

District of Columbia
Office of the State Superintendent of Education (OSSE),
Adult Education and Family Literacy Act (AEFLA) Grant and
Workforce Investment Council (WIC) Career Pathways Grant



Request for Applications
Pre-Application Conferences
Jan. 30, Feb. 3, and Feb. 9, 2017





Pre-Application Conference Agenda

- Welcome
- Review of Request for Application
- Enterprise Grants Management System
- Final Questions and Answers
- Important Dates





Request for Application Content

- Section I: Statement of Need
- Section II: Background Information
- Section III: Grant Requirements
- Section IV: Pre-Application Process
- Section V: Grant Application
- Section VI: Review, Scoring and Selection of Applications
- Section VII: Applications Scoring Rubric
- Section VIII: Grant Awards
- Appendices



Section I: STATEMENT OF NEED



Section I: DC's Adult Literacy and Workforce Needs

The Impact of Education on the Workforce

- By 2020, 76% of all jobs in DC will require some postsecondary education.
- 48.4% of families headed by someone with less than a high school diploma live below the poverty level in comparison with 36.8% headed by someone with a high school diploma or equivalent, 26.8% headed by someone with some college/associates degree live below the poverty level; and 7.4% headed by someone with a bachelor's degree or higher.

The District's Need for Adult Education

- According to the Census Bureau, 2011-2015 American Community Survey (ACS),
 - Approximately 11% or 57,048 do not have a high school diploma or its equivalent.
 - Additionally, a significant proportion of District residents lack the basic literacy, numeracy, English language, problem solving and digital literacy skills needed to be successful in their career, family, and community roles.



Section II: BACKGROUND INFORMATION



Section II: Office of the State Superintendent of Education

- The Office of the State Superintendent of Education (OSSE) is the District of Columbia agency responsible for administering the Adult Education and Family Literacy Act (AEFLA), a federal initiative authorized by Title II of the Workforce Innovation and Opportunity Act (WIOA) of 2014.
- The AEFLA grant program is supported with a match of local funds, as required by Title II, Section 222(b) of WIOA.
- As such, the AEFLA grant program is supported by a combination of federal and local funding.



Section II: OSSE Adult and Family Education

Through its Adult and Family Education team, OSSE:

- Re-grants federal and local funds to eligible providers of demonstrated effectiveness and sound fiscal management to offer adult education services to District residents;
- Facilitates state leadership activities including professional development, technical assistance and monitoring;
- Provides resources (software, instructional materials, equipment, and assistive technology) to adult education providers and partners in the city; and
- Maintains and reports state and local program performance, progress and outcome data to the U.S. Department of Education, city officials and other stakeholders and facilitates continuous improvement at the state and local program levels.



Section II: Workforce Investment Council (WIC)

Under the Mayor's Order 2016-086, the WIC:

- Serves as the public-private partnership empowered to advise the Mayor on the development, implementation, and continued improvement of an innovative, integrated, and effective workforce development system.
- Is charged with assisting the Mayor and District agencies in developing a demand-driven system and programs to meet the workforce needs of business and industry, support career development and self-sufficiency, and enhance the productivity and competitiveness of the District's workforce.



Section II: Adult Education and Literacy Activities

Adult Education and Literacy activities include:

- Adult education,
- Literacy activities,
- Workplace adult education and literacy activities,
- Family literacy activities,
- English language acquisition activities,
- **Integrated English literacy and civics education,**
- Correctional education and other education of institutionalized individuals,
- **Workforce preparation activities, and**
- **Integrated education and training.**



Section II: Purpose of AEFLA and WIC Grant Funds

Fund eligible providers to offer Integrated Education and Training Programs and services that:

- Assist adults in becoming literate and in obtaining the knowledge and skills necessary for employment and economic self sufficiency;
- Assist adults who are parents or family members in obtaining the education and skills that – (A) are necessary to become full partners in the educational development of their children; and that (B) lead to sustainable improvements in the economic opportunities for their family;
- Assist adults in attaining a secondary school diploma and in the transition to employment, postsecondary education and training through career pathways as defined in the glossary of terms; and
- Assist immigrants and other individuals who are English language learners in (A) improving their – (i) reading, writing, speaking, and comprehension skills in English; and (ii) mathematics skills; and in (B) acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship.



Section II: Available Funding

- Approximately \$4,300,000 will be awarded in response to this RFA (this includes approximately \$1.1 million in Federal funds, \$2.2 million in Local AFE funds, and just under \$1 million in WIC funding).
- It is expected that this funding will be awarded to six to ten applicants with a minimum grant award of \$250,000 per year and a maximum potential grant award of up to \$1,000,000 per year.
- Grant awards will be for one year (July 1, 2017 through June 30, 2018).
- Eligible providers of demonstrated effectiveness may also receive continuation funding for up two years (July 1, 2018 to June 30, 2019 and July 1, 2019 to June 30, 2020).



Section III: GRANT REQUIREMENTS



Section III: Eligible Individuals

- An eligible individual:
 - Has attained 18 years of age;
 - Is not enrolled *or required to be enrolled in secondary school under State law*; and
 - Has basic skills deficiencies, including adults with a high school diploma or any other credential as determined by a Comprehensive Adult Student Assessment System (CASAS) pre- and/or post-test; does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education based on CASAS; or is an English language learner.



Section III: Eligible Providers

Eligible providers:

- a local educational agency*;
 - a community-based organization;
 - a faith-based organization;
 - a volunteer literacy organization;
 - an institution of higher education;
 - a library;
 - a public housing authority;
 - a public or private nonprofit organization that is not described above and has the ability to provide adult education and literacy activities to eligible individuals;
 - a partnership between an employer and an entity described above; and
 - a consortium or coalition composed of three or more entity types described above.*

****Clarification: Consortia and coalitions should be inclusive of one or more employers.***



Section III: Partnerships, Consortia and Coalitions

1. A partnership, consortium and coalition must designate one of the members to serve as the primary or lead applicant agency and fiscal agent for the grant. A for-profit employer is not eligible to serve as the primary applicant.
2. The grant will be prepared in the name of the primary applicant agency/fiscal agent, not the partnership, consortium or coalition.
3. The primary applicant agency/fiscal agent must meet the following requirements:
 - Must be an eligible provider as defined under “Eligible Providers”;
 - Must receive and administer the grant funds and submit the required reports to account for the use of grant funds;



Section III: Partnerships, Consortia and Coalitions (cont.)

- Must require that each member of the partnership, consortium or coalition sign a Memorandum of Agreement (MOA), Memorandum of Understanding (MOU) or other agreement that contains a detailed explanation about the roles and responsibilities of each member of the partnership, consortium or coalition in working with the primary applicant agency to fulfill the requirements of the grant and achieve the desired outcomes;
- Cannot receive funding on behalf of another organization or re-grant funds to another organization;
- The primary applicant agency/fiscal agent is permitted to contract for services with members of the consortium, coalition, or partnership and/or to use funds to contract with consultants to perform services that the primary applicant agency/fiscal agent cannot provide itself; and



Section III: Partnerships, Consortia and Coalitions (cont.)

- Is responsible for coordinating the performance of services provided by the members of the partnership, consortium or coalition and/or consultants in the fulfillment of the grant requirements.
4. The primary applicant agency/fiscal agent must meet 25% Match requirement of the grant described in the section Match Requirement.

Members of a partnership, consortium or coalition have an obligation to work with the primary applicant agency/fiscal agent to fulfill the grant requirements and achieve the desired outcomes. Specific information about the roles and responsibilities of each member of the partnership, consortium or coalition must be provided in the Partnership, Consortium, or Coalition Tab in EGMS.



Section III: Location of Providers, Location/Delivery of Services and Type of Grant

Location of Providers

- Eligible providers must be located in the Washington-Baltimore-Arlington, DC-MD-VA-WV-PA Combined Statistical Area. The primary applicant agency/fiscal agent must be located in the District of Columbia.

Location/Delivery of Services for Eligible Individuals:

- Eligible providers must provide integrated education and training services to eligible individuals in the District of Columbia.

Type of Grant

- The Adult Education and Family Literacy Act (AEFLA) and WIC funding are available as a cost reimbursable grant.



Section III: Target High-Demand Sectors and Occupations

- Eligible providers must design program models that include the provision of integrated education and training (IE&T) that fulfill the requirements of Title II, AEFLA of WIOA, align with the District’s Unified WIOA State Plan and align with the Workforce Investment Council’s (WIC’s) High-Demand Sectors and Occupations List. The key high-demand sectors include:
 - Business Administration and Information Technology,
 - Construction,
 - Healthcare,
 - Hospitality,
 - Infrastructure,
 - Energy and Utilities,
 - Energy Technologies,
 - Transportation and Logistics, and
 - Law and Security

Consideration will be granted toward funding program models that include IE&T for other sectors/high demand occupations (e.g. Early Childhood Education, Transportation and Logistics, etc.) in the District. The eligible provider must make a compelling case & provide a rationalization for the program offering(s) based on LMI and other related data.



Section III: Integrated Education and Training

- The three required components of an Integrated Education and Training Program are:
 1. Adult education and literacy activities as described in 34 CFR §463.30.
 2. Workforce preparation activities as described in 34 CFR §463.34.



Section III: Integrated Education and Training (cont.)

3. Workforce training for a specific occupation or occupational cluster which can be any one of the training services defined in §134(c)(3)(D) of WIOA (29 U.S.C. §3174(c)(3)(D) including:
 - occupational skills training, including training for nontraditional employment;
 - on-the-job training;
 - incumbent worker training in accordance with subsection 134(d)(4) of WIOA;
 - programs that combine workplace training with related instruction, which may include cooperative education programs;
 - training programs operated by the private sector;
 - skill upgrading and retraining;
 - entrepreneurial training;
 - transitional jobs in accordance with sub-section (d)(5);
 - job readiness training provided in combination with services described in any of clauses a through g;
 - adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with services described in any clauses a through g; and
 - customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.



Section III: Program Model 1

1. INTEGRATED EDUCATION AND TRAINING (ADULT BASIC EDUCATION)

- Integrated Adult Basic Education and Training for students with literacy and numeracy skills at the Adult Basic Education (ABE) Levels (A-C) /Grade Level Equivalencies 1st to 8th grade.
 - Grade Level Equivalencies 1st through 5th grade industry training should include career awareness and exploration instruction/activities.
 - Grade Level Equivalencies 6th through 8th should include more robust industry-specific skills training.



Section III: Program Model 1 (Cont.)

- Eligible providers will be funded to develop and implement innovative program models that include the provision of adult education and literacy activities concurrently and contextually with workforce preparation activities and training for a specific occupation or occupational cluster for the purpose of educational and career advancement.
- Programs model must include the provision of career pathway mapping, workforce preparation and workforce training including career awareness, career exploration, and career planning services appropriate for students at the ABE Pre-Beginning Literacy, Beginning Basic Education and Intermediate Low Levels/equivalent grade levels 1 to 5 and/or in integrated education and training towards an industry recognized credential, where applicable, for students at the Intermediate Low and High Levels/equivalent grade levels 6 to 8.
- Program models must include the provision of services that enable adult learners to acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States.



Section III: Program Model 2

2. INTEGRATED EDUCATION AND TRAINING (ADULT SECONDARY EDUCATION)

- Integrated Adult Secondary Education and Training for students with literacy and numeracy skills at the Adult Secondary Education (ASE) Levels (D and E)/Grade Level Equivalencies 9th to 12th grade.
- Eligible providers will be funded to develop and implement innovative program models that include adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.
- Program models must include the provision of career pathway, workforce preparation and workforce training services appropriate for students at the ASE EFL/equivalent grade level.
- Program models must include the provision of services that enable adult learners to acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States.



Section III: Program Model 3

3. INTEGRATED ENGLISH LANGUAGE ACQUISITION AND TRAINING

- Integrated English Language Acquisition and Training for students with literacy and numeracy skills at the English as a Second Language (ESL) Levels (A-C) /Grade Level Equivalencies 1st to 8th grade.
 - Grade Level Equivalencies 1st through 5th grade industry training should include career awareness and exploration instruction/activities.
 - Grade Level Equivalencies 6th through 8th should include more robust industry-specific skills training.
- Eligible providers will be funded to develop and implement innovative program models that include the provision of integrated English Language Acquisition concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster to English Language Learners (ELL) for the purpose of educational and career advancement.
- Program models must also include services to professionals with degrees and credentials in their native countries.



Section III: Program Model 3 (Cont.)

- Integrate English Language Acquisition and Training for students with literacy and numeracy skills at the English as a Second Language (ESL) Levels (A-C) /Grade Level Equivalencies 1st to 8th grade.
- Program models must include the provision of services that enable adult learners to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents and workers.
- Program models must include the provision of career pathway mapping, workforce preparation and workforce training including career awareness, career exploration, and career planning services appropriate for students at the ELL Beginning Literacy/Pre-Beginning ELL, Low Beginning ELL, High Beginning ELL, Low Intermediate ELL and High Intermediate ELL levels/equivalent grade levels 1 to 5 and/or in integrated education and training towards an industry recognized credential, where applicable, for students at the Advanced ELL Levels/equivalent grade levels 6 to 8.



Section III: Program Model 4

4. INTEGRATED ENGLISH LANGUAGE ACQUISITION, CIVICS EDUCATION AND TRAINING

- Integrated English Language Acquisition, Civics Education and Training for students with literacy and numeracy skills at the English as a Second Language (ESL) Levels (A-C) /Grade Level Equivalencies 1st to 8th grade.
 - Grade Level Equivalencies 1st through 5th grade industry training should include career awareness and exploration instruction/activities.
 - Grade Level Equivalencies 6th through 8th should include more robust industry-specific skills training.
- Eligible providers will be funded to develop and implement innovative program models that include the provision of integrated English Language Acquisition and Civics Education concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster to English Language Learners (ELL) for the purpose of educational and career advancement.



Section III: Program Model 4 (Cont.)

- Program models must include the provision of services that enable adult learners to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States.
- Program models must include the provision of career pathway mapping, workforce preparation and workforce training including career awareness, career exploration, and career planning services appropriate for students at the ELL Beginning Literacy/Pre-Beginning ELL, Low Beginning ELL, High Beginning ELL, Low Intermediate ELL and High Intermediate ELL levels/equivalent grade levels 1 to 5 and/or in integrated education and training towards an industry recognized credential, where applicable, for students at the Advanced ELL Levels/equivalent grade levels 6 to 8.



Section III: Universal Expectations Across Models

- Eligible individuals are expected to:
 - Access/interact with an instructor for a minimum of 4 to 6 hours per week. Eligible providers are expected to offer a minimum of 24 hours of instruction (classroom, tutoring, and/or blended learning) per week, unless enrolled in an NEDP in which case the eligible individual is expected to complete NEDP coursework via NEDP online, and meet with their advisor/assessor for in-office checks on a weekly/bi-weekly basis.
 - Make measurable skill gains as evidenced by CASAS pre- and post-tests indicating students' completion and advancement of an educational functioning level. (Federal requirement)
 - Demonstrate persistence and be retained in the program long enough for educational advancement and goal achievement.



Section III: Universal Expectations Across Models (Cont.)

- Show evidence of progression in knowledge as evidenced by scale score gains, progress toward acquisition of a secondary education credential or certification, if applicable. Certificates must be uploaded in OSSE’s management information system, LACES and maintained in students’ files/records. (State requirement)
- Pass industry recognized certification exams and earn industry recognized certifications, if applicable. Eligible certifications are found in Appendix L. However, consideration of alternative industry recognized certifications will be granted if the eligible provider makes a compelling case and provides a rationalization for the industry certification(s) based on Labor Market Information (LMI) as well as established partnerships with relevant employers that have affirmed, in writing, the value of the specific certification(s). Certifications must be uploaded in OSSE’s management information system, Literacy, Adult and Community Education System and maintained in students’ files/records. (Federal requirement)



Section III: Universal Expectations Across Models (Cont.)

- Transition to an Integrated Adult Secondary Education and Training program or postsecondary education, if applicable (State requirement)
- Enter employment, if unemployed upon entry and seeking employment. (Federal requirement)
- Retain employment, if employed upon entry into the program. (Federal requirement)
- Advance in employment, if applicable. Can include increase in responsibilities, formal promotion, and increase in pay or wages. (State requirement)



Section III: Universal Elements - IE&T

- Listed below are universal elements of Integrated Education and Training models:
 - Integrated Education and Training concurrently and contextually provides adult basic/secondary/English language education with workforce preparation activities and/or training for a specific occupation or occupational cluster to District residents for the purpose of educational and career advancement.
 - Integrated Education and Training programs enable adult learners to achieve competency in literacy, numeracy, English language acquisition, and/or civics education while acquiring the basic industry awareness and/or more advanced skills and certifications needed to successfully obtain employment and advance along a career pathway.
 - Integrated Education and Training programs include offerings that are part of a clearly identified Career Pathway with multiple access points.



Section III: Universal Elements – IE&T (Cont)

- Integrated Education and Training programs include the development of an Individual Career Pathway Transition Plan that specifies the student’s educational functioning level, learning needs, career interests, goals and plans for achieving economic self-sufficiency, indicates the links to other resources and education and/or training, next steps on their career pathway and ensures seamless transitions from program to program (i.e. ABE to ASE or ASE to Postsecondary education, training, and/or employment).



Section III: Universal Elements – IE&T (Cont.)

- Integrated Education and Training programs offer Career Pathway counseling to help participants navigate through their educational and vocational options and provide support in accessing financial aid, public benefits and other supportive services that can help them persist and succeed in their education and career pursuits. These supportive services include:
 - Referral to social service agencies
 - Coordination and follow-up on participants' acquisition of social service/public welfare benefits
 - Linkages to community resources to address participants' basic needs (food banks, clothing banks, health care providers, health and wellness information, housing, childcare and/or transportation assistance)
 - Transportation (optional)
 - Child Care (optional)
 - Other (optional)



Section V: AEFLA Grant Application

AEFLA Grant

- Grant Application
- Application Submission Due Date
- Number of Applications Permitted
- OSSE Grant
- Background Information
- Contact Information
- Funding Distribution
- Contact Information
- Board of Directors
- Program Profile
- Schedule of Program Offerings



Section V: AEFLA Grant Application (Cont.)

AEFLA Grant (Cont.)

- Intent to Apply
- Project Information
- Program Design
- Other Program Elements
- Detailed Planned Expenditures and Match Requirement
- Assurances
- Submission of Grant Application
- Grand Modification Request Form
- Application History
- Appendices
- Definition of Terms



Section V: WIC Grant Application

WIC Grant

- Background Information
- Contact Information
- Funding Distribution
- Detailed Planned Expenditures
- Assurances



Important Dates

- Notice of Funds Availability (NOFA) – Released Dec. 2, 2016
- Request for Application – Released Jan. 25, 2017 (paper-based)
- Pre-application Conferences –Jan. 30, Feb. 3, and Feb. 9, 2017
- Mandatory Letter of Intent (Attachment A in the RFA) – Due to OSSE AFE by Feb. 24, 2017
- Application opens in EGMS – Late Feb. 2017
- Last day to submit questions regarding the RFA – Mar. 10, 2017
(Responses will be posted on the OSSE website upon review by the Communications Review Team.)
- Request for Application – Due Mar. 31, 2017 by 3 p.m. in EGMS. (EGMS web-based)