



TEXAS EDUCATION AGENCY

Application Guidelines

Part 2: Program Guidelines and Use of Funds

Continuation Funding for Adult Education Programs and Temporary Assistance to Needy Families (TANF)

2012–2013 School Year

Due to TEA 5:00 p.m. Central Time,
Thursday, April 19, 2012

Guidelines and eGrants

In completing the eGrants application, use these guidelines with the Texas Education Agency (TEA) eGrants Applications Guidelines—Part 1: General and Fiscal Guidelines and the eGrants schedule instructions. All guidelines and instructions are incorporated by reference into the Notice of Grant Award (NOGA).

The application to which these instructions refer must be submitted electronically through the eGrants system. TEA will not accept the application via any other means.

Requirement for TEASE User Name and Password

To access eGrants, you must have a Texas Education Agency Secure Environment (TEASE) user name and password. If you have not yet applied for a TEASE user name and password, use the following link to find the form and instructions for applying for a user name: <http://ritter.tea.state.tx.us/opge/egrant>. A user name and password will be mailed to you. Allow two weeks for processing.

TEXAS EDUCATION AGENCY

**1701 North Congress Ave.
Austin, Texas 78701**

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| Name of Project | School Year | SAS# | Application Due Date |
|---|-------------|---------------|--|
| Continuation Funding for Adult Education and Family Literacy and Temporary Assistance for Needy Families Programs | 2012–2013 | SAS# ABEDAB13 | 5:00 p.m. Central Time Thursday, April 19, 2012 |

This part of the request for application (RFA), Part 2: Program Guidelines, is to be used in conjunction with Part 1: General and Fiscal Guidelines and the Schedule Instructions for this grant. The Standard Application System (SAS) consists of all schedules (i.e., forms) to be completed in order for the applicant to be eligible for funding.

For applicants selected for funding, all guidelines and instructions will be incorporated by reference into the Notice of Grant Award (NOGA).

Department of Education Appropriations

The following is provided in compliance with the U. S. Department of Education (USDE) Appropriations Act:

Adult Education and Family Literacy

| Category | Amount |
|---|--------------|
| Total funds available for this project | \$56,882,107 |
| Percentage to be financed with federal funds | 83.5% |
| Amount of federal funds | \$47,496,407 |
| Percentage to be financed from nonfederal sources | 16.5% |
| Amount of nonfederal funds | \$9,385,700 |

Temporary Assistance to Needy Families

| Category | Amount |
|--|-------------|
| Total funds available for this project | \$5,800,000 |
| Percentage to be financed with federal funds | 65.52% |

| Category | Amount |
|---|-------------|
| Amount of federal funds | \$3,800,000 |
| Percentage to be financed from nonfederal sources | 34.48% |
| Amount of nonfederal funds | \$2,000,000 |

Background Information

The Texas Education Agency (TEA) is responsible for the administration of State and Federal funds for adult education as authorized by Federal legislation (Adult Education and Family Literacy Act of the Workforce Investment Act of 1998, Public Law (P. L.) 105–220 and the Personal Responsibility and Work Opportunity Reconciliation Act of 1996, Title IV, Part A, of P.L. 104–193) and by State legislation (Texas Education Code (TEC) §29.252).

Federal Adult Education

According to Section 202 of the Adult Education and Family Literacy Act (AEFLA), the overall purpose is to create a partnership among the Federal government, states, and localities to provide, on a voluntary basis, adult education and literacy services in order to accomplish the following:

- Assist adults to become literate and to obtain the knowledge and skills necessary for employment and self-sufficiency
- Assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children
- Assist adults in completing a secondary school education

According to the AEFLA, Section 231(b), funds are provided for adult education and literacy services, including workplace literacy, family literacy services, and English literacy programs. (Refer to the [Glossary](#) for a definition of terms.)

According to the AEFLA, Section 225, funds can be used by each eligible agency to carry out educational programs for criminal offenders in correctional institutions and for other institutionalized individuals. Types of programs include basic education programs, special education programs as determined by the eligible agency, English literacy programs, and secondary school credit programs.

Temporary Assistance for Needy Families

According to Section 401 of Temporary Assistance to Needy Families (TANF), the overall purpose of the act is to increase the flexibility of states in operating a program designed to do the following:

- Provide assistance to needy families so that children may be cared for in their own homes or in the homes of relatives
- End the dependence of needy parents on government benefits by promoting job preparation, work, and marriage
- Prevent and reduce the incidence of out-of-wedlock pregnancies and establish annual numerical goals for preventing and reducing the incidence of these pregnancies
- Encourage the formation and maintenance of two-parent families

State Adult Education

The State adult education program provides adult education and literacy services and instruction below the college level for undereducated adults who are beyond the age of compulsory school attendance. The program is conducted with the Federal adult education and literacy program.

Purpose of Request for Application

To qualify for grant funding, the applicant must meet all eligibility criteria defined in the [Eligible Applicants](#) section. The applicant must also submit with the application any required attachments listed in the sections [Required Fiscal-Related Attachments](#) and [Required Program-Related Attachments](#).

The purpose of this request for application (RFA) is to solicit continuation grant applications from eligible applicants to carry out programs for *Adult Education, Correctional and Institutionalized, and TANF* adult education services to adult learners who are beyond the age of compulsory school attendance and who function at less than a secondary completion level in accordance with adult education statutes and State Board of Education (SBOE) rules.

As described in the State plan, eligible providers will apply for these funds through a statewide continuation application process in which *collaboration is a prerequisite to funding* and encourages partnerships with immigration and refugee centers, migrant education, Title I, Head Start, Even Start Programs, and other agencies and organizations, including public school campuses. Projects will target most-in-need adults and other limited English proficient (LEP) populations in need of adult education and English literacy.

To conduct grants funded through the Standard Application System (SAS) online grant application, applicants must submit an application to TEA and be selected for funding *before obligating or expending any funds*. TEA may periodically issue written guidelines concerning the management of grants approved in this application or clarifying previously issued grant guidelines. Any guidance issued after the initial approval of the application is to be incorporated with these instructions.

Application Format

Most RFAs contain requirements to address both statutory requirements and Texas Education Agency (TEA) program requirements. Applicants must address all statutory and TEA *program requirements* to be eligible for grant funding. If any statutory TEA program requirements are not addressed in the application, a correction must be made during negotiations prior to TEA's awarding of the grant to the applicant.

All application requirements are listed in the [Application Requirements](#) section.

TEA may periodically issue written guidelines concerning the management of grants approved in this application or clarifying previously issued grant guidelines. Any guidance issued after the initial approval of the application should be incorporated into these instructions.

Grant Timeline

| Date | Event |
|-----------------------------|--|
| Monday, March 19, 2012 | Publication of eGrants Application Designation and Certification form and instructions on TEA Website |
| Monday, March 19, 2012 | Publication of eGrants Application, Application Guidelines, Schedules and Schedule Instructions on TEA Website |
| Thursday, April 19, 2012 | Application electronically submitted to TEA by 5:00 p.m., Central Time |
| Sunday, July 1, 2012 | Beginning date of Federal Adult Education and Family Literacy project |
| Saturday, September 1, 2012 | Beginning date of State Adult Education and TANF project |
| Monday, October 15, 2012 | Quarterly Progress/Compliance report due to TEA |
| Tuesday, January 15, 2013 | Interim Expenditure report due to TEA (Adult Education and Family Literacy project) |
| Tuesday, January 15, 2013 | Quarterly Progress/Compliance report due to TEA |
| Friday, March 15, 2013 | Interim Expenditure report due to TEA (State Adult Education and TANF project) |
| Monday, April 15, 2013 | Quarterly Progress/Compliance report due to TEA |
| Sunday, June 30, 2013 | Ending date of Federal Adult Ed project |
| Monday, July 15, 2013 | Quarterly Progress/Compliance report due to TEA |
| Wednesday, July 31, 2013 | Final Expenditure Report due to TEA (Adult Education and Family Literacy project) |

| Date | Event |
|----------------------------|---|
| Thursday, August 15, 2013 | TEAMS Complete Validated report due to TEA |
| Tuesday, September 3, 2013 | Revised Final Expenditure Report due to TEA (Adult Education and Family Literacy project) |
| Saturday, August 31, 2013 | Ending date of State Adult Ed and TANF project 2012-2013 |
| Monday, September 30, 2013 | Final Expenditure Report due to TEA (State Adult Ed and TANF project 2012-2013) |
| Thursday, October 31, 2013 | Revised Final Expenditure Report due to TEA (State Adult Ed and TANF project) |

If a report due date falls on a weekend or holiday, the report will be due the following business day. All of these dates except the grant ending date may vary slightly as conditions require.

Application Due Date

To be eligible to be considered for funding, the completed eGrants application must be certified and submitted by the official authorized to bind the applicant organization in a contractual agreement by 5:00 p.m. Central Time Thursday, April 19, 2012, according to the application submission conditions and procedures described in Part 1: General and Fiscal Guidelines. The approval ID (TEASE user name) listed on the Certify and Submit page upon submission must be that of the authorized official listed by you in the space provided. In establishing the time and date of receipt, the commissioner of education will rely solely on the date and time recorded in the eGrants automated system.

TEA accepts no responsibility for technical problems, delays, or insufficient capacity of technology that occurs at the applicant or originating organization. You are strongly advised to submit applications well before the deadline date and time in an effort to reduce or eliminate technical barriers.

Grant Period

Plan for a project with the following dates:

| Grant/Fund Source | Starting Date | Ending Date |
|-------------------------|-------------------|-----------------|
| Adult Education/Federal | July 1, 2012 | June 30, 2013 |
| Adult Education/State | September 1, 2012 | August 31, 2013 |
| TANF | September 1, 2012 | August 31, 2013 |

Applications received after these dates will be effective on the day received. Obligation of funds for activities and services conducted must occur within these dates.

All goods must be received and all services must be provided or delivered so that they give substantial benefit to the population being served in the current grant period and in no case after the ending date of the grant. In most instances, goods or services delivered near the end of the grant period are viewed by TEA as not necessary to accomplish the objectives of the grant program, and TEA may disallow the expenditures.

Eligibility and Technical Assistance

Eligible Applicants

The following applicants in Texas are eligible to apply for a grant under Adult Education Programs and TANF:

Applicants eligible for continuation funding include local educational agencies (LEAs); community-based organizations of demonstrated effectiveness; volunteer literacy organizations of demonstrated effectiveness; institutions of higher education (IHEs); public or private nonprofit agencies; libraries; public-housing authorities; nonprofit institutions that are described previously and have the ability to provide literacy services to adults and families; and a consortium of agencies, organizations, institutions, libraries, or authorities described previously that were selected through the competitive RFA process and that received Adult Education funding in 2011–2012. For-profit entities are not eligible providers.

1. Applications submitted by a consortium or shared services agreement (SSA)
 - A partnership of educational and other human service agencies that agree to collaborate for the provision of adult education and literacy services must consult with the other adult education and literacy services providers in the consortium in developing the application.
 - Consortium applicants must sign agreements with participating consortium members. Submitted in the application to TEA, these agreements delineate the specific responsibilities of each consortium member in regard to fund expenditures or services provided through the consortium. Participating consortium members that receive funds from the fiscal agent must also submit a **GS2210—SSA Applicant Designation and Certification** form before the fiscal agent submits the application.
 - Plans developed by consortia must provide for a system of instructional services delivered through participating adult education and literacy service providers. Plans must also include cooperation with one or more of the following: other public and private agencies, businesses, and organizations with under educated adult clients or employees.
2. Applications submitted by nonconsortium applicants
 - To be considered for funding, these applications must also provide evidence of coordination with existing or proposed adult education and literacy services sponsored by other providers in the area so that unproductive duplication of services does not exist. In addi-

tion, applicants must also either have a local advisory committee as required by the SBOE rules or indicate in the application the procedures that will be used to establish an advisory committee if the application is funded.

- All grantees must be in good standing with TEA to receive funding. “In Good Standing” means that an organization is not on warrant hold by the Texas State Comptroller’s office and that it is in compliance with all applicable rules, regulations, guidelines, conditions, and requirements pertaining to the grant.

The following eligibility requirements also apply:

- TEA reserves the right not to award a grant to a district or charter school that is identified by TEA as a high-risk grantee.
- The applicant must be in compliance with submitting the annual audit to TEA, as described in Part 1: General and Fiscal Guidelines.

Shared Services Arrangements

A shared services arrangement (SSA) is an agreement between two or more school districts, open-enrollment charter schools, or ESCs that provides services for entities involved. Such entities may desire to enter into an SSA for the performance and administration of a program in order to maximize the use of funds and services to be provided. An eligible entity must serve as the fiscal agent for an SSA.

Shared services arrangements (SSAs or consortia) are allowed as part of the grant program.

Contacts for Clarifying Information

Jennifer Jacob
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Federal and State Education Policy
1701 N. Congress
Austin, Texas 78701
512-936-6060
Jennifer.Jacob@tea.state.tx.us

See Part 1: General and Fiscal Guidelines for more detail regarding clarifying or additional information.

Program Information

Supplement Not Supplant

Funds for this program must be used to *supplement* (increase the level of services) and *not supplant* (replace) funds from nonfederal sources. Any program activity required by State law, State Board of Education (SBOE) rules, or local board policy may not be paid for with these funds. State or local funds may not be decreased or diverted for other uses merely because of the availability of these funds. You must maintain documentation that clearly demonstrates the supplementary nature of these funds.

Applicants must describe in the application on Schedule **PS3210—Narrative: Project Management** how program funds will supplement and not supplant state mandates, SBOE rules, or activities previously conducted with state or local funds.

Program Description, Purpose, and Goals

The following purpose, goals, and description of the grant program have been defined by the USDE, Texas Legislature, and TEA program staff.

Purpose

The adult education and family literacy program in Texas provides literacy, English-language proficiency for limited English proficient adults, basic academic and functional context skills, and secondary level proficiencies for out-of-school youth and adults who are beyond the age of compulsory school attendance and who function at less than a secondary completion level.

The [Indicators of Program Quality for Adult Education and Literacy Programs](#) provide the framework of the scope and content of Texas adult education programs and are the foundation for curricula and professional development of adult education and literacy programs administered by TEA, including applications for funding. New requirements emanating from the AEFLA have been incorporated into the application. Significant events that have occurred include the following:

- Enactment of AEFLA, Title II, of the Workforce Investment Act of 1998
- Implementation of a management information system for adult education (Texas Educating Adults Management System, or TEAMS) as mandated by House Bill (HB) 1640
- Appointment of the Commissioner's Task Force on Adult Education Accountability
- Implementation of a Statewide Standardized Assessment System for Adult Education as required by HB 1640
- Development of a new five-year State plan for adult education and family literacy that includes performance measures negotiated with the USDE

(The Texas State Plan for Adult Education and Family Literacy is located on the TEA web site at http://www.tea.state.tx.us/index2.aspx?id=7266&menu_id=814.)

This RFA encourages all providers of adult education programs and services to consider what supplemental activities and programs can best address the needs of adults who are immigrants or are limited in their proficiency of English.

Description

Components of Adult Education and Family Literacy Programs

Allocation of Funds: Senate Bill 1, General Appropriations Act, Article III, 82nd Texas Legislature, Rider 35 requires the Texas Education Agency to use a new funding formula, allocating funds based on need for persons beyond the age of compulsory attendance who have not received a high school diploma. Service providers of adult education shall receive a Base Allocation equal to their grant award for the previous program year (2011–2012), and shall earn a performance allocation based upon their performance in the 2010–2011 program year. Additional funds will be earned for success with students at the lowest performance levels. This application enables eligible grant applicants in FY 2012–2013 to apply to TEA for State and Federal adult education and literacy funds for AEFLA (Section 231 and TEC 29.252), including programs for Corrections Education and Education for Other Institutionalized Adults (AEFLA Section 225).

- **AEFLA Section 231 and TEC 29.252 Adult Education and Literacy Programs:** AEFLA directs states to use not less than 82.5% of the Federal grant funds to award grants and contracts to local eligible providers. Planning allocations for Federal Section 231 and state TEC §29.252 funds will be posted as soon as possible on the Adult Education Website at http://www.tea.state.tx.us/index2.aspx?id=7266&menu_id=814.
- **Section 225 Programs for Corrections Education and Other Institutionalized Adults:** As described in the Texas State Plan for Adult Education and Family Literacy, up to 10% of the Federal funds may be allocated for educational programs for corrections education and education for other institutionalized adults.

Professional Development Activities

A reasonable and necessary portion of the adult education and family literacy funds under Section 231 may be used in local programs to conduct professional development activities related to adult education programs that focus on the improvement of literacy levels and performance measures for the program and the participants identified most in need by the local programs. A separate budget column for Section 223: Professional Development has not been provided in the application since 2003–2004 to provide for additional flexibility to grantees. You will be required to report the total amount expended for local professional activities for Federal Adult Education as part of the expenditure reporting process.

In Texas, an adult education professional development State leadership infrastructure, including Project GREAT (Getting Results Educating Adults in Texas) as well as other leadership projects, was implemented to provide a comprehensive coordinated system of professional development that will meet the diverse professional development needs of the adult education practitioners. These projects should work to improve the quality of instruction provided to carry out local activities required under section 231(b), including instruction incorporating phonemic awareness, systematic phonics, fluency and reading comprehension, and the quality of instruction provided by volunteers or personnel of the

project. Program activities conducted by these State leadership projects are coordinated with Texas LEARNS.

Application Requirements

This section of the RFA describes the two types of requirements that applicants must address in the application (such as with a narrative description, an activity time line, or a checklist) to be eligible to be considered for funding:

- Statutory requirements (requirements defined in the authorizing statute)
- TEA program requirements (requirements defined by TEA program staff)

Applicants must address all statutory and TEA *program requirements* to be eligible for grant funding. If any statutory or TEA program requirements are not addressed, the application will need to be corrected during negotiations before TEA can award the grant to the applicant. It is the responsibility of the applicant to ensure that all schedules are completed before submitting them to TEA.

Statutory Requirements

The following requirements are defined in the statute that authorizes this program. The applicant must address each of these requirements in the application to be considered for funding.

These requirements are as follows:

- How the program and local communities have demonstrated a need for additional English literacy and civic awareness activities and services, including the identification and recruitment of eligible participants of adult literacy or English language proficiency and citizenship and civic awareness (Sec. 231, [e][12])
- How and to what degree the eligible provider will establish measurable goals for participant outcomes, including testing, providing referrals to necessary counseling, goal setting, and providing other developmental and support services and related services (Sec. 231, [e][1])
- How the eligible provider will use the required comprehensive performance accountability system, TEAMS, to record and enter student, class, provider, and staff development information quarterly and annually; assess the effectiveness of the activities and program; and develop a continuous improvement plan of adult education and literacy activities (Sec. 212 [a])
- How the state-mandated adult literacy assessments will be used to determine a participant's beginning (baseline) level and performance or exit level (progress)

The commissioner of education has mandated that the Test of Adult Basic Education (TABE) be used for the six levels of Adult Basic Education (ABE) and Adult Secondary Education (ASE) students and that the Basic English Skills Tests (BEST) be used for the six levels of English as a Second Language (ESL) student. (See the State Plan for Adult Education and Family Literacy under TEA requirements [Section 5.0].)

- How the eligible provider will identify, recruit, and serve individuals in the community who are most in need of literacy services, including individuals who are low income or have minimal literacy skills and who have a need to receive citizenship or civic awareness, for example, immigrants and LEP individuals (Sec. 231, [e][3])

- How the program is of high quality and of sufficient intensity and duration for participants to achieve substantial learning gains and how it empowers participants to support their educational growth as well as their involvement in the educational growth of their children
Include the number of months and hours per week or month of instruction you will offer (Sec. 231, [e][4A]).
- How curriculum and the use of instructional practices such as phonemic awareness, systematic phonics, fluency, and reading comprehension that research has proven to be effective in teaching individuals to read are built on a strong foundation of scientifically based research and effective practices (Sec. 231, [e][4B] and [e][5])
- Whether the activities provide learning in real-life contexts to ensure that an individual has the skills needed to compete in the workplace and to exercise the rights and responsibilities of citizenship (Sec. 231, [e][7])
- Whether the activities offer flexible schedules and support services (such as child care and transportation) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs (Sec. 231, [e][10])
- How effective was past performance in improving the literacy skills and civic awareness of adults and families and how successful it was in meeting or exceeding performance measures, especially with respect to those adults with the lowest levels of literacy
Include the student data and methods used to evaluate past effectiveness as well as a description of past effectiveness in retaining undereducated adults and immigrants in the program (Sec. 231, [e][2]).
- Whether the activities maintain a high-quality information-management system that has the capacity to report participant outcomes and to monitor program performance against the eligible provider's performance measures (Sec. 231, [e][11])
- Whether the activities coordinate with other available resources in the community, such as the establishment of strong links with elementary schools and secondary schools, post-secondary educational institutions, one-stop centers, job training programs, and social service agencies, including the partners or collaborators that have entered into a collaborative agreement to coordinate literacy and civic awareness services using available resources in the community (immigration and refugee centers)
Describe nonfinancial agreements with your consortium or collaborating partners. List your responsibilities as fiscal agent. List your consortium partners' responsibilities. (**Attach agreements with this application using the Attachments function on the Grantee Profile page** [Sec. 231, (e)(9)].)
- Whether the activities are staffed by well-trained instructors, counselors, and administrators and support staff, and what process is used for determining that each staff member has the required credentials and staff development in-service hours requirements as per 19 TAC §89.25
(Refer to [19 TAC §89.25 Qualifications and Staff Development](#) [Sec. 231, (e)(8)].)
- How the eligible agency will develop program strategies for populations that include low-income students, individuals with disabilities, single parents and displaced homemakers, and

individuals with multiple barriers to educational enhancement, including individuals with LEP who are immigrants to the United States (Sec. 224, [b][10])

- How adult education activities that will be carried out with adult education funds will be integrated with other adult education, career development, and employment and training activities in the state or outlying area served by the eligible agency (Sec. 224, [b][11])
- What steps the eligible agency will take to ensure direct and equitable access to program services and activities (Sec. 231[c][1])
- How a collaborative advisory committee will be formed in each funded adult education program

Include a description of how the committee will be composed of a broad spectrum of community representatives, including workforce-development representatives, to review the activities of and make recommendations to the fiscal agent in planning, developing, and evaluating the adult education program as per the TEC §29.254 and §29.254 (SBOE, TEC §29.254 and §89.28).

- How, if applying for TANF funds, the providers will serve adults who are eligible for TANF as described in GAA, Article III, 82nd Legislature, Rider 35
- How, if you are applying for TANF funds, adult education programs and workforce centers will continue to use a standardized referral process for referral of TANF/CHOICES welfare clients (Refer to [Adult Education and Welfare Reform](#) [Sec. 3.3, of State Plan].)
- How, if you are applying for TANF funds, adult education providers will develop written collaborative agreements with workforce partners for the delivery of adult education services to TANF recipients
(Refer to [Adult Education and Welfare Reform](#) [Sec. 9.1, of the State Plan].)

TEA Program Requirements

Address the project purpose, goals, and objectives below in Schedule **PS3000—Program Guidelines**. Attach additional pages in a separate document if more space is needed. Instructions for attaching documents in eGrants are located in the *eGrants User Guide*. The online document is available at this location: http://maverick.tea.state.tx.us:8080/guidelines/Reference_Materials/705XXXXPP3000_I.pdf

In addition to the statutory requirements, TEA has established the following program requirements. Applicants must address within the application how they will achieve the following:

1. **Management Information System and State Assessment Policy:** The National Reporting System (NRS) is the official reporting system required by the Division of Adult Education and Literacy (DAEL) Office of Vocational and Adult Education, U.S. Department of Education (US DOE), Contract No. ED-01-CO-0026. In order for Texas to enter adult education program data into the NRS system, all grantees are required to maintain program data at the local level in TEAMS. Access is granted through the [Texas Education Agency Secure Environment \(TEA SE\) application](#). States are required to use NRS-approved assessments. The state-designated assessments are listed in the State Assessment Policy. The State Assessment Policy is a requirement of the US DOE Office of Vocational and Adult Education (OVAE). The

link to the State Assessment Policy Federal Guidance is http://www.nrsweb.org/foundations/related_documents.aspx. The link to the Texas State Assessment Policy as approved by OVAE/ DAEL is <http://www-tcall.tamu.edu/texaslearns/05admanual/goalSettingAttainment.htm>.

2. **Content Standards and Training:** All programs must implement the Texas Adult Education Content Standards (TAECS) in the design of their program and instructional delivery. In addition, trainers who train teachers in the use of the TAECS must complete training through the Regional Teacher Training Center Projects—GREAT Centers. The standards and associated training procedures are located on the [TEA Adult Education Webpage](#).
3. **Coordination Policy:** Adult Education Programs are required to provide the adult education component of the Even Start Family Literacy program. The Coordination Policy is found at <http://www-tcall.tamu.edu/docs/04esguide/adedfamlitcoord.html>.
4. **Program Performance:** Applicants are required to maintain an acceptable rating on their performance measures as negotiated by TEA and the program division. Programs that do not continue to achieve acceptable improvements or that are not complying with program established improvement plans are subject to termination of their contract and terms for nonrenewal of a continuation grant.
5. **Completion of Previous-Year Activities:** For each continuation application, complete Schedule **PS3320—Completion of Prior Year Activities** to provide a reporting of activities completed for the 2011–2012 grant year. List proposed major objectives and activities, as described in your previous year’s application, with actual completion dates, and if activities are incomplete, estimated dates of completion and the reason for noncompletion. Grantees not meeting satisfactory progress as determined by TEA and Texas LEARNS will be required to develop a program improvement plan before the approval of the continuation application.

Program Assurances

The program assurances for this grant program are listed in Program-Specific Provisions and Assurances.

Please review each of these assurances carefully as you will be required to implement each and document the implementation of each. These activities may be monitored or audited.

Required Fiscal-Related Attachments

To qualify for funding, the applicant must meet all eligibility criteria defined in the [Eligible Applicants](#) section. The applicant must also submit with the application any required attachments listed below.

- **Proof of nonprofit status:** All nonprofit organizations, excluding open-enrollment charter schools sponsored by a nonprofit agency and school districts, must submit proof of nonprofit status. See Part 1: General and Fiscal Guidelines and Schedule Instructions for acceptable documentation. Open-enrollment charter schools operated by a nonprofit organization must

have the proper proof of nonprofit status on file with the TEA Division of Charter School Administration.

- **Assurance of compliance with annual financial audit:** All public school districts, open-enrollment charter schools, and ESCs must be in compliance with submitting the required annual audit for the immediate prior fiscal year, as well as all prior fiscal years, to TEA in the time and manner requested by TEA, and the audit must be determined by the TEA Division of Financial Audits to be in compliance with the applicable audit standards.
- **Proof of financial stability:** All applicants for federally funded discretionary grants must be deemed by TEA to be financially stable at the initial time of preliminary selection for funding in order to receive a grant award. A competitive or continuation grant will not be awarded to an entity that is not financially stable as determined by the TEA Division of Financial Audits at the initial time the determination is made, regardless of the final score or ranking of the application. Financial stability will be considered before a grant award is issued for each year of subsequent continuation funding and is a pre-condition for award.

Refer to Part 1: General and Fiscal Guidelines, Audit Requirements—Applies to All State and Federal Discretionary Grants, Financial Stability—Applies to All Federal Discretionary Grants for more detailed information. A school district or open-enrollment charter school shall demonstrate financial stability if the district's or charter school's FIRST rating for at least one of the two most recent years rated is Standard Achievement, Above Standard, or Superior Achievement. Nonprofit and for-profit organizations must submit the most recent audit or complication report and independent auditor's opinion with the application.

Note: The application will not be funded if required attachments as stated above do not accompany the application when it is submitted.

Required Program-Related Attachments

To qualify for funding, the applicant must meet all eligibility criteria defined in the [Eligible Applicants](#) section. The applicant must also submit with the application any required attachments listed below.

These attachments are in addition to any required attachments described in Part 1: General and Fiscal Guidelines related to proof of financial stability and proof of nonprofit status:

- Current letters of agreement with partners and collaborators
- Completed Disclosure of Lobbying Activities (if applicable) See [Adding Attachments](#) for instructions.

Equitable Access and Participation

Provisions for equitable access and participation apply to all federally funded grants administered by the US Department of Education.

In accordance with the General Education Provisions Act (GEPA), Section 427, applicants must develop and describe the procedures they will use to ensure equitable access to and equitable

participation in this grant program. The barriers to such participation should be identified for all participants and potential participants during the needs assessment phase of the program planning and development.

All applicants must address the special needs of students, teachers, and other program beneficiaries to overcome barriers to equitable participation, including those based on gender, race, color, national origin, disability, and age.

You are required to report on equitable access and participation to apply for this grant program. Complete Schedule **PS3400—Equitable Access and Participation**, included in the eGrants application for this project.

Performance Measures and Program Evaluation

By submitting the application, you agree to collect and submit data related to the required performance measures listed on Schedule **PS3300—Performance Assessment and Evaluation**. By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that may be established by TEA and agrees to submit the required reports in the format and time requested by TEA. TEA will collect and analyze relevant data from the Public Education Information Management System (PEIMS) if it is available.

You are required to provide a final evaluation report by August 15, 2013. Refer to [Report Due Dates](#) for additional information pertaining to reporting in TEAMS. You are not in compliance with grant conditions and requirements until this report is received by Texas LEARNS. Final payment may be withheld pending receipt of the required report, and eligibility of grantees to receive future grants—including continuation grants—from TEA may be impacted by such noncompliance.

Evaluations may be conducted for each of the selected grantees (districts, campuses, or other entities) according to guidelines approved by the TEA division administering the program and Texas LEARNS with input from the participating entities. Interim progress reports must be submitted in a manner required by TEA to report ongoing progress toward grant goals, milestones, and critical success factors.

In addition to the requirements for the program evaluation, applicants currently receiving Adult Education funding from TEA must complete the **PS3320—Completion of Prior Year Activities** to provide a reporting of activities completed for the 2011–2012 grant year. List proposed major objectives and activities as described in your previous year's application, with actual completion dates, or if the activities are incomplete, give an estimated date of completion and the reason for noncompletion.

Critical Success Factors

Critical success factors are generally observable behaviors that are believed (and supported by research) to be critical to achieving the goals and outcomes of the grant program. Each critical success factor is monitored using measurable indicators, and these indicators enable TEA to determine whether grantees are proceeding appropriately to achieve the desired outcomes. For example, if a program has a goal of increased student participation in more rigorous college preparatory courses, one should measure at the beginning of the following school year that more students are actually enrolled in such classes than previously. Student participation in these rigorous college preparatory courses is a critical success factor that is measured through enrollment figures.

Milestones

Milestones are key processes or structures that need to be in place before the critical success factor is likely to occur. Using the previous example, before a school can demonstrate increased enrollment in rigorous college preparatory courses, it probably needs to offer a greater variety of these classes and hire or assign qualified teachers to teach them. A school would also want to develop a student recruitment plan. All such factors that are precursors to increased enrollment are called milestones.

Specific critical success factors and milestones will be developed in a manner determined appropriate by TEA.

Funding Information

Application Funding

Approximately \$62,682,107 is available for funding the Adult Education Programs and TANF grant during the project period. It is anticipated that approximately 55 continuation grants will be awarded.

Project funding in subsequent project periods, if available, will be based on satisfactory progress of the previous-period objectives and activities and on general budget approval by the commissioner of education and appropriations by the state legislature (or by the US Congress, if for federal grants).

TEA reserves the right to reduce funding if projections are determined not to have been realistic based on actual participation. Should additional funds become available for distribution, the commissioner will determine how these will be distributed.

New Funding Allocations

Rider 35 of the General Appropriations Act requires the agency to develop a new funding allocation formula for state and federal adult education funds. In compliance with provisions in Rider 35, the new formula allocates funds to approved service providers based upon both the funding level received by the provider in the second year of the previous biennium and need. The rider also provides that a portion of the funds be awarded for performance.

For the 2012–2013 program year, grantees will receive funds from three distinct funding sources with three different grant periods.

| Source | Grant Period |
|---|-----------------------------------|
| 2012–2013 Federal Adult Education Funds | July 1, 2012–June 30, 2013 |
| 2012–2013 State Adult Education Funds | September 1, 2012–August 31, 2013 |
| 2012–2013 TANF Funds | September 1, 2012–August 31, 2013 |

Due to the varying start dates for the funds and in order to comply with state and federal timeframes for allocation and use of funds, grantees will receive their allocations in two phases. The first is the

Base Allocation and the second is the Performance Allocation. Grantees will respond to this RFA to receive their TANF funds and their Base Allocation. The Base Allocation consists of 2012–2013 federal and 2012–2013 state adult education funds. The Base Allocation is covered under this RFA and has a program start date of July 1, 2012.

If sufficient funds are available in the summer of 2012, grantees will receive planning estimates of their Performance Allocations. These funds are set aside for each grantee from which it may withdraw funds once it has demonstrated that it has met or exceeded its state and federal performance targets. For the purpose of this RFA, Performance Allocations will be earned based upon grantee performance in the 2010–2011 program year, which is the most recent program year with complete data reported.

In accordance with 10 TAC 89.30(d), if the calculation of the base allocation results in a total that is greater than the state and federal funds available, each grantee's base allocation shall be reduced proportionately.

On or about August 1, 2012, grantees may receive instructions to submit an amendment to their 2012–2013 grants, if adjustments are needed due to legislative or other changes.

Cash Management

Grantees must file their expenditures in TEA's automated expenditure reporting (ER) system in order to receive payment. Administrative requirements for grants stipulate that grantees must request cash as close as possible to the time of making disbursements and should not have more cash on hand than is necessary to meet three days' cash needs. Grantees receiving federal funds who keep too much cash on hand may be required to return interest earned to the appropriate federal agency.

Thresholds are established for each grant program to allow for the automatic approval of payments as long as the expenditures are within the established thresholds.

Refer to Part 1: General and Fiscal Guidelines for additional information related to cash management practices, interest earned on federal grants, and requests that exceed the threshold. Please note that for any payment request in the ER system that exceeds the threshold, TEA reserves the right to request additional supporting documentation, including but not limited to the general ledger, payroll ledger, and copies of payroll checks, invoices, receipts, and travel vouchers before authorizing payment.

Use of Funds

The Adult Education and Family Literacy Act of the Workforce Investment Act of 1998, P. L. 105–220, the the Personal Responsibility and Work Opportunity Reconciliation Act of 1996, Title IV, Part A, of P.L. 104–193, and State legislation (Texas Education Code (TEC) §29.252) authorize expenditures for basic adult education, special education programs as determined by the eligible agency, English literacy programs, and adult secondary education.

Funds expended through this grant program must be used for the purposes described in the [Program Description, Purpose, and Goals](#) and in the [Application Requirements](#) sections of these guidelines. Applicants may elect to use additional resources and other sources of financial support to help maximize the effectiveness of the program goals and objectives. Applicants are strongly encouraged to coordinate their participation in federal, state, and local programs to eliminate duplication of resources.

Program funds shall not be obligated for expenditure before the effective date of the application or after the ending date of the program. Funds may be requested only for those items that are reasonable and necessary for accomplishing the objectives of the program as defined in this RFA and for implementing activities as described. All goods must be received and all services must be provided or delivered in time substantially to benefit the current grant period and in no case after the ending date of the grant. In most instances, goods or services delivered near the end of the grant period are viewed by TEA as not necessary to accomplish the objectives of the current grant program, and TEA may disallow those expenditures.

In general, the budget schedules submitted by the applicant must evidence all of the following:

- Project costs are reasonable in relation to expected outcomes:
 - The amount requested might realistically be expected to have an impact on the stated needs.
 - The expected outcomes are sufficient to justify the amounts requested.
- The program will identify and coordinate funding from several sources.
- All expenditures are pertinent to and appropriate for the objectives and activities stated.

Allowable Activities and Use of Funds

Refer to the instructions for the specific SAS schedules for additional guidance pertaining to allowable and unallowable costs. Also refer to [Guidelines Related to Specific Costs](#) for a summary of certain unallowable costs.

Funds may be requested only for those items that are reasonable and necessary for accomplishing the objectives of the program as defined in this application and for implementing activities described in the application. You may elect to use additional resources and other sources of financial support to help maximize the effectiveness of the project goals and objectives.

In general, the budget must show evidence that project costs are reasonable in relation to expected outcomes, and the following must be met:

- The amount requested might realistically be expected to have an impact on the stated needs.
- Expected outcomes are sufficient to justify the amounts requested.
- All expenditures are pertinent to and appropriate for the objectives and activities stated. It is expected that a reasonable amount of funds will be used for training and professional

development activities necessary to carry out program activities. To this end, 2% of the State Leadership (Section 223) budget category of the federal NOGA has been included in your proposed allocation amount. These funds, as well as a reasonable portion of your administrative funds (Section 231), may be used to plan and conduct training and professional development activities. This training may include other local adult education literacy providers within the geographic area. Any funds used for training and professional development must be charged to the administrative category of your budget. (See [Limitation of Administrative Funds](#).)

Program funds shall not be obligated for expenditures before the effective date of the application or after the ending date of the program.

Space Utilization Charges

Space utilization recovery charges for any grant authority funded in this application must be at a rate no greater than 2% of the acquisition cost in accordance with the provisions in the applicable Office of Management and Budget (OMB) Circular. The charge must be prorated based on actual space utilized. You must maintain sufficient documentation to support the charges incurred. Space utilization charges may not include charges for the use of hallways, restrooms, reception areas, or other common use areas.

Cost of Equipment Insurance

Equipment purchased with federal funds must be insured. The actual cost of insurance for equipment purchased with funds from this grant program may be charged as a direct cost to the grant so long as the insurance costs are not contained in any other comprehensive casualty insurance that may be held by the grantee.

Use and Disposition of Equipment Purchased with Grant Funds

Equipment purchased with state or federal grant funds must be used in the grant project for which it was acquired for as long as the equipment is needed, whether or not the grant continues to be funded by state or federal funds. Unless TEA indicates otherwise, once the equipment is no longer needed, its use may be transferred to support another state- or federally funded grant. In this situation, equipment purchased with federal funds must be used in another federally funded program and equipment purchased with state funds must be used in another state-funded program. Use for the original grant should always take priority over other uses.

Only the grant funds used to purchase equipment may be used to pay for repairs to that equipment. If the equipment is no longer needed for the original grant, and its use has been transferred to another state or federal grant as appropriate, repairs may be purchased with funds from the second grant.

If equipment can no longer be used, it may be disposed of as follows:

- Items of equipment with a current per-unit fair market value of \$5,000 or less may be retained, sold, or otherwise disposed of with no further obligation to TEA.
- After receiving written authorization from TEA, items of equipment with a current per-unit fair market value in excess of \$5,000 may be retained or sold. The grant must be credited and a refund must be submitted to TEA for the fair market value of the equipment.

Permission to remove equipment purchased with federal or state funds from a grantee's inventory may be requested from TEA in writing. (Submit requests to the Chief Grants Administrator, Division of Grant Administration.) Reasons for removal may include that the equipment is no longer operable, was destroyed, was stolen, or is no longer needed.

If you purchase capital outlay (furniture or equipment) to accomplish the objectives of the grant project, the title will remain with your organization throughout the grant period. TEA reserves the right to transfer capital outlay items during the grant period or as needed after the ending of the grant from grantees that fail to comply with grant requirements. This provision applies to any furniture or equipment regardless of unit price and item classification in the grantee's accounting records.

Unallowable Activities and Use of Funds

Unallowable activities and use of funds may include but are not limited to the following:

- Debt service (lease-purchase)

Limitation of Administrative Funds

Direct administrative costs may include costs associated with accounting and other fiscal activities and auditing, provided these costs are not typically included in the indirect cost pool, and overall program administration. Direct administrative costs also include salaries and benefits for staff who supervise activities of program staff and insurance that protects the grantee. Indirect administrative costs are those incurred for a common or joint objective; therefore, they cannot be identified readily and specifically with a sponsored project, an instructional activity, or any other institutional activity. Refer to the SAS instructions for Schedule **BS6013** or **BS6014—Program Budget Summary and Support** for more detailed information pertaining to administrative costs.

The *federal* adult education statute specifies that at least 95% of Federal funds under Section 231 must be expended for Adult Literacy instructional activities. The remaining amount, *not to exceed 5% of federal funds*, may be used for local administrative costs.

State adult education statute specifies that 75% of state funds for adult education must be expended for adult education and literacy instructional activities. The remaining amount, *not to exceed 25% of the state funds*, may be used for local administrative costs. Indirect costs are limited to 15% percent, or the approved rate, whichever is less, for this grant.

Note: TANF allows up to 15% of these funds to be used for local administrative costs. Indirect costs are limited to 8% percent, or the approved rate, whichever is less, for this grant.

TEA is authorized by statute to approve a higher amount for federally funded noninstructional costs based on justification submitted by the applicant, but in no case may the rate exceed 8% for both direct and indirect administrative costs. *The Federal adult education statute defines local administrative costs as noninstructional expenses for planning, administration (including clerical costs and rental of administrative space), personnel and professional development, and coordination that are necessary and reasonable.* Instructional coordinators who are involved in the daily implementation of activities are not included in administrative costs. Refer to the schedule instructions for Schedule **BS6013** or **BS6014—Budget Summary and Support** for more detailed information pertaining to administrative costs.

Required Reports

Note: All expenditures for formula-funded grants must be reported in the expenditure reporting (ER) system by class/object code. The ER system will interface with eGrants to ensure that your current approved budget is displayed. TEA is implementing this process to demonstrate compliance with federal monitoring expectations and auditing standards. The change is intended to mitigate the need for LEAs that are not identified as high risk by TEA to submit supporting expenditure documentation for reimbursement requests that exceed grant threshold requirements. High-risk grantees are still required to submit the requested documentation to TEA.

Report Due Dates

By submitting the application, the applicant agrees to comply with any reporting and evaluation requirements established by TEA and to submit the reports in the format requested by TEA.

Activity, Progress, and Evaluation Reports

The applicant agrees to provide written activity/progress reports during the project in the format requested by TEA. Each activity/progress report is due to the TEA project administrator within 15 days after the close of the reporting period. These reports will be used by the project administrator to determine if modifications or adjustments to the program are indicated. Reports will be due to TEA as follows:

| Activity/Progress/Evaluation Reports | | |
|--------------------------------------|-----------------------|------------|
| Report | Reporting Period | Due Date |
| First Quarter Report | 07/01/2012–09/30/2012 | 10/15/2012 |
| Second Quarter Report | 10/01/2012–12/31/2012 | 01/15/2013 |
| Third Quarter Report | 01/01/2013–03/31/2013 | 04/15/2013 |
| Fourth Quarter Report | 04/01/2013–06/30/2013 | 07/15/2013 |
| TEAMS Complete Validated Report | 07/01/2012–06/30/2013 | 08/15/2013 |

The grantee must provide a final evaluation report in the format requested by TEA within 30 days after the end of the project. The grantee is not in compliance with grant conditions and requirements until this report is received by the TEA project administrator, and final payment may be withheld until TEA receives the report. Failure to meet the reporting deadline may also affect the grantee's eligibility to receive future grants, including continuation grants, from TEA. The TEAMS report will be due on August 15, 2013.

Expenditure Reports

Unless otherwise specified, grantees in good standing are required to request payment through the ER system. The applicant agrees to report expenditures by class/object code in ER when it requests each payment. Grantees are encouraged to draw down funds on a monthly basis to indicate to TEA that grant activities and expenditures are occurring as planned.

Thresholds are established for each grant program to allow for the automatic approval of payments as long as the payments are within established thresholds. Refer to Part 1: General and Fiscal Guidelines of this RFA for information pertaining to requests for payments through ER and for information pertaining to thresholds.

The final expenditure report must be filed in ER within 30 days after the ending date of the grant. Failure to meet reporting deadlines may result in loss of funds and could cause the grantee to be identified as “high risk.” If a grantee fails to comply with the requirement to submit a final expenditure report within 30 days after the ending date of the grant, the last interim expenditure report filed will be the basis of the final expenditure report.

Final payment is contingent upon receipt of the final expenditure report in ER and all required programmatic reports or documents. TEA reserves the right to withhold a portion of the final payment until the required reports are received. Reports will be due to TEA as follows.

| Federal Adult Education Reports | Reporting Period | Due Date |
|----------------------------------|-----------------------|------------|
| Interim Report | 07/01/2012–12/31/2012 | 01/15/2013 |
| Final Expenditure Report | 01/01/2013–06/30/2013 | 07/31/2013 |
| Revised Final Expenditure Report | 07/01/2012–06/30/2013 | 09/03/2013 |

| State Adult Education and TANF Reports | Reporting Period | Due Date |
|--|-----------------------|------------|
| Interim Report | 09/01/2012–02/28/2013 | 03/15/2013 |
| Final Expenditure Report | 03/01/2013–08/31/2013 | 09/30/2013 |
| Revised Final Expenditure Report | 09/01/2012–08/31/2013 | 10/31/2013 |

The total project cumulative costs of the grant should equal but in no case may exceed the total cumulative expenditures reported.

A revised final expenditure report will not be accepted past September 3, 2013 (for the federal grant), or October 31, 2013 (for the state and TANF grants), due to any circumstances, unless the report will reduce expenses from the amount initially reported. Any expenditure reports received after September 3, 2013 (for the federal grant), or October 31, 2013 (for the state and TANF grants), will not be paid by TEA and the grantee will be responsible for those expenditures. Refer to the Expenditure Reports section of Part 1: General and Fiscal Guidelines of this RFA for specific information related to expenditure reports and revised expenditure reports.

Application Submission through eGrants

Submit the application for these grant programs only electronically through the TEA eGrants system. Applications will not be accepted by TEA via any other means. Refer to Application Guidelines—Part 1: General and Fiscal Guidelines for more specific information about accessing eGrants and obtaining the required TEASE user ID and password.

Applications must be submitted as follows:

- Those submitted by public LEAs must be signed by the superintendent of the school district or a designee.
- Applications submitted by regional Education Service Centers (ESCs) must be signed by the executive director or a designee.
- Applications submitted by open-enrollment charter schools must be signed by the chief operating officer of the school.
- Campuses and campus charter schools must apply through their public school district, and the application must be signed by the superintendent or designee.
- All organizations must meet requirements for proof of financial stability. See Application Guidelines—Part 1: General and Fiscal Guidelines for extensive information.

Note: You must complete and submit the “Applicant Designation and Certification Form” (Notice of Intent to Apply) to gain access to the Adult Education and TANF grant application.

This form will be available when the application opens on Monday, March 19, 2012, and will continue to be available until April 19, 2012.

Program Specific Schedule Instructions

The grant application schedules and accompanying instructions have been constructed to cover all grant programs currently managed by TEA. All schedules and the information requested by individual schedules may or may not be applicable to the grant program for which you are applying. Use the grant-specific instructions given below by individual schedule to supplement the instructions that you may access from the top of each online schedule.

Also, please note that navigation tips appear at the beginning of the instructions to assist you in successfully filling out and submitting your grant application.

Note: The following section includes only instructions for those schedules that require more specific or different information from that contained in the Schedule Instructions. For instructions for all other schedules, see the Schedule Instructions.

Attachments

The following attachments are required:

- Attach a draft of your nonfinancial letter of agreement with community partners with a list of the partners with which you have entered into an agreement to provide services.
- If your grant applications include a budget for TANF, include *a current memorandum of understanding (MOU), draft or signed*, between your organization and the Texas Workforce Commission (TWC) or Workforce Development Board (WDB) that includes the method for identifying and referring TANF clients into the program and the involvement of TWC or WDB in the advisory committee of the fiscal agent.
- If applicable, attach the most recent audited Financial Statement for nonprofit organizations.
- If applicable, attach a copy of a letter from the IRS stating that your organization is tax-exempt under section 501(c)(3) of the IRS code for nonprofit organizations or other acceptable proof of nonprofit status.

GS2200—Shared Service Arrangement

This schedule is linked to the Applicant Designation Certification (ADC) Form.

- If you select **Apply On Own** on the ADC form, this schedule is blank.
- If you select **Fiscal Agent** on the ADC form, meaning you are applying as fiscal agent of a shared service arrangement (SSA), this schedule should fill automatically.
- If you do not intend to apply as part of an SSA and this schedule is already filled, contact TEA immediately for instructions on how to resubmit the ADC form.

The application cannot be submitted if Schedule **GS2200** and the ADC form do not agree, and this could cause you to miss the application deadline.

GS2300—Application Negotiation Notes

This schedule is for TEA use only. Access this schedule only after receiving an email from TEA indicating that application negotiation is required.

PS3100—Needs and Objectives

There are no grant-specific instructions associated with this application schedule except as noted below:

Part 2: Objectives based on Needs/Problems and Program Goals

Use the needs identified on this schedule and the performance targets and measures required by the grant to establish local program objectives.

Relate local objectives to the Program Requirements and Target Population identified.

Part 3: Target Population to be Served

The number of adults to be served in ABE, ESL, and ASE must equal the Total Adults to be Served.

The number of total staff represents all staff to deliver services in Adult Education, Corrections and TANF, including those employed by partners.

The number of staff on Schedule **PS3100** should match staff to be described in budget schedules.

Part 4: Family/Student Eligibility

Method used to Determine Student Eligibility

Selection criteria are the means by which a program identifies students who are most in need of Adult Education and TANF services.

Use this schedule to explain your selection criteria. Explain your selection criteria fully. Give examples. Use one criterion per line.

PS 3210—Narrative: Project Management

There are no grant-specific instructions associated with this application schedule except as noted below:

Part 1: Program Component Description

Partnership/Involvement of School Staff, Parents, and Community/Business Leaders

Describe how a variety of individuals with diverse perspectives will be consulted in the design, planning, and implementation of the project. Identify the contributions of each partner, including involvement in planning and implementing the program.

Maintain on file a dated, signed MOU or letter of agreement for each partner for each project year.

Internal Communication, Coordination, and Reporting

Describe the processes and activities that will be incorporated to integrate the four program components of the program (Recruitment/Retention, Learning Gains, Completion, and Transition activities).

Describe the processes that show satisfactory evidence of coordination and collaboration with other agencies and service providers who enhance the program's effectiveness to manage and coordinate the four components of the program (Recruitment/Retention, Learning Gains, Completion, and Transition activities).

Describe the process to collect and input data for all required reports to the state.

Grant Project Manager Qualifications

Describe the qualifications for this position and the current qualifications that the individual (not the name of the individual) who will perform this duty current possesses.

Grant Personnel Qualifications

Include staff qualifications for all major staff personnel.

Part 3: Activity Timeline

Planning activities can be described for the next program year. Note that proposed beginning and ending dates should be within the scope of the grant year.

PS3230—Narrative: Professional Development

There are no grant-specific instructions associated with this application schedule except as noted below:

Part 1: Program Component Description

Enter the focus or topic areas in which you plan to concentrate professional development activities (for example, assessments, teaching strategies, retention, and data analysis).

List the major activities for each of the focus or topic areas (for example, BEST Plus assessment, Great Center Trainings, TEAMS).

PS3260—Narrative: Recruitment and Retention

Part 1: Program Component Description

If applicable, based on recruitment and retention data analysis, include the program's improvement plan.

PS3270—Narrative: Coordination with Institutions & Organizations

List the collaborating partners and LEAs that are part of your contracted service arrangements for your Federal and State Adult Education Grants.

List any additional collaborating partners that provide in-kind services for the program.

Include your Corrections and TANF partners if funds are budgeted for these programs.

Attach a list of additional partners using the **Attachments** button the grant page if additional pages are needed.

For each partner, keep a dated, signed MOU or letter of agreement for the new project year on file with the program.

PS3300—Narrative: Performance Assessment and Evaluation

There are no grant-specific instructions associated with this application schedule except as noted below:

Part 1: Program Component Description

Address how the program will use the required assessment instruments to enhance performance.

Address how program will implement and collect data for required instruments: TABE/BEST/BEST Plus, TEAMS, and AEGIS.

Part 4: Performance Measures

Ensure that performance targets at least meet the established minimums. Continuation programs should identify performance measures not met in the previous year and activities to address any unmet performance measures.

PS3320—Completion of Prior Year Activities

Report the major activities listed in each of the schedules from the current year's approved grant application. Approved activities can be found on schedules **PS3210: Part 3**, **PS3220: Part 3**, **PS3230: Part 3**, **PS3260: Part 3**, **PS3270: Part 4**, and **PS3300: Part 3**.

BS6013 or BS6014—Program Budget and Summary

Part 4: Itemized 6100 Payroll Costs

An amendment to add a position is effective only as of the date of receipt of the amendment by TEA.

List the number of part-time and full-time people, not the percentage of staff time.

Employee benefits are reported separately in 6140. Do not include employee benefits in position line items.

Do not list individual names of people.

Part 5: Itemized 6200, Professional and Contracted Services Costs Requiring Specific Approval

6269—Rental/Lease of Equipment or Building Space

Use the correct formula to calculate rental or lease of building space: Fair market rate for rental of building (for example, \$750/mth X10mos. Or 1,200 sq ft X \$1/sq. ft. x 187 days).

Do not include rental of equipment or rental of temporary meeting room space.

Reference Material and Attachments

The following documents or attached materials contain additional information to assist with program requirements and compliance questions. Website links are given when available.

- The Financial Accountability System Resource Guide, available online at <http://www.tea.state.tx.us/index4.aspx?id=1222>
- Guidelines Related to Specific Costs: http://www.tea.state.tx.us/index4.aspx?id=8339&menu_id=951
- Adding Attachments
- Helpful Websites
- Indicators of Program Quality for Adult Education and Literacy Programs
- Adult Education Instructor Proficiencies
- Accessing Adult Education Information Via the Internet
- Resources for Citizenship, Civics and Government Education
- TEC §89.25 Qualifications and Staff Development
- Final Checklist
- Adult Education and Welfare Reform
- Execute Order 13513 Prohibition of Text Messaging and Emailing while Driving during Official Federal Grant Business

Adding Attachments

Follow these instructions for attaching documents to the application.

Note: The size of each attachment cannot exceed 10MB. If you have a larger file, use a different scanning setting or zip the file to make it take up less space.

Note: The only supported browser is Internet Explorer. If you are using another browser, please change to Internet Explorer before attaching files.

Naming Attachments

Name the files you are going to attach with no spaces (for example, 501C3letter.doc or 5013C_letter.doc). Use a meaningful name that identifies the specific document.

Make sure that each attachment has a file extension (.pdf, .doc, .rtf, .xls, .bmp, .zip, .txt).

Note that attachments with very long names may not be able to be uploaded. If you have difficulty, try renaming the file and starting over.

Scanning Documents

If a document must be scanned to create an electronic copy, use the following hints to ensure that the document size is as small as possible:

Use an OCR or DPI setting of 200 DPI.

Try to avoid creating .jpg files. If possible, create PDF documents with the scanner.

Zipping Files

If your files are too large, add them to a zip file to save space. To download a free version of WinZip and find instructions on creating zip files, go to <http://www.winzip.com/downwz.htm>.

Adding Attachments

1. Ensure that the security level for your internet browser is set to **Medium** (Tools > Internet Options, Security tab).
2. Ensure that the document is saved on your computer, using the naming instructions above.
3. On the Grant Menu page, click **Attach File**.

The required attachments are listed and described at the top of the dialog box. If you are attaching a document that is not listed, check **Other**.

4. In the **Add Attachments** pane, select the title of the attachment from the list, or if you selected **Other** above, type in the title.
5. Click the **Browse** button. A standard Windows browser appears. Find the file.
6. Click **Attach**.
7. Click **Refresh** to see the name of the document in the **Documents Submitted in this version** pane. If the attachment does not appear, you may have to rename your document to give it a shorter name and start over.
8. Repeat this process to attach the rest of your documents.

Documents only need to be attached once. Do not attach duplicate documents with each amendment. Only attach more than once if the attachment is being revised.

Helpful Websites

- *Application Guidelines—Part 1: General and Fiscal Guidelines:*
http://maverick.tea.state.tx.us:8080/guidelines/ReferenceMaterials/705XXXXPP1000_G.pdf
- Cost Principles Guidelines (OMB Circulars: A-21, A-87, A-122):
<http://www.whitehouse.gov/omb/circulars/>
- Adult Education and Family Literacy Act, P.L. 105-220, WIA Title II, Section 201 – 241:
http://ritter.tea.state.tx.us/opge/disc/adulted/wf_invest_act.pdf
- Additional helpful websites for family literacy reference, Family Educational Rights and Privacy Act (FERPA) Sites:
- Family Policy Compliance Office: <http://www.ed.gov/policy/gen/guid/fpco/index.html>
- FERPA Regulations: <http://www.ed.gov/policy/gen/reg/ferpa/index.html>
- FERPA Regulations (PDF document):
<http://www.ed.gov/policy/gen/guid/fpco/pdf/ferparegs.pdf>
- U.S. Department of Education (for FERPA fact sheet, regulations, and legislative history):
<http://www.ed.gov/policy/gen/leg/edpicks.jhtml?src=ln>
- National Center for Education Statistics: Protecting the Privacy of Student Education Records:
<http://nces.ed.gov/pubsearch/pubinfo.asp?pubid=97527>

Indicators of Program Quality for Adult Education and Literacy Programs

I. Area: Project Management

A. **Needs Assessment.** The program planning process is guided by an extensive needs assessment of the target population to be served. This means that the needs assessment does the following:

- i. Reflects the community demographics
- ii. Includes local workforce requirements
- iii. Reflects perceived needs of learners
- iv. Considers available resources
- v. Considers barriers to access to adult education and literacy programs

Measure: (1) The needs assessment indicates that community demographics, perceived needs of learners, data about available resources, and data about barriers to access to adult education and literacy programs is used. (2) The program's plan of action is based on the needs identified by stakeholders in the needs assessment process.

B. Participatory, Evaluation-Based Planning. The program planning process is ongoing, participatory, and based on formative and summative evaluation. This means that program planning does the following:

- i. Reflects collaborative input from representatives in the community, including both public and private sectors
- ii. Is broad-based
- iii. Reflects the need for upgrading learner's workforce skills
- iv. Reflects input from the targeted population

This means that evaluation meets the following:

- i. Is collaboratively developed
- ii. Determines the accomplishment of program goals and objectives
- iii. Is timely and provides managers with feedback about implementation and the need for mid-course corrections
- iv. Includes students in evaluation procedures
- v. Involves both quantitative and qualitative measures

Measure: (1) Evidence indicates that the program plan results from ongoing collaboration with stakeholders, including but not limited to employers. (2) Evidence indicates that the program goals, objectives, outcomes, and implementation procedures are collaboratively reviewed and that appropriate adjustments are made based on formative and summative evaluation.

II. Area: Curriculum and Instruction

A. Adult Learning Theory. Curriculum and instruction are based on learner outcomes, are consistent with and supportive of adult learning theory, and are supported by research and knowledge of effective practice. This means the following:

- i. The instructional program is built upon the language, experience, and prior knowledge of the learners.
- ii. Learners have input into and help make program choices.
- iii. Grouping is flexible and exists to facilitate learner collaboration.
- iv. Learning is active and interactive.
- v. The language skills of listening, speaking, reading, and writing are integrated holistically.
- vi. Literacy instruction and mathematics instruction are integrated holistically.

- vii. Administrators, teachers, and curriculum developers articulate what they are teaching, why they are teaching it, and how they are teaching it.
- viii. Practitioners and administrators account for their instructional choices, methods, and content.
- ix. A rationale exists for the curriculum based on the theory and informed practice.

Measure: Evidence indicates that curriculum and instruction are based on learner outcomes and are consistent with holistic adult learning.

B. Learner-Centered and Participatory. Curricular and instructional processes reflect learner-centered and participatory approaches that are designed to meet individual learner needs. This means the following:

- i. Language is always presented in context.
- ii. Problem solving and other metacognitive outcomes (learning to learn, team work, interpersonal skills) are emphasized.
- iii. The higher-order cognitive skills are emphasized regardless of the functional skill levels of learners.
- iv. Curricula are dynamic and evolving.
- v. Learners are actively involved in making decisions about curriculum content.
- vi. Curricula reflect learners' identified goals and needs.
- vii. Curricula reflect the diversity of the learner population.

Measure: Evidence indicates that learners articulate their needs and goals which are linked to curriculum and instruction.

C. Functional Contexts. Curricula content and instructional practices are based on functional contexts within a holistic framework. This means the following:

- i. Curriculum content and materials are based on meaningful life situations that reflect learner's needs and interests.
- ii. Curriculum addresses workforce competencies: resources, interpersonal, information, systems, and technology.
- iii. Curriculum is integrated and related to the whole person and attends to such dimensions as affective, cognitive, and social.

Measure: Evidence indicates that lessons, materials, and activities are functional and holistic.

D. Thinking and Problem Solving. Curricula and instructional processes contribute to the development of independent problem-solvers and thinkers. This means that curricular content includes such areas as metacognitive strategies, survival skills, life-

long learning strategies, collaborative learning processes, and self-determination strategies.

Measure: Evidence indicates that problem solving and critical thinking processes are developed.

- D. **Dynamic Curriculum and Instruction.** Curriculum and instruction are adapted according to evaluation information. This means that curricula are dynamic, and changes are based on the most recent formative and summative evaluation information.

Measure: Evidence indicates that curriculum and instruction are collaboratively reviewed and appropriate **adjustments** are made based on formative and summative evaluation. (**Note:** This measure is essentially a “subset” of the Project Management B(2) measure).

- E. **Holistic Assessment.** Curricular and instructional assessments are consistent with and supportive of a holistic, learner-centered instructional approach. This means the following:

- i. Assessment is directly related to identified proficiencies, curriculum, and desired outcomes.
- ii. Assessment procedures make use of authentic language in a variety of approaches, such as observation and other informal assessments and performance-based assessment.
- iii. Student assessment procedures are used to determine progress.
- iv. An ongoing system of collaborative assessment of progress with students exists.

Measure: Evidence indicates that curricular and instructional assessments are learner outcome-based, integrate learner goals and objectives in a functional context, and contribute to the development of independent problem solvers and thinkers.

III. Area: Professional Development

- A. **Collaborative Planning Based on Proficiencies.** Professional development is collaboratively planned based on a set of instructional proficiencies and is related to assessed needs and stated program outcomes. This means the following:
- i. Professional development is a process of constant renewal and improvement.
 - ii. Collaborative planning includes planning with staff.
 - iii. Collaborative planning includes input from students.
 - iv. Professional development includes an approach using a comprehensive menu of resources, including but not limited to workshops, conferences, institutes, college courses, or self-directed professional development.

- v. Professional development provides for the acquisition of new proficiencies, the practice of these proficiencies, and the use of a systematic plan for follow-up.

Measure: (a) Evidence indicates a professional development plan based on collaborative needs assessment data for administrative and instructional personnel. (b) Evidence indicates implementation to provide for individual professional needs by providing a comprehensive menu of staff development resources.

- B. **Consistent with Holistic Instruction.** The plan for staff development and professional growth is consistent with and supportive of a holistic, learner-centered instructional program. This means that professional development planning is based on the following:

- i. A holistic instructional philosophy of adult learning
- ii. Assessed student needs and stated program outcomes

Measure: (a) Evidence indicates that the professional development plan and activities reflect a holistic, learner-centered philosophy of education. (b) Evidence indicates that professional development contributes to continuous student progress.

IV. Area: Recruitment of Educationally Disadvantaged Adults and Other Undereducated Adults, and Student Retention

- A. **Identified Needs.** Program recruitment is based on identified needs of educationally disadvantaged adults and other undereducated adults. This means that recruitment reflects the following:

- i. Outreach efforts to adults who may have been unaware of or reluctant to use adult education and literacy services
- ii. The needs of unemployed adults
- iii. The needs of individuals who are unable to function independently in society iv.
The personal development needs of adult learners, including but not limited to parenting skills

Measure: Evidence indicates that recruitment is the result of an organized, ongoing collaboration among stakeholders.

- B. **Appropriateness.** Recruitment strategies are appropriate for the target groups being recruited. This means that recruitment strategies are as follows:

- i. Proven to be effective in recruiting specific targeted groups
- ii. Consistent with program outcomes

Measure: Evidence indicates that the identified target learner groups are being recruited through effective, appropriate activities.

- C. **Achievement of Goals.** The program is designed to enable undereducated adult students to remain in the program long enough to achieve their goals or make a successful transition. This means that the program does the following:
- i. Has a process to assist students in realistic goal setting
 - ii. Encourages a peer support network of participants and an atmosphere of caring
 - iii. Provides for recognition of student accomplishments and achievement
 - iv. Has a plan for retention that is collaboratively designed and implemented by staff and students
 - v. Has components that are coordinated to ensure continuity and timeliness
 - vi. Reflects retention strategies in professional development planning

Measure: (1) Evidence indicates that the program provides the learner with a supportive and encouraging learning environment. (2) Evidence indicates that learners are assisted in realistic personal goal setting. (3) Evidence indicates that various educational and training services are coordinated to enable learners to make a timely transition between or among components. (4) Evidence indicates that adult students remain in the program long enough to achieve their goals and/or make a successful transition.

V. Area: Coordination with Institutions and Organization—Support Services for Educationally Disadvantaged Adults and Other Undereducated Adults

- A. **Identification of Support Needs.** The program identifies support service needs of students and their families that affect participation in the program and promotes student access to these services. This means that there is a user-friendly system established to identify support service needs.

Measure: Evidence indicates that there is a system to identify and refer learners to needed support services.

- B. **Community Resources.** The program educates students concerning community resources and methods for accessing services. This means the following:
- i. Curricula include community resources components.
 - ii. Information about community resources is reflected in professional development planning.

Measure: Evidence indicates that curriculum and professional development include information about community resources and how to access them.

- C. **Support Service Agreements.** The program has collaborative, current agreements with community resources for the delivery of support services that are available. This means that the program does the following:

- i. Negotiates written agreements with social services and other community resources for the provision of support services to adult students
- ii. Develops systematic procedures with community resources for the delivery of support services to adult students

Measure: Evidence indicates collaborative, current agreements with social services and other community resources for the delivery of support services for adult learners.

D. **Family Support Services.** The program participates with community resources for the whole family. This means that the program participates in the following:

- i. An existing system of community support services for the whole family
- ii. Efforts to organize systems of community support services for the whole family

Measure: Evidence indicates active participation in existing systems of community support services for the whole family or in efforts to organize such a system.

VI. Area: Performance Assessment and Evaluation—Learner Outcomes

A. **Academic Development.** Adult learners demonstrate increased proficiency in oral and written communication, problem-solving, and numeracy in the context of real-world competencies. This means the following:

- i. Oral and written communication proficiencies are an established part of the program.
- ii. Problem-solving proficiencies are an established part of the program.
- iii. Numeracy proficiencies, as appropriate, are an established part of the program.
- iv. Measurement is directly related to the outcomes.

Measure: Assessment demonstrates student progress toward collaboratively defined proficiencies in oral and written communication, problem solving, and numeracy in the context of real-world competencies.

B. **Real World Applications.** Adult learners demonstrate improved capacity to participate responsibly and productively as lifelong learners. This means the following:

- i. Real-world competencies are an established part of the program outcomes.
- ii. Measurement is directly related to the outcomes.

Measure: Assessment demonstrates student progress toward collaboratively defined real-world competencies.

C. **Preparation for Transition.** Adult learners demonstrate progress toward attainment of skills or credentials that will allow them access to further education or training opportunities. This means the following:

- i. Outcomes for transition are an established part of the program.
- ii. Measurement is directly related to the outcomes.

Measure: Assessment demonstrates student progress toward collaboratively defined transition proficiencies.

D. Workforce Development. Adult learners demonstrate increased proficiency in academic skills needed to enter the workforce or progress in the high-performance workplace of the 21st century. This means the following:

- i. Outcomes for participation in the workforce are an established part of the program.
- ii. Measurement is directly related to outcomes.
- iii. Instruction addresses competencies outlined in the Secretary of Labor’s Commission on Achieving Necessary Skills (SCANS)—resources, interpersonal, information, systems, and technology.

Measure: Assessment demonstrates student progress toward collaboratively defined workforce proficiencies.

E. Personal Development. Adult learners demonstrate increased proficiency in setting personal goals, assessing their own progress, and incorporating changes as needed. This means the following:

- i. Personal development outcomes are an established part of the program.
- ii. Measurement is directly related to the outcomes.

Measure: Assessment demonstrates student progress toward collaboratively defined proficiencies in setting personal goals, assessing their own progress, and incorporating changes as needed.

Adult Education Instructor Proficiencies

I. Project Management

The Adult Education Instructor facilitates collaborative program-planning processes based on needs assessment and program evaluation results.

The Adult Education Instructor:

- Encourages active learner involvement in program planning
- Provides input which reflects institution concerns, needs, and improvement
- Considers community demographics, workforce development needs, perceived needs of learners, available resources, and barriers to access in program planning
- Uses timely evaluation data and collaborative input from interested or involved individuals and organizations

II. Curriculum and Instruction

- A. The Adult Education Instructor facilitates learning using processes that are consistent with how adults learn and are supported by research and knowledge of effective practice.

The Adult Education Instructor:

- i. Articulates a rationale for the choice of holistic instructional strategies based on informed educational practice
 - ii. Builds the instructional program on the language, experience, and prior knowledge of the learners
 - iii. Understands the processes people draw on to acquire and refine the use of a language
 - iv. Integrates holistic, learner-centered instruction in language and mathematics
 - v. Uses flexible grouping for learner collaboration and interactive learning
- B. The Adult Education Instructor develops and implements curricula that are consistent with an understanding of how adults learn and are supported by research and knowledge of effective practice.

The Adult Education Instructor:

- i. Uses the goals and needs of the learner to develop learner-centered plans, lessons, and materials that address prior knowledge, experience, learning goals, culture, and environment
 - ii. Develops lessons using materials directly from or related to the adult learner's environment or culture
 - iii. Selects and uses materials that support a holistic, learner-centered approach to instruction
- C. The Adult Education Instructor uses approaches that the learner actively participates in developing and that are centered on the learners' goals and needs.

The Adult Education Instructor:

- i. Bases curriculum and instruction decision on continuous learner-centered instruction
 - ii. Involves the learners in flexible multilevel groups to encourage the development of team work and interpersonal skills through cooperative learning
 - iii. Assists learners in setting both short- and long-term goals
- D. The Adult Education Instructor uses holistic instructional practices based on meaningful life situations that reflect learners' needs and interests.

- The Adult Education Instructor:
- i. Provides instruction to learners with diverse levels of proficiency
 - ii. Uses authentic language sources including those found in everyday life and learner generated text
 - iii. Uses story maps, data retrieval charts, and other graphic organizers to facilitate learning
 - iv. Uses meaningful interaction with and among learners that integrates listening, speaking, reading, and writing
 - v. Develops numeracy using strategies for mathematical estimation, manipulation of data, problem solving, and computation in meaningful life situations
- E. The Adult Education Instructor facilitates the development of independent problem solvers and thinkers.

- The Adult Education Instructor:
- i. Teaches strategies that promote life-long learning
 - ii. Teaches strategies for learning language and mathematics
 - iii. Uses concrete, pictorial, and abstract activities to develop language and mathematics understanding and problem-solving ability
- F. The Adult Education Instructor develops and adapts curricula and instructional decisions based on ongoing holistic, learner-centered assessment.

- The Adult Education Instructor:
- i. Uses student collaboration in assessment procedures
 - ii. Assesses learner progress holistically, using a variety of valid and reliable strategies directly related to the curriculum and learners' needs and goals
 - iii. Uses a curriculum that is meaningful to the learners and that evolves and changes with the learners' needs
 - iv. Makes instructional decisions based on learner needs
 - v. Assesses learners' progress using authentic language that is clear and meaningful to the students

III. Professional Development

- A. The Adult Education Instructor participates in planning professional development. This planning is based on a set of instructor proficiencies and the stated program outcomes.

The Adult Education Instructor:

- i. Understands the relationship between results which the program has as its goals and the level of expertise which instructors use in teaching
- ii. Determines personal strengths and weaknesses in relation to instructor proficiencies
- iii. Participates in the development and implementation of a plan to address collaboratively identified needs
- iv. Collaboratively participates in the activities to identify and disseminate information about effective instructional practice

IV. Recruitment and Retention

- A. The Adult Education Instructor contributes to student recruitment using appropriate strategies based on identified needs.

The Adult Education Instructor:

- i. Communicates the value and purpose of the program to the community and learner
- ii. Uses personal contact to encourage participation
- iii. Encourages learner involvement in recruiting

- B. The Adult Education Instructor facilitates learner retention in the program to achieve goals and make successful transition.

The Adult Education Instructor:

- i. Provides an encouraging and supportive learning environment
- ii. Assists learners in setting realistic personal goals and in attaining these goals
- iii. Coordinates services to enable learners to make timely transitions among programs
- iv. Recognizes learners' accomplishments and achievements
- v. Involves learners in planning retention activities

V. Coordination with Institutions and Organizations

- A. The Adult Education Instructor is knowledgeable of community resources and support services and assists students in accessing these services.

The Adult Education Instructor:

- i. Incorporates knowledge of community resources and support services into the curriculum

- ii. Provides information about how to access community services
- iii. Assesses learners to determine support service needs

VI. Performance Assessment and Evaluations—Learner Outcomes

- A. The Adult Education Instructor focuses curriculum and instruction on learner outcomes to address academic competencies needed for transition to further education, workforce and personal development, and life-long learning.

The Adult Education Instructor:

- i. Is academically prepared to implement a program which fosters achievement of student outcomes
- ii. Demonstrates sensitivity to and an appreciation of sociocultural diversity and uses that diversity in providing effective learner-centered programs

Accessing Adult Education Information via the Internet

- I. Accessing important adult education information from The State Plan:

Go to the Texas Learns web page at <http://www-tcall.tamu.edu/docs/stateplan/cover.htm>

The following identifies some helpful parts of the State Plan to read:

- Section 5.0. Performance Measures, Mandatory Assessment, TEAMS: <http://www-tcall.tamu.edu/docs/stateplan/sec5.htm>
- Section 6.0. Procedures for Funding Eligible Providers: <http://www-tcall.tamu.edu/docs/stateplan/sec6.htm>
- Section 10. Description of the Steps to Ensure Direct and Equitable Access: <http://www-tcall.tamu.edu/docs/stateplan/sec10.htm>
- Appendix B. The Adult Education Cooperative Delivery System Map: <http://www-tcall.tamu.edu/docs/stateplan/appendixb.htm>
- Appendix I. Indicators of Program Quality (IPQ'S): <http://www-tcall.tamu.edu/docs/stateplan/appendixi.htm>
- Appendix J. State Board of Education Rules (89.21 through 89.33): <http://www-tcall.tamu.edu/docs/stateplan/appendixj.htm>

- II. Other sites within the TEA web page under Adult Basic Education: http://www.tea.state.tx.us/index2.aspx?id=7266&menu_id=814

- If you need information on TEAMS, click on **Management Information Systems (TEAMS, ACES, TESPIRS, CREDITS)**.
- If you need a list of Adult Education Providers, click on **Adult Education Providers** under **Adult Education Programs** > Adult Education and Family Literacy Program (Title II of WIA).

- If you need a list of Even-Start Family Literacy Providers, click on **Even Start Education Providers** under **Adult Education Programs > The Even-Start Family Literacy Program**.
- For information about the GED, including a list of in-school GED programs, go to http://www.tea.state.tx.us/index2.aspx?id=7954&menu_id=944&menu_id2=945

III. Workforce Investment Act P.L. 105–220, Title II, Adult Education & Family Literacy Act:
<http://www2.ed.gov/policy/adulted/leg/legis.html>

Resources for Citizenship, Civics and Government Education

- CAELA June 1997, Citizenship Preparation for Adult ESL Learners, by T. Nixon and F. Keenan: http://www.cal.org/caela/esl_resources/digests/Citizen.html
- CAELA November 2000, Civics Education for Adult English Learners, by L. Terril: http://www.cal.org/caela/esl_resources/digests/civics.html
- Civic Participation and Community Action Sourcebook, A resource for Adult Educators. Five Sections with references and comprehensive appendix: <http://tech.worlded.org/docs/vera/index1.htm>
- **On Common Ground**, a link on the following site by INTELECOM of Pasadena, California: <http://www.intelecom.org>
- Additional resources can be found by using one of the search engines like Yahoo and inserting the words Citizenship, Citizenship Education, Civics Education or similar words in the space/s provided.

19 TAC §89.25 Qualifications and Staff Development

The requirements of this section shall apply to all adult education staff hired after September 1, 1996, excluding clerical and janitorial staff.

1. All staff shall receive at least 12 clock hours of professional development annually.
2. All staff new to adult education shall receive six clock hours of pre-service professional development before they begin work in an adult education classroom.
3. Aides shall have at least a high school diploma or high school equivalency certificate.
4. The following apply to directors, teachers, counselors and supervisors:
 - (A) Persons must possess at least a bachelor's degree.
 - (B) Persons without valid Texas teacher certification must attend 12 clock hours of in-service professional development annually in addition to that specified in paragraph (1) of this section until they have completed either six clock hours of adult education college credit or attained two years of adult education experience.
5. The requirements for in-service professional development may be reduced by local programs in individual cases where exceptional circumstances prevent employees from completing the

required hours of in-service professional development. Documentation shall be kept justifying such circumstances. Requests for exemption from staff qualification requirements in individual cases may be submitted to TEA for approval in the application for funding and must include justification and proposed qualifications.

6. Records of staff qualifications and professional development shall be maintained by each fiscal agent and must be available for monitoring.

The requirements in paragraphs 1–5 of this section also apply to volunteers who generate student contact time, as defined under §89.21 of this title (relating to Definitions), which is accrued by the adult education program and reported to TEA for funding purposes.

Adult Education and Welfare Reform

The Personal Responsibility and Work Opportunity Reconciliation Act of 1996 is the Federal welfare reform legislation that governs the TANF cash assistance program. Texas' waiver to continue its Job Opportunity and Basic Skills (JOBS) program (which has been re-named the CHOICES program) has been approved under the law for a five-year period and expired in 2002.

In the spring of 1995, the Texas Legislature passed welfare reform legislation that incorporated the ideas of work, personal responsibility, family independence, and self-sufficiency into Texas welfare policy. Recently published Federal regulations about TANF have included increased flexibility in the use of the funds. A new step in welfare policy, as a result of the legislation and the recent regulations, emphasizes services to assist TANF recipients in getting a job, keeping a job, and advancing in employment. Federal representatives of the Department of Health and Human Services in Washington D.C. stress the flexibility of TANF funds in serving this "hard to serve" population.

Several trends in welfare delivery have been documented beginning in 1995 with welfare reform efforts:

Significant numbers of welfare clients and potential clients have taken steps toward self-sufficiency. The Texas caseload has declined, welfare recipients have entered employment through the CHOICES program, and potential welfare recipients have been redirected from welfare to work.

However, some clients are unable to retain jobs. Numerous former welfare recipients who found jobs lost them within one year.

Therefore, some families return to the welfare rolls, many within a year, and more within five years. In Texas, those who cycle on and off welfare represent an increasing proportion of the current TANF caseload.

Job retention, career, and wage advancement strategies are needed for Texas families. Research demonstrates that employment retention and advancement services for welfare recipients can enable families to achieve self-sufficiency.

In addition to other items, the Texas welfare reform waiver includes adult education as a work activity. Rider 59 of the General Appropriations Act of the 78th Texas Legislature requires that priority shall be given to adult education funds. It is the intent of the Legislature that, in providing educational programs, the administering agency or agencies shall make every effort to provide appropriate training to TANF recipients in accordance with the Personal Responsibility and Work Opportunity Reconciliation Act of 1996.

The rider states that “funds shall be directed for services for adults who are eligible for TANF.” Families that include a child living at home are deemed eligible for TANF funded adult education if a family member receives any of the following forms of assistance: *Food Stamps, Medicaid, Children’s Health Insurance Program, Child Care and Development Funds, or Free or Reduced Priced Lunch Program.*

A Critical Component of Welfare Reform Services

According to a report entitled *Welfare, Jobs and Basic Skills: The Employment Prospects of Welfare Recipients in the Most Populous U.S. Counties* published by the National Center for the Study of Adult Learning and Literacy, TANF recipients generally have very low basic skills, as measured by the National Adult Literacy Survey (NALS). NALS found that 35 percent of TANF recipients read at Level 1 and 41 percent are at Level 2. Because of their low literacy skills, it is unrealistic to assume that all TANF recipients can easily find full-time, full-year jobs. Moreover, the research predicts that even if all TANF recipients could find full-time jobs, they would still earn less than the income level needed to provide subsistence living for their families. The report emphasizes the acute need for basic skills training and education for both current and former welfare recipients.

Because of the increased flexibility in the use of TANF funds, adult education is seen as an integral activity of serving TANF recipients and former recipients. Adult education programs may now serve the following populations with the funds:

1. **CHOICES Participants:** Adult education programs may continue to serve TANF recipients participating in the CHOICES program administered by the Texas Workforce Commission in collaboration with workforce development boards and one-stop workforce centers. This pre-employment service must emphasize workforce preparation and integrate it as the content of skill acquisition.
2. **Exempt TANF Recipients:** Adult education programs may serve TANF recipients who are exempt from CHOICES participation (recipients not currently required to participate in CHOICES). This service must also integrate workforce preparation with adult education services, and may include parenting skills, mentoring, life skills, and services to adults with learning disabilities.
3. **TANF Recipients from Areas where CHOICES Is not fully Available:** CHOICES services, too, should integrate workforce preparation with adult education, and may include parenting skills, mentoring, life skills, and services to adults with learning disabilities.
4. **Families that Include a Child Living at Home:** These families are deemed eligible for TANF-funded adult education services if a family member receives any of the following forms of assistance: Food Stamps, Medicaid, Children’s Health Insurance Program, Child Care and Development Fund, or Free or Reduced Priced Lunch Program.
5. **Former TANF Recipients:** In collaboration with the Health and Human Services Commission (HHSC) and workforce development entities, adult education programs may serve former TANF recipients who have gone to work through post-employment education opportunities. This service, too, must integrate adult education with employment retention skills related to keeping and advancing in a job. Adult education services to former TANF recipients may be offered at the work site and TANF funds can be used.

- 6. Individuals Attempting to Avoid Welfare:** In collaboration with HHSC, adult education may serve individuals referred by HHSC who are attempting to avoid welfare. Such service may include job preparation skills and other education services that will enable persons at risk of needing TANF benefits in the future to remain financially independent.

Collaboration in Serving TANF Recipients

As with all adult education programs, collaboration and coordination is critical to successfully serving TANF recipients. TANF recipients must be referred to adult education by local workforce development board contractors, one-stop workforce centers, or HHSC eligibility workers. Coordination with local workforce development boards, one-stop workforce centers, and HHSC must be *ongoing* to ensure that a consistent client flow exists, that an appropriate mix of services is available to address the client's service plan, and that necessary support services are available for all participants.

Collaboration with workforce development and HHSC: It is extremely important that adult education providers coordinate efforts with their HHSC regional and local offices to identify and refer individuals to be served using TANF adult education funds. HHSC is the agency that determines eligibility for TANF. Once recipients are eligible, they are referred to the CHOICES program if an exemption is not claimed. If CHOICES services are not provided where a recipient lives, or if an exemption is claimed, the recipient is still eligible for adult education services and may be accessed through HHSC case managers.

While HHSC case managers can refer *former TANF recipients* who have gone to work to adult education for job retention skills development or job advancement skills, TANF funding can be used. Adult education programs are encouraged to include these individuals in the program. Post-employment education is especially important for those who have entered low-paying, entry-level jobs that offer no benefits or opportunities for advancement.

Workforce development through the career centers located statewide has developed a menu of services to support CHOICES participants in their Work First program. This menu includes services from a clothes closet to provide the recipient the appropriate attire to attend a job interview to counseling services. Such services complement adult education services and enhance the recipient's chance of success. Programs are expected to collaborate services with the local career centers.

Collaboration with other community services: Collaborative efforts with workforce boards, career centers, and HHSC local offices are the cornerstone of serving TANF recipients. However, collaboration with other community entities is equally as important in developing and delivering a comprehensive program. Adult education programs and their interagency partners should consider co-location to serve TANF clients, particularly at career centers, so that a full range of services are available.

TANF recipients frequently have barriers in their lives that result from a culture of poverty and impede educational achievement. In addition to financial barriers, TANF recipients may exhibit a high level of learning disabilities and may need screening and diagnosis in order to enhance their educational program. In such a situation, collaboration with agencies that provide such diagnosis, such as the Texas Rehabilitation Commission or a university that provides assessment services, is critical to success.

A large percentage of TANF recipients may be in abusive domestic situations that preclude learning. Adult education programs need to work with their partners to identify these barriers and to develop solutions for removing the barriers so that the recipient has a better opportunity to move toward self-sufficiency. *TANF funds may also be used for supportive services necessary so that the student is able to focus on learning.*

Collaboration in orientations: Both HHSC and career centers and other workforce board contractors use orientations as an opportunity to engage TANF clients in appropriate welfare-reduction strategies. Both agencies require attendance at orientation as a condition for applying for cash payments. *Collaboration with the organizations who deliver these orientations provides adult education the opportunity to market adult education services to TANF clients.* Orientation to CHOICES can provide the client with the information needed to make the choice of attending adult education (self-initiated). *TANF recipients who do not get a job after a reasonable job search should be contacted by outreach through an orientation conducted during the period of reassessment.*

Adult education has received the resources to make a significant impact on the reduction of welfare in Texas. Adult education must now, as a system and collaboratively with its partners, respond to the diverse needs of TANF clients by providing a comprehensive education program.

Various strategies are currently being used by adult education programs to address the need for strong ongoing collaboration with workforce boards, one-stop workforce centers, HHSC, community service providers, and local employers. Programs may want to consider the following:

- Hiring a TANF instructional coordinator
 - This person could serve as the liaison between workforce board contractors, HHSC eligibility workers, and community agencies. Instructional coordinators as such are not considered administrative personnel.
- Paying TANF instructors additional money for time spent meeting with CHOICES case managers, HHSC eligibility workers, and others
- Hiring full-time TANF instructors who could serve a dual role as instructors, liaisons to other service providers, and outreach coordinators
 - Programs are advised to bear in mind that time and effort requirements state that teachers spend at least 75% of their time in classroom activities.

TANF Referrals/Verification

It is important for programs to verify and document that TANF funds have been spent to serve eligible TANF students. Referral forms on individual TANF students should provide this type of documentation. However, if programs are able to verify that students served are eligible for TANF services using other methods of documentation, they may do so. Such documentation must be provided in writing and kept on file.

TANF recipients will be referred to adult education programs by the following:

1. Workforce development board contractors: The primary emphasis of the Texas CHOICES program continues to be assisting clients in obtaining employment. Most CHOICES clients will be referred to the Texas Work First program that includes immediate job search. Clients who are not successful in finding work after a period of time receive case management and assessment services, including possible referral to adult education. CHOICES participants will continue to be referred for employment-related education services below the college level, including adult basic education, adult secondary education, and English as a second language, all of which provide job readiness and workforce preparation activities. This activity may occur as either a pre-employment or a post-employment activity.

The *CHOICES Operational Guidelines* developed by TWC in December 1998 cites numerous areas of need within the CHOICES program. [Adult Education Services for TANF Recipients](#)

outlines specific services adult education programs can provide for TANF recipients while simultaneously helping them to improve their literacy skills, earn their GED certificate, or learn English. This appendix also includes help to adult education program directors as they collaborate with CHOICES personnel. This section refers to the CHOICES policy manual and details, section by section, the types of services adult education programs are equipped to deliver. Briefly, the services required under CHOICES which adult education programs may provide include the following:

- Providing initial assessment using the TABE/BEST
- Participating in CHOICES orientations or inviting CHOICES personnel to participate in adult education orientations
- Helping students identify obstacles to their participation and providing instruction on how they may effectively overcome these obstacles

Specific topics may be covered during orientation or may be dealt with in depth as part of integrated classroom instruction.

- Integrating life skills into academic instruction
- Integrating job readiness skills into academic instruction
- Integrating transition skills into academic instruction, including helping students develop employability plans
- Providing post-employment instructional programs for students

While TANF funding may not be used to pay for students who are not *currently* receiving Federal cash assistance, adult education programs may serve these individuals using other adult education funds

- Integrating parenting skills into academic instruction, especially when these TANF students are also enrolled in Even Start or other family literacy programs
- Providing family literacy services, including parenting instruction

2. Texas HHSC local offices: HHSC offices will refer to adult education clients who are one of the following:

- a) exempt (from CHOICES) TANF recipients
- b) TANF recipients living in areas where CHOICES is not fully available

Adult education programs and their HHSC local partners may want to use a locally designated Adult Education Referral Form that meets local needs. As mentioned earlier in this section, other methods of verification besides individual referral forms may be used as long as programs have written documentation that all students served with TANF funds are eligible for the services provided by the adult education program.

Work First is the guiding philosophy in assisting TANF recipients who are not taking part in the CHOICES program because their exempt status or because they reside in areas that do not provide CHOICES services. *Adult education services to these TANF recipients include workforce preparation.*

Adult education program directors are strongly encouraged to work with their local HHSC offices to develop a process for reverse referrals so that those individuals identified by adult

education instructors, counselors, assessors, and others as having the potential of being served under this grant can access services. Programs may want to consider revising their student intake form to include a question about if the student is receiving TANF cash assistance. If the student indicates that he or she is receiving TANF Federal cash assistance, the adult education program can then ask local HHSC staff to formally verify this in writing. *Students need to sign a release form that states that the student has authorized the release of this information specifically to the adult education program.*

Attendance Documentation

TANF CHOICES recipients are required to be involved in work-related activities (which, under the Texas waiver, include adult education) for at least 20 hours per week. (Those TANF recipients who are exempt from CHOICES are not required to take part in work-related activities). Even though the allowable activities for CHOICES participants may include a combination of activities such as work and adult education classes, careful tracking of the CHOICES clients' attendance is important. Therefore, weekly attendance information and progress information on CHOICES clients must continue to be recorded and provided by adult education personnel to a designated workforce board contact person within a mutually established time frame using the CHOICES Weekly Attendance and Progress Verification Form 2736. TANF recipients who are exempt from CHOICES do not have attendance requirements.

Adult Education Services for TANF Recipients

Services will be provided on a first-come, first-served basis to TANF recipients who meet one of the following:

- Are beyond the age of compulsory school attendance and who have been referred through the CHOICES program by the local workforce board or one-stop workforce center using the mutually agreed-upon CHOICES Education Service Provider Referral and GED Testing Authorization form 2735
- Have been referred by HHSC through the use of one of the following:
 - A locally produced Referral to Adult Education Form found
 - CHOICES Education Service Provider Referral form 2735
 - Another mutually agreed upon referral form
- Are those whose status as persons receiving TANF cash assistance has been verified and documented by HHSC

Specific adult educational services to be provided are as follows:

- Individual academic assessment using the TEA adopted assessments to determine the educational service level of each TANF recipient enrolled and to document progress made in the program
- Adult basic instruction necessary for a TANF recipient to achieve a literacy level consistent with the recipient's employability plan
 - This instruction includes job readiness, job retention, or job advancement skills.
- Adult secondary instruction necessary for a TANF recipient to achieve a literacy level consistent with the recipient's employability plan

This instruction includes job readiness, job retention, or job advancement skills.

- Instruction in ESL where assessment indicates that English language training is necessary for the TANF recipient to meet the objectives of the participant's employability plan

This instruction includes job readiness, job retention, or job advancement skills.

Curriculum Content

The emphasis of the adult education program for TANF recipients and for those being served under the provision for welfare avoidance is on *work-related basic skills*. All adult education components, whether ESL, Adult Basic Education, or Adult Secondary Education, should integrate academic skill development (reading, writing, listening, speaking, and numeracy) within the functional context of work-related issues. This integration includes addressing not only those barriers that hinder people from acquiring jobs but also those obstacles that often impede an individual's ability to retain a job or advance to higher paying positions where self-sufficiency could be attained. Work-related issues take many forms, many of which can appropriately be identified and addressed in the adult education classroom by integrating them into academic skill development.

Combining work readiness and academics can be achieved using functional context in teaching all levels of academics including English as a Second Language. Examples of some functional context areas include goal setting; problem-solving and decision-making strategies; communication skills; conflict resolution techniques; time and money management; parenting skills; access of community resources; career exploration, job-search, job retention and job advancement skills; and awareness of mental health, health and nutrition, substance abuse, and domestic violence issues.

Equipped for the Future: Equipped for the Future (EFF) is an innovative framework for adult education developed by the National Institute for Literacy (NIFL). EFF has been included in the *Texas State Plan for Adult Education and Family Literacy*. It describes each individual's life as falling into three different, yet overlapping roles. Skills developed in any one area of life (role) easily transfer into the other roles that each individual assumes in life. These roles are those of family member, worker, and member of a community. Since employment impacts and is impacted by all three of these roles, adult education programs can best help individuals in attaining economic self-sufficiency by focusing on incorporating the skills adults need to function successfully in all three of these life roles into academics.

Programs need to consider restructuring adult education services to fit the time constraints (time-limited benefits) placed upon TANF recipients. Options that maximize time include combining education and other allowable activities such as unpaid work experience, job shadowing, internships, and apprenticeships, and subsidized and unsubsidized employment. Local adult education programs serving TANF recipients and their workforce partners may consider planning a program of concurrent education and other allowable activities.

Strategies for Achievement of TANF

As noted throughout this application package, adult TANF recipients, including former recipients and those attempting to avoid welfare, have education needs that go beyond basic skills. These individuals are in need of work-related skills and other functional context skills to help them attain self-sufficiency.

Work-related skills include the following:

1. **Job search skills:** including how to locate potential jobs that meet the individual's qualifications and the employer's needs and how to apply for a job
2. **Job retention skills:** including topics such as behavior at work, teamwork, and problem solving, as well as effective listening
3. **Job advancement skills:** skills to find a better job or work toward a career. These include problem solving skills, career planning, locating appropriate training or postsecondary education programs, and transition skills.

Other functional context skills needed by adult TANF recipients include negotiating transportation systems; evaluating and accessing quality childcare; maintaining beneficial health practices; finding information about dealing with issues such as domestic abuse, physical and/or mental disabilities, and substance abuse; managing stress; parenting skills; and managing money and time management.

Careful planning is needed in order to address the multiple needs of TANF recipients for skill development in the three areas of life skills, work readiness, and academics. Integrating these components into a curriculum can be accomplished using strategies such as those listed below:

- **Project-based learning**, which uses real-life situations as the basis for a student-designed curriculum. Students learn by doing and build skills that are invaluable in the workplace. Rather than placing a focus on academic skills, per se, project-based learning places the focus on what students need to know and improves their reading, writing, and math skills through the content, adding to the students' knowledge base.
- **Learning through technology**, which also holds great promise for adult education for TANF recipient programs. Technology skills are necessary for the workplace, but basic academic skills and basic technology skills can be integrated. By moving TANF learners from an environment where they are passive learners to an environment where they are actively engaged in discovering, creating, and using new information and technology, the achievement of the learner is accelerated.
- **Distance learning** also holds great promise for adult education, especially in regard to TANF recipients for whom childcare and transportation present obstacles to participation. In areas where these obstacles are most difficult to overcome, distance learning offers the possibility of a more efficient delivery system for education.
- **Comprehensive program strategies** expand the adult education program's capability by including orientation, counseling, and case management. An intake and orientation program may include familiarizing the student with the entire program, including explaining the commitment the adult education program will make to the student and the responsibilities of the student to the program. This may take the form of a written student contract that students complete at orientation.
- **Orientation** provides potential students with up-front information about the adult education program and allows them to make informed decisions regarding their participation in adult education. It also helps students to set short- and long-term goals and to see the connection between their commitment to education and these goals. Orientation may include information that provides students with strategies for overcoming potential barriers to attendance, such as transportation alternatives; balancing work, home responsibilities, and school; and child care decisions. Orientation may also include a discussion of assessment and how it helps students in achieving their personal goals. Finally, orientation can include time for baseline assessment.

- **Counseling** as an ongoing activity may focus on education and employment or may take the form of personal counseling. While instructors may integrate topics such as locating and accessing community resources, exploring careers, and integrating post-secondary education and training opportunities into the curriculum, programs may want to hire counselors who are trained to deal with personal issues that often impede the students' academic progress such as domestic violence, past trauma, depression, anger management, and stress management, etc. Although mental health counseling is available through Medicaid, it is not readily accessible in all communities. Counseling is an allowable expenditure, and programs are encouraged to include counseling for students in their budgets.
- **Hiring of a TANF instructional coordinator** to coordinate services with other service providers. This individual would help to facilitate the flow of referrals and services from workforce board contractors and HHSC.
- **Planning time for instructional personnel** is another comprehensive program strategy authorized by State Board of Education rules for adult education programs.
- **Hiring full-time personnel** including instructors would increase the program's capacity to serve these students in a comprehensive way, making student achievement much more likely. Full-time teachers can commit themselves to a program significantly more than part-time staff and increase the stability of the program.

Time-limited Benefits

Eligibility for TANF is determined by HHSC. Once a client is certified, he or she may be referred to TWC or local workforce boards for participation in the CHOICES program. Eligibility for TANF is a time-limited benefit. These limits are on a three tier basis, as follows:

12 months

Clients who meet one of the following:

- Have a high school diploma, a high school equivalency certificate, or a certificate or degree from a two- or four-year institution of higher education or technical or vocational school
- Have recent work experience of 18 months or more and are limited to a cumulative total of 12 months of financial assistance

24 months

Clients who meet one of the following:

- Have completed three years of high school
- Have recent work experience of not less than 6 months or more than 18 months and are limited to a cumulative total of 24 months of financial assistance

36 months

Clients who meet both of the following:

- Have completed less than three years of high school
- Have less than 6 months of work experience and are limited to a cumulative total of 36 months of financial assistance

Final Checklist

To assist the applicant in completing the application

(Please check each of the following)

_____ 1. The applicant has had at least one year of experience in providing the adult education and literacy services proposed in the application.

_____ 2. The population that the applicant intends to serve in the adult education program is eligible.

_____ 3. The applicant has coordinated with other public and private agencies in the planning process and has made written agreements with them for the delivery of services.

_____ 4. If the applicant agency is not a public education entity, indicators of financial stability such as an audited financial statement or similar report are attached to this application

Executive Order 13513 Prohibition of Text Messaging and Emailing while Driving during Official Federal Grant Business

Personnel funded from federal grants and their subcontractors and subgrantees are prohibited from text messaging while driving an organization-owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using organization-supplied electronic equipment to text message or email while driving.

Recipients must comply with these conditions under Executive Order 13513, “Federal Leadership On Reducing Text Messaging While Driving,” October 1, 2009 (pursuant to provisions attached to federal grants funded by the US Department of Education).