perform the job duties consistent with the hiring policies of the local organization.
 - d) At a minimum, instructors must have a degree from a four-year college or university.
 - e) The subrecipient will ensure that someone on staff serves as an instructional lead focused on ensuring instructors are implementing high-quality, evidence-based, standards-based instructional strategies that lead to positive student outcomes. At a minimum, the instructional

lead must have a degree from a four-year college or university, with a preference for an education degree and an adult education background.

- f) The subrecipient will ensure someone on staff serves as a data manager. The data manager must have sufficient education and experience to perform the job duties consistent with the hiring policies of the local organization.
9. Per state requirement, the subrecipient must pay part time instructors a minimum of \$22 per hour, and full time instructors a minimum salary that is the equivalent to \$22 per hour (excluding benefits), unless it requests and receives a waiver from the Office of Adult Education.
10. Per state requirement, the subrecipient will ensure that instructors spend 70% of their time engaged in synchronous and/or asynchronous instructional delivery.
11. The subrecipient agrees to comply with the established professional development (PD) hour requirements for all program personnel as outlined in the Office of Adult Education Policy and Procedures manual, which includes:
- a) A minimum of 24 professional development hours for all full-time faculty and staff including: Program Administrator, Instructors, Careers Service Specialist, CPH Coordinators, and IET/Workplace Literacy Coordinators.
 - b) A minimum of 12 professional development hours for part-time faculty and staff including: Instructors, Careers Service Specialist, and IET Coordinators.
 - c) A minimum of 6 professional development hours for Data Managers and Volunteers

The state requires that no less than 80% of staff will meet these PD requirements during each fiscal year. Programs are required to plan and ensure faculty and staff are obtaining a minimum of 25% of their required PD hours each quarter. OAE sponsored and local PD opportunities must be entered into the state's data system within 30 days of the PD opportunity.

12. Per state requirement, the subrecipient will not charge, or collect money from, adults enrolled or wishing to enroll in adult education programs, tuition, fees, books, 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) and Career Plus High School Diploma credit courses. If the program receives program income by charging reasonable and necessary tuition or fees for IET courses or Career Plus High School Diploma credit courses, or earns any additional program income, it must use that income to provide additional adult education and literacy services that it would otherwise be unable to provide. Program income from tuition and fees must be: (a) accounted for in program records, and (b) used only for costs allowable under AEFLA. (2 CFR § 200.307)
13. Per state requirement, the subrecipient agrees that it will 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.

14. Per state requirement, the subrecipient will schedule all classes for a minimum of six instructional hours per week., with the exception of Workplace Literacy classes. Available instructional hours must include both in-person instruction and distance learning counted using proxy contact-hour models (clock time, teacher verification, learning mastery, as consistent with the NRS guidelines and OAE’s Assessment Policy).
15. Per state requirement, adult education programs must adopt and utilize the state-approved lesson plan template. To utilize a different lesson plan template, programs must request a waiver from OAE.
16. Per state requirement, grant funds may not be utilized to teach classes in any language other than English, except as authorized by O.C.G.A. 50-3-100(d).
17. Per state requirement, programs must utilize Blackboard to provide synchronous and asynchronous standards-based distance education. Students must have equitable access to participate in distance education opportunities that advance their learning.
18. Per state requirement, the subrecipient agrees to operate approved Integrated Education & Training opportunities for students that meet the following requirements:
 - a) The IET must: (a) meet the federal definition of IET as outlined in 34 CFR § 463.35 -38; (b) be aligned with regionally in-demand industry, and (c) support participants eligible to receive AEFLA services (WIOA Section 203[4]) which includes the eligibility requirement of “basic skills deficient.”
 - b) IETs must be operational each quarter – meaning students are enrolled - and must begin no later than two weeks prior to the end of the quarter. Minimally there must be four unique opportunities operating each year. To receive an exemption from this requirement, a subrecipient must request a waiver from the Office of Adult Education.
19. Per state requirement, General Adult Education Subrecipients may use up to 2% of their grant award, capped at \$15,000, of their adult education grant funds on training and certification costs necessary and associated to achieve the purposes of the IET program as described in 34 C.F.R. §§463.36-463.38.. IELCE grant recipients may use up to 4% of their grant award, capped at \$17,000 in training and certification costs associated with IET. To use funds for training costs, the costs must meet the following conditions: (a) the IET meets items the conditions listed in 34 CFR § 463.35 -38; (b) the IET costs are allowable, allocable, reasonable, and necessary, (c) the program is not supplanting other state or local funds, and (d) if applicable, the program follows their conflict of interest and procurement policies when selecting a training provider. If a program wishes to exceed the limit, they must submit a written request to the Office of Adult Education.
20. The subrecipient will collaborate with other adult education subrecipients within a given Local Workforce Development Area to meet required one-stop partner responsibilities, including providing representation on the Local Workforce Development Board (LWDB) and negotiating and paying one-stop infrastructure costs (34 CFR § 463.400, § 463.415, § 463.420).

21. Programs designated to pay one-stop infrastructure costs must use a portion of their federal administrative funds to pay these costs. (34 CFR § 463.720)
22. The subrecipient will ensure that its services have a “direct linkage” to the one-stop centers in its assigned area. Per 20 CFR § 678.305 (i), a “direct linkage” means providing direct connection at the one-stop center, within a reasonable time, by phone or through a real-time Web-based communication to a program staff member who can provide program information or services to the customer. Please note that exclusively providing a phone number, website, information, pamphlet, or materials does not constitute a “direct linkage.”
23. Programs receiving funds for Family Literacy agree to the following requirements:
 - a) Adults participating in the Family Literacy program must be eligible individuals as defined in WIOA Section 203(4) and go through the program’s standard intake procedures, including taking the relevant NRS-approved assessment(s).
 - b) Per state requirement, children birth to age 21 can participate in the Family Literacy program if they are the children of family members or caregivers receiving adult education services.
 - c) When providing Family Literacy programming, subrecipients must attempt to coordinate with other programs and services prior to using AEFLA grant funds to support children or individuals not eligible for AEFLA services as defined in WIOA Section 203(4).

III. DATA REPORTING & INTAKE REQUIREMENTS

1. The subrecipient agrees to comply with all policies and procedures in the Office of Adult Education’s Assessment Policy, including the use of the state’s adult education data system to report all assessment information in the required time periods.
2. 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, High School Equivalency (HSE) and transition goals.
3. 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.
4. Subrecipients must securely maintain personally identifiable information.
5. Subrecipients must use the state approved student intake form and collection system to collect student information, except in special circumstances that have been approved by TCSG in advance.
6. Programs must maintain accurate and updated student, staff, and course schedule information in the state’s data system.

7. Subrecipients offering Integrated English Literacy & Civics Education (IELCE) or Family Literacy programs must make every effort to record and track the completion of goals related to those areas in the Georgia Adult Learner Information System (GALIS).

4.4 APPENDIX B: TCSG OFFICE OF ADULT EDUCATION DEPENDENT CARE AND TRANSPORTATION POLICY

Programs may use Title II Adult Education and Family Literacy Act (AEFLA) federal or state matching funds for child/dependent care and transportation assistance for students, per the following requirements:

1. Programs must use federal AEFLA funds to supplement, not supplant, state or local funds previously used for child/dependent care and transportation assistance, or that are required by State or local law to be used for such purposes.
2. Programs must maintain appropriate internal controls to prevent fraud, waste, and abuse of AEFLA funds used for child/dependent care and transportation assistance. See *Appendix A* for examples of internal controls.
3. Child/dependent care and transportation funds should not be used as a substitute for flexible class scheduling and distance education where available. For example, if a student's main barrier is transportation and they can take the same classes online, the student should pursue distance education classes. In such cases, additional services would not qualify as necessary to the federal grant.
4. Students may only receive assistance for the costs necessary for them to participate in the adult education program.
 - a. When determining child/dependent care assistance, programs must ensure the cost is consistent with the market rate as indicated by the most recent CAPS Market Rate analysis. Child/dependent care assistance can only cover the cost of child/dependent care for the time the student is traveling to and attending class.
 - b. If for some reason, child/dependent care costs will exceed the market rate, a program must submit a written request to OAE and obtain OAE approval prior to expending additional funds.
 - c. Transportation assistance can only cover the cost of getting to and from class.
5. Assistance can be provided by a stipend paid to students, by providing gas or public transportation cards, or by a provider or service directly billing the program for services.
6. Students can receive discretionary child/dependent care and/or transportation assistance for no more than three months. If after three months, a student still requires assistance, students must reapply for funds demonstrating they were unable to find or ineligible to receive assistance through other available resources, such as a Childcare and Parent Services (CAPS) Scholarships or WIOA Title I funding. During the time a student is receiving discretionary support, a staff member must assist the student in identifying other transportation or child/dependent care resources that may be available to the student.

7. To receive assistance, students must sign an affidavit that without child/dependent care or transportation assistance, they would be unable to attend class, and that they cannot currently access any other state or local resources to meet their child/dependent care and/or transportation needs. Programs should use their best judgement regarding the duration of assistance as long it does not exceed the limits set forth in this policy.
8. Programs must complete and retain signed copies of the **Child/Dependent Care and Transportation Request Form** for each instance in which a student was approved for assistance. The student, student support coordinator or other staff member, and their supervisor/program administrator, and/or fiscal staff must sign the form. Programs must maintain an internal log of approved child/dependent care and transportation assistance provided, including the name and GALIS ID of the student receiving assistance, the approved amount, the date approved, and the approved duration for the assistance.
9. Child/dependent care and transportation assistance must be distributed to students on weekly or class by class basis. Programs should follow their local policy and allowability procedures for distributing funds to students.
10. Students must meet the program's local attendance policy to receive child/dependent care and transportation assistance.
11. Students must sign the attached waiver prior to receiving assistance.
12. If funds are provided to or for a child to attend a child care center or family child care learning home, the program must be licensed or have an appropriate license-exemption through the Georgia Department of Early Care and Learning.
13. Programs must ensure that the total expenditures for child/dependent care and transportation costs are necessary and reasonable in proportion to the total amount of the grant for the purposes of administering the program (state requirement).

Related Authority

Program Memorandum OCTAE 24-3 [Use of Adult Education and Family Literacy Act Funds for Participant Child and Dependent Care and Transportation Costs – Frequently Asked Questions](#)

[Internal Revenue Service Child and Dependent Care Expenses, https://www.irs.gov/pub/irs-pdf/p503.pdf](#)

[GeorgiaChildCareMarketRates 2024 AppendixB StatewideStatistics.pdf \(ga.gov\)](#)

[AppendixC-CAPS Reimbursement Rates.pdf \(ga.gov\)](#)

Uniform Grant Guidance

1. [2 CFR § 200.456 - Participant support costs.](#)

2. [2 CFR § 200.303 - Internal controls.](#)


Appendix A: Examples of Internal Controls





- Multiple staff members (e.g., the student support services coordinator and his/her supervisor) and the student must sign off on child/dependent care or transportation benefits prior to receipt.
- Pilferable benefits (such as gas cards) are inventoried with a numbering system. Staff must log the date, student name, and number of the item when they disburse the benefit. Both the student and staff member must sign the log or form saying they received the item. The program completes a monthly audit comparing the log with the physical inventory of items. Pilferable items are kept in a locked location.
- A child care provider invoices the program directly for child care for the time the parent or caregiver attended class. The adult education program checks its attendance records to confirm the student was in class on the date indicated on the invoice.

4.5 APPENDIX C: GEORGIA ADULT LEARNER ASSESSMENT POLICY AND PROCEDURES

TCSG's Adult Learner Assessment Policies and Procedures are [available here](#). Please note, these policies and procedures are subject to change each fiscal year based on change in state and federal requirements.

4.6 APPENDIX D: WORKFORCE INNOVATION AND OPPORTUNITY TITLE SNAPSHOT

Title Program	Purpose	Eligibility Requirements				Services Offered
<p>Title I: Adult, Dislocated Worker and Youth Services</p> 	<p>To meet the education and training needs of specific populations</p>	Adults	Dislocated Workers	Out-Of-School Youth	In-School Youth	<p>Basic Career Services</p> <ul style="list-style-type: none"> • Skills Assessment • Referrals and coordination • Support Service Information and more... <p>Individualized Career Services</p> <ul style="list-style-type: none"> • Specialized assessments • Employment plan development • Pre-Vocational services and more... <p>Training Services</p> <ul style="list-style-type: none"> • On the job training • Apprenticeships and more...
		Age 18+		Ages 16-24	Ages 14-21	
		Authorized to Work in the United States		Not Attending School	Attending School	
		Registered for the Selective Service		One or more barriers to employment		
		Unemployed or Underemployed	Terminated through no fault of their own or laid off and unlikely to return to the same industry	School Dropout, Pregnant or Parenting, Justice Involved, and more	Low income, English language learning, homeless Justice involved and more	

<p>Title II: Adult Education and Family Literacy Act</p>  	<p>To provide literacy and English language instruction so individuals can transition into postsecondary education and employment</p>	<p>Anyone who is 16 years of age or older, is not enrolled in secondary school, and</p> <ul style="list-style-type: none"> • Does not have a high school diploma or equivalency; OR • Is basic skills deficient, OR • Is an English language learner. 	<ul style="list-style-type: none"> • Instruction below the postsecondary level (GED/HiSET Test Prep) • English language classes • Civics Education • Workplace Literacy • Integrated Education and Training • Family Literacy • Career Services
<p>Title Program</p>	<p>Purpose</p>	<p>Eligibility Requirements</p>	<p>Services Offered</p>
<p>Title III: Wagner Peyser</p> 	<p>To connect jobseekers and employers and provide basic labor exchange services</p>	<p>Serves any individual, if they are authorized to work in the United States</p>	<ul style="list-style-type: none"> • Job search assistance • Job referrals • Placement assistance for jobseekers • Re-employment services for UI claimants • Recruitment services for employers • Monitor Advocate System
<p>Title IV: Vocational Rehab</p> 	<p>To support individuals with disabilities in accomplishing their education and career goals</p>	<p>Individual has a disability that is a physical, mental, or emotional impairment that results in an impediment to employment, and you can benefit in terms of an employment outcome from services provided.</p>	<p>Tailored to meet needs of individual, but includes:</p> <ul style="list-style-type: none"> • Orientation and mobility training • Specific job training • Job placement • Assistive technology services • Vocational Counseling and guidance • Post secondary training