

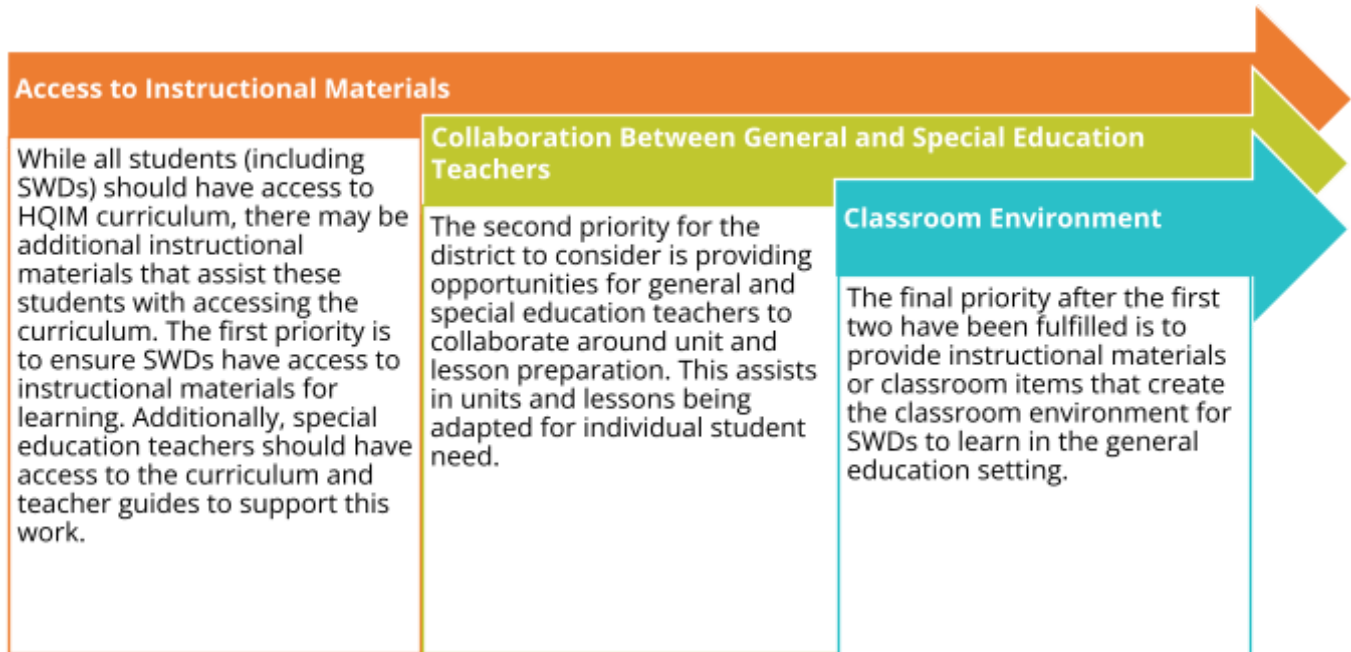
## Access for All Learning Network (AALN) K-12 Grant *Grant Application Guidance*

Through the department’s strategic plan, *Best for All*, Tennessee will set all students on a path to success. The department is committed to ensuring that all students have access to high-quality instructional materials (HQIM) for literacy and that units and lessons are prepped in a collaborative effort. This grant supports that commitment with a focus on students with disabilities (SWDs). The purpose of this guidance is to assist you in completing the grant application.

### ***Overview of Grant***

Districts may apply for both preschool grant and K-12 grant opportunities for AALN based on their participation in the network. If your district is participating in both, you will need to complete a separate application for preschool apart from the K-12 application. It is important to assess the district’s capacity to implement both a preschool and K-12 grant at the same time. The K-12 grant opportunity has three priorities in how the funds should be spent that aligns with the training and support of the network.

Your district will need to determine what priority areas do you need the funds for and write clear narratives for the budget lines around those priorities. Applications open in ePlan on **April 17, 2023**, and proposals are due by **May 31, 2023**. The grant term is from July 1, 2023–June 30, 2024.



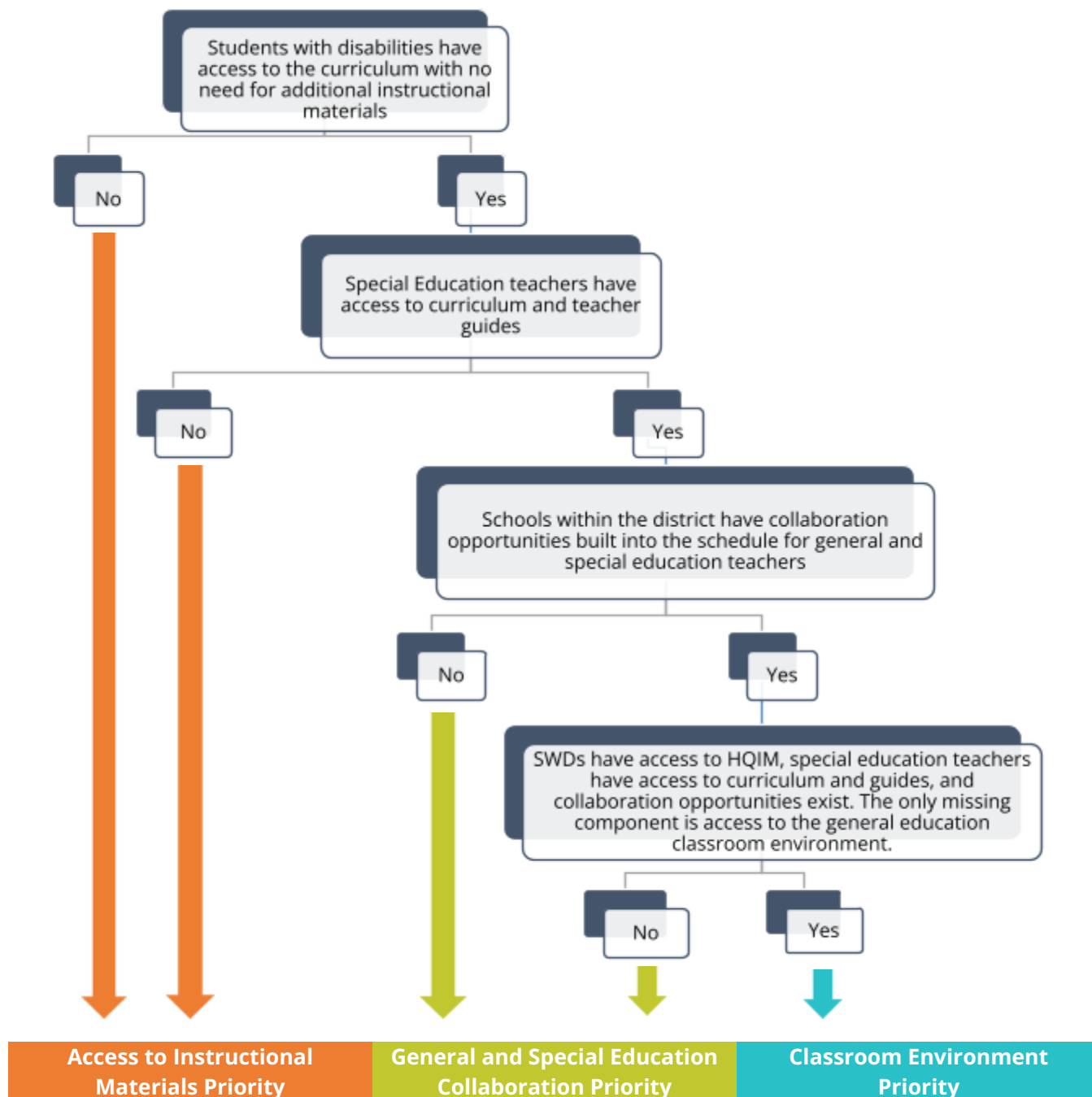
### ***Amount of Grant Funding***

Year One: \$50,000

Year Two: \$15,000

### Priority Decision Tree

Use this decision tree to help you determine which priorities your district needs to focus on first. Begin with the top priority need for your district and work your way towards completing each of the three priorities in order.



## Access to Instructional Materials Priority

### *Use of Funds*

While curriculum should be purchased for all students, including students with disabilities (SWDs), districts may want to consider what supplemental materials could be used to provide the best access for these students. Many curriculums offer additional instructional materials that are supplemental to the curriculum itself. In addition, these funds may be used to purchase teacher edition textbooks and guides for the special education staff.

The most important piece in your application around this priority is ensuring that the materials you are purchasing are not supplanting (purchasing CORE student materials). These funds can purchase ancillary materials not purchased by the district for general education. These funds can purchase materials to create literacy centers. If the district chooses to purchase teacher materials, you will need to state these teacher editions are **not** typically provided to special education teachers and would be supplemental materials to facilitate planning and instruction. If there are other materials available that could also be used for SWDs to support the CORE instruction those could be considered (if not already provided by the district, consider leveled readers, reteach materials, possible ESL-gearred materials that break down comprehension and vocabulary even further that provide support for SWDs).

## General and Special Education Collaboration Priority

### *Use of Funds*

The collaboration of general and special education teachers for unit and lesson preparation is important to the support of students with disabilities. It is often difficult to find opportunities for these teachers to collaborate. For this priority, your district may consider two options: providing substitutes during the workday OR providing stipends for teachers to collaborate before/after school. The teachers who need to be considered for this collaboration should connect to literacy instruction and support.

The most important piece in your application around this priority is ensuring that you include in your budget at a minimum Social Security and Medicare (lines 201 and 212) alongside the lines around substitute pay and/or teacher stipends.

## Classroom Environment Priority

### *Use of Funds*

This priority centers around how students with disabilities have best access to the general education classroom environment. Examples of this may include additional copies of materials for a student to write on, flexible seating for students, or a cool down area in the general education classroom.

The most important piece in your application around this priority is not purchasing items considered "equipment". Rule of thumb is if you must keep inventory on the item, it is considered equipment. Generally, that is for items that cost over \$100 per unit.

### *ePlan Navigation*

- From the main menu, select Search > Funding Applications.
- For the *Fiscal Year*, select 2024.
- For the *Funding Application* select one of the following:

- Access for All Learning Network (AALN) Grant (K-12)

## ***ePlan Grant Sections***

### **Cover Page**

The cover page provides reviewers with general information about the LEA and the grant application. Ensure that all contact information is current and accurate. Please include a district contact who has knowledge of your district priorities around AALN on this cover page.

### **Budget**

- LEAs with excessive carry-over (greater than 40%) must provide a clear rationale as to why carry-over funds cannot be used to implement this project. Excessive carry-over could disqualify an applicant from eligibility for grant funding.
- Budget line-item totals should be in whole number amounts.
- Provide justifications in the narrative box for each line item. The narrative section should make it clear how the funds will be used to support grant activities and how the line-item totals were determined.

### **Assurances**

There will be an assurances document that must be signed by all concerned parties and submitted with this proposal.