![TN Department of Education logo]

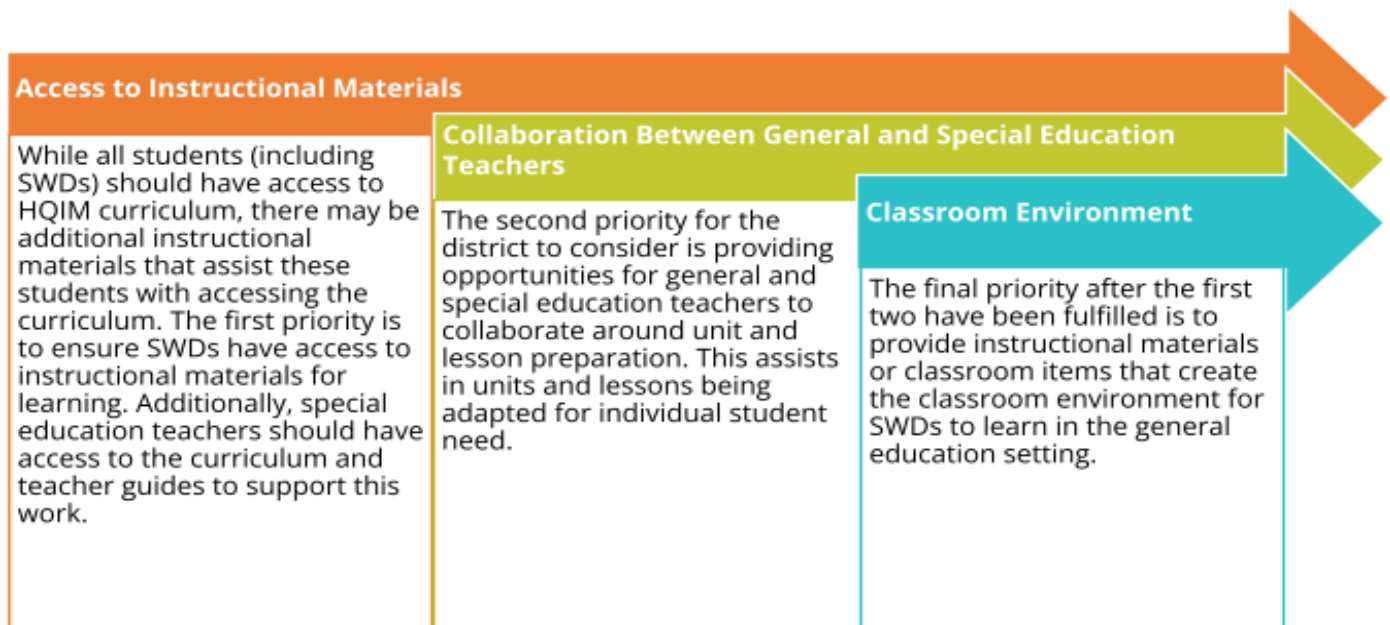# Access for All Learning Network (AALN) K-8 Grant
Grant Application Guidance
2025-2026 SY

The department launched Acceleration for All in the 2024-25 SY as the statewide network strategy for literacy to create a cohesive and aligned statewide network that allows LEAs that may engage in multiple literacy networks to function as one network. The goal of Acceleration for All is to ensure all students are provided meaningful access to high-quality instructional materials and instruction in Tier I. Through Acceleration for All statewide network, the work of AALN has been scaled out beyond those LEAs who are currently engaged in this important work. 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. The AALN K – 8 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 K-8 mini-grant opportunities for AALN based on their participation in the network. The K-8 grant opportunity has three priorities in how the funds should be spent that aligns with the collaborations, professional learning 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 21, 2025,** and proposals are due by **May 31, 2025.** The grant term is from July 1, 2025–June 30, 2026.
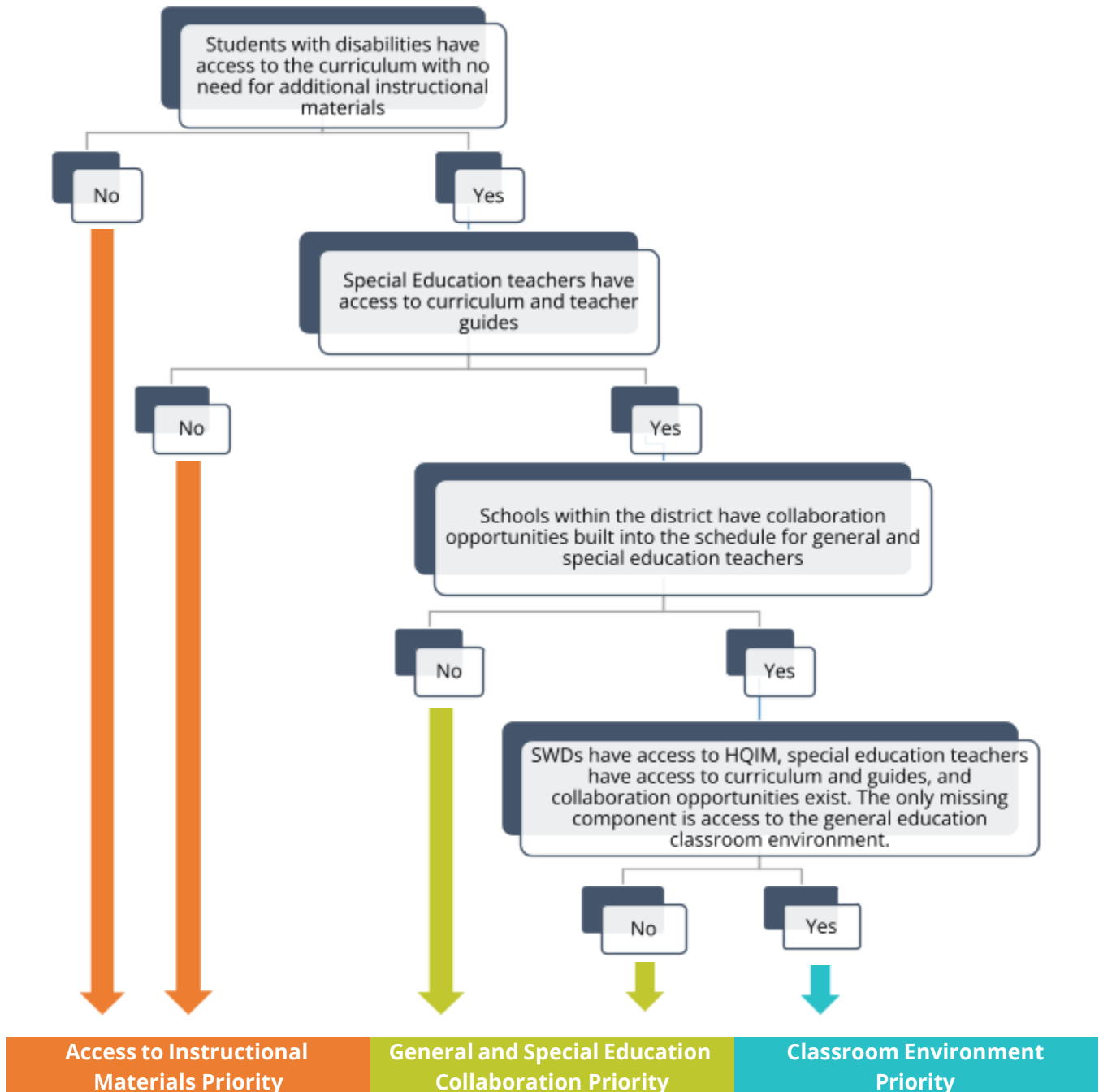

Access to Instructional Materials

While all students (including SWDs) should have access to HQIM curriculum, there may be additional instructional materials that assist these students with accessing the curriculum. The first priority is to ensure SWDs have access to instructional materials for learning. Additionally, special education teachers should have access to the curriculum and teacher guides to support this work.

Collaboration Between General and Special Education Teachers

The second priority for the district to consider is providing opportunities for general and special education teachers to collaborate around unit and lesson preparation. This assists in units and lessons being adapted for individual student need.

Classroom Environment

The final priority after the first two have been fulfilled is to provide instructional materials or classroom items that create the classroom environment for SWDs to learn in the general education setting.

Amount of Grant Funding per Local Education Agency (LEA)

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.

Students with disabilities have access to the curriculum with no need for additional instructional materials

No

Yes

Special Education teachers have access to curriculum and teacher guides

No

Yes

Schools within the district have collaboration opportunities built into the schedule for general and special education teachers

No

Yes

SWDs have access to HQIM, special education teachers have access to curriculum and guides, and collaboration opportunities exist. The only missing component is access to the general education classroom environment.

No

Yes

Access to Instructional Materials Priority

General and Special Education Collaboration Priority

Classroom Environment Priority

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 curricular materials 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 or electronic access to these materials for the special education personnel (teachers, paraprofessionals, related service providers as appropriate).

Please ensure that the instructional materials you are purchasing are not supplanting (purchasing Tier I 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 intellectual preparation and instruction. If there are other materials available that could also be used for SWDs to support the Tier I instruction those could be considered.

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. All teachers who teach students with disabilities in Tier I or provide specially designed instruction should be engaged in collaborative planning to ensure students with disabilities have access to HQIM and to support instructional coherence throughout the students' instructional day. Additional options may include purchasing additional teacher materials, ancillary materials, or resources. As students with disabilities are general education students first, materials purchased by the LEA for general education students are not allowable as this is supplanting.

Please remember to 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, manipulatives for math and/or literacy activities, white boards and corresponding supplies, flexible seating for students, or a cool down area in the general education classroom.

These funds may not be used to purchase 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 2026.
- For the *Funding Application* select one of the following:

        o   Access for All Learning Network (AALN) Grant (K-18)

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 of regular funds (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.