Request for Grant Application Guidelines
Tutoring Program for Adults

For services offered with the following funding:

Pennsylvania Act 143 of 1986, Title 24, Chapter 31
Adult and Family Literacy Education Act

March 2026

COMMONWEALTH OF PENNSYLVANIA
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INTRODUCTION

Pennsylvania Act 143 of 1986 (Act 143), Adult and Family Literacy Education Act, provides funds to be awarded through the Pennsylvania Department of Education (PDE), Bureau of Postsecondary and Adult Education, Division of Adult Education to provide adult and family literacy education services throughout the state. The statute requires that at least 20 percent of the annual state appropriation used for adult basic education programs be used to train volunteer adult education instructors and tutors. To meet this requirement, the division has established two programs: the Volunteer Classroom Aide Program, which is a component of the Adult Basic Education Direct Services grants, and the Tutoring Program for Adults. The estimated total funding available for awards for the Tutoring Program for Adults for program year (PY) 2026-27 is $1.2 million. This amount is subject to change.

GENERAL INFORMATION

Program Purpose

As stated in statute, the intent of [Pennsylvania Act 143 Adult and Family Literacy Education Act](#) is to provide coordination and broaden the scope of educational activities to uneducated and undereducated adults in the Commonwealth and their families, including those who speak other languages, and to provide programs to those individuals who have previously been unserved. The goals of the act include:

1. Increased and improved services to adult learners and their families through the coordination of funding streams and programs across state agencies; and
2. Expanded adult and family literacy education programs so that adults and their families will function more effectively in their personal lives and as citizens and be better prepared for workforce training and employment that they may become more responsible and productive members of society.

Under Act 143, adult and family literacy education providers may apply to PDE for grants to provide the following services:

1. Adult literacy education programs for eligible adults;
2. Family literacy education programs for eligible parents and their children;
3. Training for volunteer adult literacy education instructors; and
4. Administration, support services for learners, and outreach activities.

This grant opportunity is for programs to train volunteer adult literacy education instructors, called tutors, and support those tutors to provide instruction to students participating in adult education and literacy activities. Grantees may have community-based tutoring programs, peer tutoring programs, or both. Interested applicants should refer to Appendix F in the draft *Adult*

Education and Family Literacy Program Guidelines for Program Year 2026-27 for the requirements for each type of tutoring program.

State-Imposed Minimum Program Requirements

Full details regarding all minimum requirements for Tutoring Program for Adults programs are available in Appendix F of the *Adult Education and Family Literacy Program Guidelines*. For the purposes of the competition, a draft version of the *Adult Education and Family Literacy Program Guidelines for Program Year 2026-27* is on the [Division of Adult Education Grants](#) webpage.

Successful applicants under this Request for Grant Applications (RGA) that had a Tutoring Program for Adults grant in the 2024-26 grant cycle must ensure continuity of services in the tutoring program during the first quarter of PY 2026-27 and must implement any new activities proposed in the new grant by September 30, 2026. Failure to meet this condition will invoke payment conditions of Appendix C of the grant agreement. The grantee will be determined not to have met the contract obligations, and the grant agreement will be terminated for cause.

Successful applicants under this RGA that did not have a Tutoring Program for Adults grant in the 2024-26 grant cycle must have the proposed tutoring programs established and providing services, including tutoring services to students, as proposed in the grant application by September 30, 2026. Failure to meet this condition will invoke payment conditions of Appendix C of the grant agreement. The grantee will be determined not to have met the contract obligations, and the grant agreement will be terminated for cause.

Eligible Applicants

In Act 143, eligible applicants for funds are local education providers, defined in the Act as an approved educational agency, institution, or organization making use of either professional or voluntary personnel, which may be any of the following:

1. School districts;
2. Intermediate units;
3. Area career and technical centers/vocational-technical schools;
4. Community colleges;
5. Literacy councils;
6. Local libraries;
7. Community-based organizations, which are private, nonprofit organizations and are representative of communities or significant parts of communities and which provide adult or family literacy education programs; and
8. Any other educational entity recognized by the Secretary of Education for providing appropriate and effective adult or family literacy education programs.

For the purposes of this competition, a consortium or coalition of any of the above listed local education providers is also an eligible applicant. A consortium or coalition will be defined as a main grantee with one or more subgrantees. The main grantee must serve as the fiscal agent for the grant and as a provider of some of the services proposed in the grant application. A main grantee may not subgrant all components of the tutoring program to a subgrantee and only administer the funds. The main grantee is responsible for ensuring that all activities provided are

completed as proposed and is responsible for monitoring and compliance of the subgrantees. Agencies that apply for the Tutoring Program for Adults grant under this RGA as the main grantee cannot subcontract with another agency that is also applying for a Tutoring Program for Adults grant under this RGA for a portion of the proposed services. Agencies can only receive Tutoring Program for Adults grant funds as a main grantee *or* as a subgrantee. Answers in the Narrative and Agency Information sections of the grant application should reflect the work of the consortium/coalition rather than treat each entity separately, except where otherwise noted.

Establishing Demonstrated Effectiveness

PDE uses the state funds appropriated under Act 143 to meet its cost-sharing requirements for federal funds under the Workforce Innovation and Opportunity Act (WIOA). The United States Department of Education, therefore, requires that entities receiving grants under these state funds meet WIOA's definition of an eligible provider being an organization that has demonstrated effectiveness in providing adult education and literacy activities.

For the purposes of establishing demonstrated effectiveness to qualify as an eligible provider for the Tutoring Program for Adults, an applicant must provide performance data on its record of improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy, and information regarding its outcomes for participants related to employment, attainment of a secondary school diploma or its equivalent, and transition to postsecondary education and training. An applicant that has been previously funded under Title II of WIOA must submit performance data required under section 116 of WIOA. An applicant that has not been previously funded under Title II of WIOA must provide performance data to demonstrate its past effectiveness. Each individual agency in a consortium or coalition of agencies must be an eligible provider by itself (i.e., must be an organization that has demonstrated effectiveness in providing adult education and literacy activities) and must individually provide all data required to establish demonstrated effectiveness.

PDE will require applicants to provide quantitative data for the immediately preceding two program years. Applicants **are not** limited to data related to students who participated in one-on-one or small group tutoring during that period. The data provided by the applicant to establish demonstrated effectiveness must include the following:

1. The number of individuals in the outcome cohort (i.e., the denominator);
2. The number of individuals who achieved the outcomes (i.e., the numerator); and
3. The resulting percentage of individuals who achieved the outcome.

The tables that applicants will use to provide data for the purposes of establishing demonstrated effectiveness to qualify as an eligible provider are on the Division of Adult Education Grants webpage. Applicants must download and complete the appropriate table and then upload the completed document into the *Demonstrated effectiveness to determine eligibility* section in the application in eGrants. In the case of a consortium or coalition of agencies, each agency must complete a table with its own data, and each table must be uploaded separately.

PDE has established the following minimum threshold for an applicant to be determined to be an eligible provider for the purposes of this section:

1. A total number of enrolled individuals greater than or equal to 15 in each of the two years.

Prior to reviewing and scoring submitted applications, PDE will review the information provided by each applicant, including each agency in a consortium or coalition of agencies, to establish demonstrated effectiveness to determine if that applicant is an eligible provider. Only applications that are determined to be from eligible providers will be reviewed, scored, and considered for funding. In the case of a consortium or coalition of agencies, all agencies in the consortium or coalition must be determined to be eligible providers. Applicants that are not able to establish demonstrated effectiveness under the criteria above are not eligible providers and their applications will not be reviewed, scored, and considered for funding. Applicants determined not to be eligible providers will be notified of that decision.

PDE reserves the right to require successful applicants to submit documentation in support of the information provided to establish demonstrated effectiveness.

Eligible Program Participants

Successful applicants for the Tutoring Program for Adults will recruit, train, and support volunteer tutors who provide adult education and literacy activities to individuals who meet either the definition of an eligible individual in WIOA or the definition of an eligible adult in Act 143.

An eligible individual is defined by WIOA as an individual:

1. Who has attained 16 years of age;
2. Who is not enrolled or required to be enrolled in secondary school under state law and;
3. Who is:
   a. Basic skills deficient;
   b. Does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or
   c. Is an English language learner.

An eligible adult is defined in Act 143 as a person who meets the following criteria:
   1. Is 17 years of age or older;
   2. Is a resident of Pennsylvania; and
   3. Is not currently enrolled in a public or private secondary or postsecondary school.

Funding Priorities

In awarding funds, PDE will prioritize funding, through the review and rating process, to grant applications from eligible providers with past effectiveness in providing high-quality tutoring services to adults that improve the skills of eligible participants and help those participants to earn high school equivalency credentials, gain and retain employment, and transition to postsecondary education or training. PDE will prioritize funding for those applications that describe proposed services that include:

1. A thorough and detailed plan for providing the required services;

2. A detailed plan for recruiting tutors;
3. A training plan to provide tutors with the knowledge and skills needed to design lesson plans and deliver instruction;
4. A plan to supervise and evaluate tutors to ensure they provide appropriate instruction and services to students;
5. Evidence of the applicant's organizational capacity to meet all the programmatic, reporting, administrative, and fiscal requirements of the grant;
6. A variety of instructional methods, models, schedules, and intensity of instruction to meet the needs of students, including the use of distance learning options;
7. High-quality instruction provided by tutors that is based on best practices and the *College and Career Readiness Standards for Adult Education* and is of sufficient intensity to lead to student outcomes; and
8. High-quality student support services that help students to persist and succeed in adult basic education services and meet their personal, educational, and career goals.

Grant Terms and Conditions

Multi-Year Contracts

Successful applicants will be approved for a two-year grant cycle. Grant funds will be awarded through annual one-year notifications of funding contingent on the availability of funds. Each year, grantees will submit budgets and program year-specific information via the eGrants system to receive funding. The continuation option and grant amount for the second year will be based on the following criteria:

1. Contract compliance, including success in recruiting, training, and retaining the contracted number of tutors, serving the proposed number of students, and providing the contracted services;
2. Evidence of sufficient progress in meeting the state-imposed performance standards and the agency-specific tutoring program outcome targets negotiated with PDE;
3. Evidence of continuous program improvement;
4. Compliance with fiscal and programmatic policies and guidelines; and
5. The amount of the state appropriation.

Grantees that fail to sufficiently address the above criteria, especially those that fail to recruit, train, and retain the contracted number of tutors, may have their funding reduced for the second year of the grant cycle or be terminated prior to the end of the grant cycle.

Program Funding Requests

Applicants should apply for those funds necessary to meet the grant requirements, provide the proposed services, and meet the state-imposed performance standards and the Tutoring Program for Adults targets. The Division of Adult Education will expect successful applicants requesting higher amounts to prioritize providing intensive one-on-one tutoring services to students at Adult Basic Education (ABE) Levels 1-2 and English-as-a-Second-Language (ESL) Levels 1-2. PDE reserves the right to adjust the actual grant award amount and contracted number of tutors of successful applicants during the grant contract approval process. For successful applicants that had a Tutoring Program for Adults grant in the current two-year grant

cycle (July 1, 2024, to June 30, 2026), the division will consider the agencies' success during the current grant cycle in achieving the contracted number of tutors and serving students at the lowest ABE and ESL levels when finalizing the new grant amounts.

Grant Application Components

The Tutoring Program for Adults grant application consists of three sections: Narrative, Agency Information, and Budget. A document explaining how to create the grant application in eGrants will be posted on the [Division of Adult Education Grants](#) webpage.

Narrative

The narrative addresses how the applicant will use the grant funds to support the proposed activities. It is the basis for analysis of the applicant's ability to provide the required services. Online contextual help is available by clicking on the Help icons in eGrants.

Agency information

The Agency Information section provides detailed information regarding staff qualifications, the tutoring plan, the proposed number of tutors and students to be served by tutors, program contact information, and assurances. The information provided in this section will be rated for its alignment with and support of the information provided in the narrative. Online contextual help is available by clicking on the Help icons in eGrants.

Budget

The budget demonstrates fiscally sound allocation of funds to successfully provide education services. Online contextual help is available by clicking on the Help icons in eGrants.

When completing the budget, refer to the *Adult Education and Family Literacy Guidelines* Section 600 for fiscal guidance and information on grant limitations and cost functions and object codes.

Application Review

All applications will be reviewed except those disqualified for one or more of the following reasons:

1. Entity submitting the application does not meet the definition of Eligible Applicant;
2. Applicant does not answer one or more of the required questions in the narrative; and/or
3. Application is not completed by the application deadline. Completion will be determined by the time the eGrants system records that the program completed the application by marking all sections complete and clicking the "Complete" button.

Grant applications will be reviewed and scored by teams of no fewer than three individuals comprised of staff from PDE, other Commonwealth agencies, and/or peer reviewers. Peer reviewers will be non-applicants who have experience in adult basic education or related activities. Reviewers will be screened for conflict of interest and will not benefit financially from grant awards.

Reviewers will use an application review guide with rating guidelines to review and score applications. The application review guide will include each grant question that is being scored

and the help button content that is available to applicants. All reviewers will be trained prior to reviewing and scoring grants. Depending on the number of applications received, a single team or multiple teams will review and score all applications. Analyses will be done to account for scoring differences among reviewers.

Grant Award Selection and Notification Process

Award Selection
Scored items will be rated on a scale of 0-4. The rating guidelines are:

- Excellent (E) – 4 points: Specific and comprehensive. Addresses all criteria identified in the Help Button. Complete, detailed, and clearly articulated information as to how criteria are met. Well-conceived and thoroughly developed ideas.
- Very Good (VG) – 3 points: Well-conceived and well-developed ideas that are clearly articulated but are missing some required criteria/key details.
- Good (G) – 2 points: General but sufficient detail. Adequate information as to how criteria are met, but some areas are not fully explained and/or questions remain. Some minor inconsistencies or weaknesses.
- Fair (F) – 1 point: Vague and non-specific. Lacks focus and detail. Criteria are minimally met. Some information is provided but requires substantial clarification or reviewer interpretation.
- Poor (P) – 0 points: Does not address criteria or simply restates the criteria.

The maximum possible score in the Tutoring Program for Adults grant is 72. Applications will be funded from highest scoring to lowest scoring based on the following criteria:

1. A minimum score of 54, and
2. Availability of funds.

Applications with a total score of less than 54 will not be funded regardless of availability of funds. The Division of Adult Education will notify each applicant of the outcome of the review process and whether its application will be funded. Applications that are selected for award as a result of the application review and scoring process may require revisions or submission of additional information during the contract review and approval process.

GRANT REQUIREMENTS

1. Grant applications will be submitted through the eGrants system, which is accessed through MyPDESuite.

2. For access to the eGrants system and the related grant opportunities, prospective applicants should send an email to ra-able@pa.gov with the subject line "Tutoring Program for Adults grant competition." In the body of the email, prospective applicants should state the agency name and its plans to apply for the Tutoring Program for Adults grant. Prior to sending the email, the applicant should search for the agency record in the PDE Education Names and Addresses (EdNA) database.

a. Agencies found in EdNA should include in their email their Administrative Unit Number (AUN) and contact information for the individual at the agency who will create and complete the grant application.

b. Agencies not listed in EdNA should indicate in the email that they are not in the state database and provide contact information for the agency administrator who will work with division staff to establish a listing and be assigned an AUN.

c. Under extraordinary circumstances affecting an agency's access to the eGrants system, the requirement to submit the grant application via eGrants may be waived. Eligible applicants who believe they have such circumstances should contact the Division of Adult Education at ra-able@pa.gov prior to the application due date to discuss an alternative submission process. Please note that all applications must be received by PDE by the deadline regardless of submission process.

3. For the purpose of planning, writing, and submitting applications, this document should be used in conjunction with information available on the Division of Adult Education Grants webpage. Applicants should also review this information in conjunction with the division guidelines and policies and the eGrants application to develop a complete understanding of the intent and requirements of the application process.

4. Applicants must submit questions regarding the Tutoring Program for Adults grant application process to ra-able@pa.gov. Division of Adult Education staff will post responses to submitted questions on the Division of Adult Education Grants webpage for all applicants to review.

5. Application Deadline: Eligible applicants must submit their proposal to PDE in eGrants by 2:00 PM on March 30 , 2026. To submit the proposal, applicants must mark all sections complete (evidenced by a check mark next to each section) and then click the complete button. Completion will be determined by the time the eGrants system records that the program completed the application by marking all sections complete and clicking the "Complete" button.

GRANT TIMELINE

Dates	Activity
February 27, 2026	Grant Application Guidelines and Related Information Available
March 2, 2026	Tutoring Program for Adults Application Available (open)
March 30, 2026, 2:00PM	Tutoring Program for Adults Completion Deadline (close)

AWARD WINNERS

To complete the grant award process, applicants under consideration for acceptance are required to provide proper signatures to the grant agreement and complete the Funding Accountability and Transparency form in the grant in eGrants.

Contract components are produced by eGrants and consist of the following:

1. Grant Agreement Signature Page;
2. Appendix A – Special Program Terms;
3. Appendix B – Grantee's Program Narrative(s) and Budget(s); and
4. Appendix C – Payment Terms, Responsibilities and Contact Information.
5. Appendix D – Worker Protection and Investment Certification Form

Grant Agreement

1. The Grant Agreement is a binding agreement between PDE and the eligible grant award recipient. The beginning and ending date of the project, funding amount, and project number will appear on the grant agreement.

2. There must be an electronic signature or a manual signature in blue ink on the Grant Agreement. Stamped signatures are not acceptable.

3. Agencies approved for eSignature can electronically sign the Grant Agreement. The authorized signatory must be in the eGrants system in order to electronically sign contracts.

4. Agencies not approved for eSignature must print the signature page of the grant agreement from eGrants, have it signed in blue ink by the authorized representative(s), scan the signed document in color, and email the scanned copy to the Division at ra-able@pa.gov. Division staff will contact awardees for the signed signature page when the grant application content is approved by the Division. Grantees should submit the signature page within five (5) business days of such notification.

5. The authorized signer(s) must be (an) authorized representative(s) of the agency as described below:

Agency	One Authorized Representative	Two Authorized Representatives
School District	Superintendent	
Intermediate Unit	Executive Director	
Career & Technical School	Director	
Charter School	Chief Executive Officer	
University, College, or Community College	President	
Public Library	Director	
Community-Based Organizations and Corporations		President or Vice-President AND Secretary or Treasurer

6. Changes to the grant agreement language will require review and approval by PDE, Office of Chief Counsel, the Office of General Counsel, and the Attorney General's office and will cause delays in approving the agreement.

7. Per Management Directive 215.9, amended December 1, 2020, staff of the PDE Division of Adult Education will determine whether the applicant has delinquent tax debt or other

conditions as specified in the State Contractor Responsibility Program. Any related issues must be resolved before the grant agreement is reviewed and approved.

8. Applications recommended by Division staff for approval are then reviewed by the Director of the Bureau of Postsecondary and Adult Education, the Bureau of Management Services, PDE Budget Office, the Office of Chief Counsel, and the Comptroller's Office. Upon approval from the Comptroller's Office, the contract is considered fully executed. The fully executed contract with supporting documentation is uploaded to the Treasury website and to the final reporting section of the grant in eGrants. The status of an application can be verified in the eGrants system. The status will change to "Completed" once the grant is fully executed.

9. After complete review and approval by PDE and the Comptroller's Office, an approved and fully executed grant agreement will be available in eGrants.

Funding Accountability and Transparency

Grantees must complete the Funding Accountability and Transparency (FAAT) form located in eGrants.

1. Grantee must maintain current registration in the [System for Award Management](#) (SAM) at all times during which they have active federal awards funded pursuant to this agreement. A Unique Entity Identifier (UEI) number is required for registration in SAM.
2. The applicant must complete the FAAT form that is located in eGrants.
3. The following information is required on the FAAT form: (1) UEI number; (2) city, state, and zip code +4 digit extension of the primary location, and (3) compensation of officers is necessary if grantee received more than 80 percent of federal funds in the preceding fiscal year.
4. The Commonwealth will not process a grant until the grantee provides this information.

Agency-Specific Tutoring Program Outcome Targets

The Division of Adult Education will work with successful applicants during the grant approval process to establish agency-specific outcome targets for the Tutoring Program for Adults grant, which will be used to track program success and included as a criterium for funding for the second year of the grant.

General Program and Fiscal Requirements

Award winners are subject to all applicable state and federal administrative requirements, cost principles, and audit requirements, which are incorporated into each grant award by reference.

Such requirements include, but are not limited to:

1. *Adult Education and Family Literacy Guidelines*
2. [All Bureau of Postsecondary and Adult Education, Division of Adult Education policies](#)
3. [PDE Master Standard Terms and Conditions](#)

4. *Education Department General Administrative Regulations* (EDGAR) 34 Code of Federal Regulation (CFR) Parts 75, 76, 77, 79, 81, 82, 84, 86, 97, 98, and 99 as amended on December 19, 2014
5. 2 CFR Part 200 *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*

APPENDIX

Scoring Summary

Section	Maximum Score
Proposed Services, Service Area and Description of Need	4
Agency Structure and Capacity	12
Tutor Recruitment, Training, and Management	24
Student Support and Instruction	20
Past Effectiveness	12
Total	72

Minimum acceptable score = 54

Adult Education and Family Literacy Guidelines Appendix F Tutoring Program for Adults

The content of the Adult Education and Family Literacy Guidelines, Appendix F Tutoring Program for Adults is provided here for reference for applicants. The content is subject to change as part of the annual review and updating of the full Guidelines.

Pennsylvania Act 143 of 1986 (Act 143) requires that at least 20 percent of the annual state appropriation used for adult basic education programs be used to train volunteer adult education instructors. To meet this requirement, the division has established two programs: the volunteer classroom aide program required of Adult Basic Education Direct Services (064) grantees, as described in AA1.4, and the Tutoring Program for Adults 259 described in this Appendix. For the purposes of this Appendix, the term "tutor" refers to an unpaid individual providing either one-on-one or small group instruction to eligible adults.

Pennsylvania Act 143 funds are used to meet Pennsylvania's cost-sharing requirement under Title II, WIOA. Therefore, division guidelines and policies apply to programs receiving Tutoring Program for Adults funds. The instructional activities provided by the tutors trained under the Tutoring Program for Adults grant must be adult education and literacy activities as defined in WIOA and covered in the Instruction section of these guidelines. Tutoring programs should prioritize the use of one-on-one tutoring for eligible adults who are at ABE Levels 1-2 and ESL Levels 1-2 or are unable to participate in class-based instruction. The students with whom the tutors are working must be eligible adults as defined in Section 203 of these guidelines, must be assessed according to Division Policy D.100 Adult Learner Assessment, and must be entered in eData per division guidelines and policies.

To meet the requirements of the program, the tutoring program must have staff to fulfill the following roles as defined in section 204: program administrator, student support coordinator, data quality specialist, digital literacy specialist, and assessment administrator role. Staff from a larger adult education program may fulfill these roles for the tutoring program within the agency.

AF 1 Types of Tutoring Programs

AF1.1 Community-Based Tutoring Program

AF1.1.1　　　Definition
In a community-based tutoring program, volunteer tutors provide one-on-one or small group instruction to adult basic education students either remotely or in-person at public locations in the community. A tutor coordinator trains and oversees the volunteer tutors.

AF1.1.2　　　Staffing
1. Programs receiving Tutoring Program for Adults grants for a community-based tutoring program must have at least one tutor coordinator who works at least 20 hours per week on tutoring program activities. Tutor coordinators must have a bachelor's degree and previous experience as an educator, preferably with adults, and as an instructional leader.

2. Tutor coordinators recruit, train, support, and supervise tutors. They implement effective processes to recruit and screen potential tutors and coordinate initial tutor training and ongoing professional development for tutors. They are responsible for tutor management, including making appropriate tutor/student pairs and small groups, setting educational goals in cooperation with tutors and students, establishing individual plans of instruction for each tutor/student pair or small group, and monitoring progress. They must develop lesson plans for the tutors to use or assist tutors in developing lesson plans. Tutor coordinators should be trained to administer the standardized assessments used by the program for reporting purposes. Tutor coordinators must work with other program staff members to ensure that tutored students receive the student support services they need and that all tutoring-program data are collected and reported in accordance with division policy.

3. Volunteer tutors provide one-on-one or small group instruction to students, either in person or remotely. They must have at least a high school diploma/equivalent and the content knowledge necessary to provide high-quality instruction in the content areas they are teaching. All one-on-one and small group instruction must be of sufficient intensity and quality for students to achieve educational gains in a timeframe that meets their needs and to support Pennsylvania in achieving its negotiated levels of performance. Volunteer tutors must have written lesson plans for all one-on-one tutoring and small group sessions and work with tutor coordinators to review goals and adjust student placement, as needed. Volunteer tutors may not administer the standardized assessments used by the program for reporting purposes. Volunteer tutors must participate in initial tutor training and additional professional learning opportunities while volunteering at the program.

AF1.1.3   Other requirements

1. Students participating in one-on-one tutoring or small group instruction must be provided a minimum of three hours of instruction per week. The tutors must provide instruction using delivery methods that meet the students' needs.

2. Volunteer tutors must complete the program's adult education staff orientation and onboarding.

3. Volunteer tutors must complete initial tutor training, either in-person or remotely, prior to the program assigning them to work with students. Initial tutor training must include all of the following:

   a. Explanation of the expectations regarding the minimum number of weekly tutoring hours required for a tutoring pair/small group;
   b. Procedures for documenting and reporting student attendance hours;
   c. Student support services;
   d. Goal setting;
   e. Lesson routines;
   f. Teaching adults;
   g. Teaching strategies;
   h. Lesson planning; and
   i. Using in-person and remote resources and materials.

4. Programs must have a process by which to evaluate the tutors and should use the results to determine if tutors need to be retrained, provided with additional professional development, reassigned, or relieved of their tutoring assignments.

5. Programs must have written policies and procedures for the tutoring program to ensure compliance with all requirements.

AF1.2 Peer Tutoring Program

AF1.2.1   Definition
Peer tutoring is an instructional model that uses one institutionalized individual to assist in providing or enhancing learning opportunities for other institutionalized individuals. A peer tutoring program must be structured and overseen by educators who assist with training and supervising tutors, setting educational goals, establishing an individual plan of instruction, and monitoring progress (WIOA regulations 463.3).

AF1.2.2   Staffing
1. Peer tutoring program coordinator: The peer tutoring program coordinator is responsible for structuring, coordinating, and overseeing the peer tutoring program. This person is responsible for recruiting, training, and supervising tutors; setting educational goals; establishing the individual plan of instruction for each student in the program; developing lesson plans for the peer tutors to use or assisting peer tutors to develop lesson plans; and monitoring progress. The peer tutoring coordinator should be trained to administer the standardized assessments used by the program for reporting purposes.

a. Must be a full-time, dedicated position.
b. Minimum qualifications: bachelor's degree and previous experience as an educator, preferably with adults, and as an instructional leader.

2. Peer tutor: A peer tutor is an institutionalized individual who assists in providing or enhancing learning opportunities for other institutionalized individuals. Peer tutors may not administer the standardized assessments used by the program for reporting purposes. A peer tutor must have a high school diploma/equivalent.

AF1.2.3   Other Requirements
1. Programs must develop a process to document instruction that takes place when the peer tutoring program coordinator is not present. All instructional hours reported to the division must be verifiable.

2. Programs must have written policies and procedures for the peer tutoring program to ensure compliance with all requirements.

AF2   Use of Funds
In addition to the requirements in section 600 Fiscal Requirements, the Division of Adult Education provides additional guidance regarding the use of Tutoring Program for Adults grant funds.
1. At least 75 percent of the Tutoring Program for Adults grant amount must be used in Function Code 1692 for expenditures directly related to recruitment, training, supervision, support, and management of volunteer tutors.
2. Programs may use up to 25 percent of the Tutoring Program for Adults grant funds for expenditures related to intake, orientation, assessment, and instruction of tutored students; provision of student support services to tutored students, data entry for the tutoring program activities, and administration of the grant. The 10 percent cap on Function Codes 2160 and 2300 described in 604.2.1 still applies.