



DISTRICT OF COLUMBIA  
OFFICE OF THE STATE SUPERINTENDENT OF  
**EDUCATION**

District of Columbia  
Office of the State Superintendent of Education (OSSE)

Adult Education and Family Literacy Act and  
Workforce Investment Council Career Pathways Grant

Request for Applications  
Questions and Responses  
April 20, 2017

The Office of the State Superintendent of Education (OSSE) accepts questions regarding the Adult Education and Family Literacy Act (AEFLA) and Workforce Investment Council (WIC) Career Pathways Grant Request for Applications. Prospective applicants were able to submit questions in writing online at this [link](#) through April 14, 2017 and OSSE will respond to these questions as well as those posed at the pre-application conferences and post the responses weekly on the OSSE website at this [link](#).

For reference, this document also includes the questions and responses that OSSE posted on its website on Feb. 16, Feb. 23, March 2, March 9, March 16, March 23, March 30, April 6, and April 13, 2017. (There were no questions submitted for release on April 6, 2017.) For the convenience of users, the date in the first column indicates the date that each question and response was posted on the OSSE website; questions and responses that are new have the number indicated in red. ***This is the final posting of questions and responses.***

***IMPORTANT NOTE: There was error in the AEFLA grant application in the Enterprise Grants Management System (EGMS) under the Project Information Tab, 4. Sound Fiscal Management, Criteria: e) which reflects the following incorrect criteria:*** Describe the career awareness, career exploration, career planning and other related activities that will be offered and how they meet the workforce preparation and training requirements as outlined on pages 15 and 16 of the AEFLA and WIC Career Pathways Grant RFA and as described in 34 CFR §463.34 and §134(c)(3)(D) of WIOA.

**Applicants should type in the correct criteria below and their response in the text box for Criteria: e) in EGMS:**

**Criteria: e) Describe the fiscal resources available, other than Federal and District of Columbia adult education funds, to meet the needs of the population to be served including cash or in-kind contributions.**

<b>SECTION I: STATEMENT OF NEED</b>		
<b>Q1.</b> (2/16/17)	<b>Is the American Community Survey data available by ward for the District of Columbia?</b>	
<b>A1.</b> (2/16/17)	The American Community Survey data is not available by ward for the District of Columbia. For the purpose of the Request for Applications (RFA), eligible applicants may look at the workforce needs of the region relative to designing program models for District residents. Additionally, Labor Market Information is available for the Washington-Arlington-Alexandria DC-VA-MD-WV Metropolitan Statistical Area and can be disaggregated by zip code. Applicants may refer to Attachment K of the RFA as well as the resource list on the <a href="#">OSSE web page</a> .	See pages 5-6. <i>SECTION I: STATEMENT OF NEED</i>
<b>SECTION II: BACKGROUND INFORMATION</b>		
<b>Q1a.</b> (2/23/17)	<b>Which of the adult education and literacy activities in the Workforce Innovation and Opportunity Act (WIOA), Title II Adult, Adult Education and Family Literacy Act, Section 231 are different from the activities that were included in Title II of the Workforce Investment Act?</b>	
<b>A1a.</b> (2/23/17)	Integrated English literacy and civics education, workforce preparation, and integrated education and training are new activities under WIOA.	See page 10. <i>SECTION II: BACKGROUND INFORMATION -Adult Education and Family Literacy Act (AEFLA)</i>
<b>Q1b.</b> (2/23/17)	<b>What is the total amount of funding that will be awarded as a result of this RFA? Did OSSE's Adult and Family Education unit have a reduction in funding as the \$4.3 million seems to close to its annual budget exclusive of the WIC Career Pathways funding?</b>	
<b>A1b.</b> (2/23/17)	<p>Approximately \$4.3 million per year will be awarded in response to this RFA. 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).</p> <p>The OSSE Adult and Family Education unit's budget is \$5 million for FY17 and has been slightly reduced over the last several years. In addition to this grant, the AFE budget includes funds that are used for data system development, hosting, and maintenance; software procurement/licensing; contractual services (inclusive of professional development, technical assistance, and learning needs assessments); supplies, equipment, travel, and state-level personnel expenses. Furthermore, the AFE budget also includes federal and local State Leadership funds and administrative funds that are sometimes used to augment existing grants or offer separate grants, as needed, to address state level needs outside of the primary grant competition.</p>	See page 12. <i>SECTION II: BACKGROUND INFORMATION -Available Funding</i>

<b>Q1c.</b> (2/23/17)	<b>What is the minimum and maximum award amounts expected to be awarded in response to this RFA?</b>	
<b>A1c.</b> (2/23/17)	<p>It is expected that 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. 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).</p> <p>Applicants determine the level of funding to be requested based on the program model, design and offerings, the number of eligible individuals to be served, the eligible provider’s current fiscal, human and material resources and those that will be needed to fulfill the grant requirements.</p>	<p>See page 12. <i>SECTION II: BACKGROUND INFORMATION</i> -Available Funding</p>
<b>SECTION III: GRANT REQUIREMENTS</b>		
<b>Q2.</b> (2/16/17)	<b>Please clarify the definition of partnership, consortium and coalition as it relates to eligible applicants.</b>	
<b>A2.</b> (2/16/17)	<p>For the purpose of the RFA, the definitions are as follow:</p> <ul style="list-style-type: none"> <li>• A <u>partnership</u> is an arrangement where a minimum of two of the entity types listed under Eligible Providers agree to work together to meet the needs of the target population. A partner may provide programmatic and/or supportive services and have a limited role and responsibility in working with the lead applicant to fulfill the grant requirements and achieve the desired outcomes. A partnership can also include an employer who partners with the lead applicant for the purposes of supporting work-based learning, internships, curriculum development, and the hiring of program graduates.</li> <li>• A <u>consortium and/or a coalition</u> is an association or group of three or more of the entity types listed under Eligible Providers that pool their resources and have a substantial role and responsibility in working with the lead applicant to fulfill the grant requirements and achieve the desired outcomes. Similar to a partnership, a consortium and/or a coalition can also include one or more employers who partner with the lead applicant for the purposes of supporting work-based learning, internships, curriculum development, and the hiring of program graduates.</li> </ul>	<p>See pages 14-15. <i>SECTION III: GRANT REQUIREMENTS</i> -Eligible Providers -Partnerships, Consortium, and Coalition Guidelines See pages 40-41. <i>Section V: GRANT APPLICATIONS</i> -Other Program Elements -Partnerships, Consortia, and Coalitions</p>
<b>Q2a.</b> (2/23/17)	<b>Can you clarify whether a Local Educational Agency (LEA) can use AEFLA and/or WIC Grant funds to serve eligible individuals enrolled in an adult public charter school?</b>	
<b>A2a.</b> (2/23/17)	<p>Local Education Agencies (LEAs), including DC Public Charter Schools and DC Public Schools, <u>may use</u> AEFLA funds to serve eligible individuals 18 years of age and older <u>who are not enrolled or required to be enrolled in a traditional secondary school under District of Columbia law</u>. This means that LEAs that serve eligible individuals enrolled in adult public charter schools are eligible to apply. However, it should be noted that AEFLA funding must</p>	<p>See page 14. <i>SECTION III. GRANT REQUIREMENTS</i> -Eligible Individual -Eligible Providers</p>

	be used to supplement existing funding and cannot be used to supplant local funding, including funding coming through the Uniform Per-Student Funding Formula.	See page 63. SECTION VIII. GRANT AWARDS -Grant Fund Limitations
<b>Q2b.</b> (2/23/17)	<b>Can AEFLA and WIC grant funds be used to serve students between the ages of 18 and 24 enrolled in DC Public Schools Opportunity Academies (alternative schools) and in a program with the outcome of earning a traditional high school diploma?</b>	
<b>A2b.</b> (2/23/17)	Yes. Local Education Agencies (LEAs) <u>may use</u> AEFLA funds to serve individuals 18 years of age and older <i>who are not enrolled or required to be enrolled in a traditional secondary school under District of Columbia law</i> . This means that educational programs that provide alternative educational pathways to older youth and adult students ages 18 or over are eligible to apply. However, it should be noted that AEFLA funding must be used to supplement existing funding and cannot be used to supplant local funding, including funding coming through the Uniform Per Student Funding Formula.	See page 14. SECTION III. GRANT REQUIREMENTS -Eligible Individual -Eligible Providers See page 63. SECTION VIII. GRANT AWARDS -Grant Fund Limitations
<b>Q2c.</b> (3/2/17)	<b>Please clarify supplement versus supplant and any reporting requirements with regard to AEFLA funds.</b>	
<b>A2c.</b> (3/2/17)	AEFLA funding must be used to supplement existing funding and cannot be used to supplant local funding, including funding coming through the Uniform Per Student Funding Formula. It is important to note that eligible providers, including Local Education Agencies, are required to report on <u>all</u> eligible individuals, not only those eligible individuals served with AEFLA funds.	See page 14. SECTION III. GRANT REQUIREMENTS -Eligible Individual -Eligible Providers  See pages 25-27. SECTION III. GRANT REQUIREMENTS -Responsibilities of the Eligible Provider -Accountability and Reporting Requirements
<b>Q2d.</b> (4/20/17)	<b>Under Partnership, Consortium or Coalition, what type of “other agreement” will be accepted in place of a Memorandum of Understanding (MOU) or Memorandum of Agreement (MOA)?</b>	
<b>A2d.</b> (4/20/17)	Applicants who do not submit a Memorandum of Understanding (MOU) or Memorandum of Agreement (MOA) are expected to submit a written document, signed by the program leadership of both entities, with the key elements of an MOU or MOA including, but not limited to the following: the purpose and scope of the partnership; background; roles and responsibilities; financial commitment; period and timeline; and expected outcomes.	See pages 14-15. SECTION III: GRANT REQUIREMENTS -Eligible Providers -Partnerships, Consortium, and Coalition Guidelines See pages 40-41. Section V: GRANT APPLICATIONS

		-Other Program Elements -Partnerships, Consortia, and Coalitions
<b>Q2e.</b> (4/20/17)	<b>Where should an applicant upload the Memorandum of Understanding (MOU)/Memorandum of Agreement (MOA) in EGMS?</b>	
<b>A2e.</b> (4/20/17)	The eligible provider should upload the Memorandum of Understanding (MOU), Memorandum of Agreement (MOA), or other agreement(s) in Other Program Elements in the Partnerships, Consortia and Coalitions section.	See pages 14-15. <i>SECTION III: GRANT REQUIREMENTS</i> -Eligible Providers -Partnerships, Consortium, and Coalition Guidelines See page 40. <i>Section V: GRANT APPLICATIONS</i> -Other Program Elements -Partnerships, Consortia, and Coalitions
<b>Q2f.</b> (4/20/17)	<b>Can an applicant submit informal letters of support from community partners in addition to the formal partner MOUs/MOAs required by the RFA?</b>	
<b>A2f.</b> (4/20/17)	Yes. Applicants can submit informal letters of support in addition to formal agreements. However, letters of support are not required, cannot be submitted in lieu of formal partnership agreements, and are considered insufficient evidence of partnership(s) for this grant.	See pages 14-15. <i>SECTION III: GRANT REQUIREMENTS</i> -Eligible Providers -Partnerships, Consortium, and Coalition Guidelines See pages 40-41. <i>Section V: GRANT APPLICATIONS</i> -Other Program Elements -Partnerships, Consortia, and Coalitions
<b>Q2g.</b> (4/20/17)	<b>Should an applicant submit the contact information for the Board of Directors for the lead applicant only, or should the applicant also submit Board of Directors information for grant partners?</b>	
<b>A2g.</b> (4/20/17)	An applicant should submit the contact information for the Board of Directors for the primary/lead applicant agency only. An eligible provider is not required to submit the contact information for the Board of Directors of partner agencies.	See page 32. <i>SECTION V: GRANT APPLICATIONS</i> -Contact Information -Board of Directors

<b>Q2h.</b> (4/20/17)	<b>Please confirm that the information to be submitted in the Sound Fiscal Management section should only be for the Lead Applicant and not for partner(s).</b>	
<b>A2h.</b> (4/20/17)	Yes. The requirements of the Sound Fiscal Management section refer to the primary/lead applicant. Based upon the program model(s)/services to be offered, OSSE may also request fiscal documentation from members of the partnership, consortium and coalition.	See page 34. <i>SECTION V: GRANT APPLICATIONS</i> -Sound Fiscal Management See page 45. <i>SECTION VI: REVIEW, SCORING AND SELECTION OF APPLICATIONS</i> -Review Panel
<b>Q2i.</b> (4/20/17)	<b>Please clarify the statement in A2c: “It is important to note that eligible providers, including local education agencies, are required to report on all eligible individuals, not only those eligible individuals served with AEFLA funds.” If an entity applies for funding for specific classes/programs within a range of classes/programs offered by the applicant, would it be correct that the entity would report only on students that participate in the classes/programs for which it receives AEFLA funding?</b>	
<b>A2i.</b> (4/20/17)	As it currently stands, local education agencies are required to report on all students regardless of funding source. However, OSSE has requested additional information about the reporting requirements under WIOA. This guidance will inform OSSE’s stance on this topic and is forthcoming from the U.S. Department of Education’s Office of Career, Adult and Technical Education in late spring/early summer 2017.	See page 14. <i>SECTION III. GRANT REQUIREMENTS</i> -Eligible Individual -Eligible Providers  See pages 25-27. <i>SECTION III. GRANT REQUIREMENTS</i> -Responsibilities of the Eligible Provider -Accountability and Reporting Requirements
<b>Q3.</b> (2/16/17)	<b>What is the maximum number of partners that an applicant can include in an application?</b>	
<b>A3.</b> (2/16/17)	The applicant, whether applying as a partnership, consortium or coalition, determines the type and number of partners that are needed to fulfill the grant requirements and achieve the desired outcomes. There is no maximum number of partners.	Page reference not applicable.
<b>Q3a.</b> (3/16/17)	<b>What is the maximum number of collaborative partners that can be included in the grant application?</b>	
<b>A3a.</b> (3/16/17)	See Q3/A3.	Page reference not applicable.

<b>Q3a.</b> (2/23/17)	<b>Would you clarify the difference between re-granting and contracting for services as it relates to the lead applicant?</b>	
<b>A3a.</b> (2/23/17)	<p>The primary applicant agency/fiscal agent:</p> <ul style="list-style-type: none"> <li>cannot receive funding on behalf of another organization or re-grant funds to another organization; and</li> <li>is prohibited from sub-granting or re-granting funds to other recipients. Re-granting is defined as the act of granting again for the purpose of this RFA. OSSE, as the state agency responsible for the administration of Title II, Adult Education and Family Literacy Act (AEFLA) of WIOA, has the legal authority to award federal and local funds to sub-recipients. The sub-recipients who receive OSSE grant funds cannot re-grant or grant again the funding that it received from OSSE to another agency because does not have the legal authority to do so.</li> </ul> <p>The primary applicant agency/fiscal agent:</p> <ul style="list-style-type: none"> <li>is permitted to contract, which is defined as the act of entering into a formal agreement, written and enforceable by law, 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</li> <li>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.</li> </ul>	<p>See pages 14-15. <i>SECTION III. GRANT REQUIREMENTS</i> <i>-Partnership, Consortium, and Coalition Guidelines</i></p>
<b>Q3b.</b> (3/2/17)	<b>Can the primary/lead applicant contract for specific programmatic functions that it does not provide but that are being offered as a component of the services being offered to eligible individuals to fulfill the grant requirements?</b>	
<b>A3b.</b> (3/2/17)	<p>Yes.</p>	<p>See pages 14-15. <i>SECTION III. GRANT REQUIREMENTS</i> <i>-Partnership, Consortium, and Coalition Guidelines</i></p>
<b>Q3b.1.</b> (3/30/17)	<b>Can an applicant meet the Integrated Education and Training (IE&amp;T) requirement to offer workforce training by referring participants to the DOES American Job Centers for an Individual Training Account (ITA) instead of using OSSE and WIC funding for these services?</b>	
<b>A3b.1.</b> (3/30/17)	<p>No. An applicant cannot fulfill the workforce training requirement of the IE&amp;T program model by referring participants to DOES for an Individual Training Account for occupational skills training.</p> <p>Also, see Q7/A7.</p>	<p>See pages 16 -24. <i>SECTION III: GRANT REQUIREMENTS</i> <i>-Eligible Individual</i> <i>-Program Models</i> <i>-Program Models #1, #2, #3 and #4</i> <i>-Integrated Education and Training Universal Elements</i></p>

<b>Q3c.</b> (3/9/17)	<b>Is the primary/lead applicant that is an eligible provider allowed to contract with a partner, including a for-profit entity, for specific programmatic services that are part of the applicant’s program design but which the primary/lead applicant does not offer?</b>	
<b>A3c.</b> (3/9/17)	Yes. See Q3b/A3b.	See pages 14-15. <i>SECTION III: GRANT REQUIREMENTS</i> -Partnership, Consortium, and Coalition Guidelines
<b>Q3c.1.</b> (3/23/17)	<b>Is it an allowable expense to use funds from this grant to pay employer partners and/or other partners to provide services?</b>	
<b>A3c.1.</b> (3/23/17)	Yes. The applicant must explain how the service(s) are connected to the program design and provide a rationale for the expenditure(s). The applicant must also describe how the services contribute to the integrated education and training model and the achievement of student and program level outcomes. See Q3b/A3b.	See pages 16-22. <i>SECTION III: GRANT REQUIREMENTS</i> -Program Models
<b>Q3c.1.a.</b> (4/13/17)	<b>Can a for-profit trainer be the primary applicant in a consortium?</b>	
<b>A3c.1.a.</b> (4/13/17)	No. However, the primary/lead applicant in a consortium can contract with a for-profit trainer for specific services that are part of the program design but which the primary/lead applicant cannot or does not offer.	See pages 14-15. <i>SECTION III: GRANT REQUIREMENTS</i> -Eligible Providers -Partnerships, Consortium, and Coalition Guidelines
<b>Q3c.1.b.</b> (4/13/17)	<b>Can a DC government agency with a training, education and development department serve as the primary/lead applicant if the agency’s type is not listed under “Eligible Provider”?</b>	
<b>A3c.1.b.</b> (4/13/17)	No. Only agencies listed under “Eligible Providers” in the RFA may serve as the primary/lead applicant. However, organizations that are not listed under “Eligible Providers” can partner with an eligible provider applying as a single applicant, consortium or coalition to offer services to District residents.	See pages 14-15. <i>SECTION III: GRANT REQUIREMENTS</i> -Eligible Providers -Partnerships, Consortium, and Coalition Guidelines
<b>Q3c.1.c.</b> (4/13/17)	<b>Can AEFLA and WIC funding be used to pay for employer expenses related to hiring students and providing students with on-the-job training? Please indicate employer expenses that are allowable.</b>	
<b>A3c.1.c.</b> (4/13/17)	Yes. See Q3b/A3b and Q3c.1/A3c.1.	See pages 16-22. <i>SECTION III: GRANT REQUIREMENTS</i> -Program Models



<b>Q3c.1.d.</b> (4/20/17)	<b>What kinds of fiscal, human and material expenditures are acceptable for partners? Could expenses include activities related to an employer such as job shadowing or internships for students?</b>	
<b>A3c.1.d.</b> (4/20/17)	<p>The kinds of fiscal, human and material expenditures that are acceptable for partners are the same as those acceptable for the primary/lead applicant. Expenditures should be based upon the role(s) that the partner agencies will perform, in collaboration with the primary/lead applicant, to fulfill the grant requirements.</p> <p>Expenses may include employment-related services or activities for eligible individuals, including job shadowing and internships. For example, a small portion of the salary of a staff member employed by a partner agency may be supported with grant funds so that the staff member can mentor, coordinate, supervise, and/or support students in applied work experiences.</p> <p>Please note that the program budget and expenditures must be reasonable to achieve the desired outcomes.</p>	<p>See page 25. <i>SECTION III. GRANT REQUIREMENTS</i> -Responsibilities of the Eligible Provider See pages 40-41. <i>Section V: GRANT APPLICATIONS</i> -Other Program Elements -See Example #1 and #2</p>
<b>Q3c.2.</b> (3/30/17)	<b>Can grant funds be used to pay a consultant to assist with the management of the grant project or management of the consortium, with responsibilities to include collecting performance data and submitting required reports, or do these activities have to be performed by the primary/lead applicant?</b>	
<b>A3c.2.</b> (3/30/17)	<p>Yes. However, while OSSE AEFLA and WIC Career Pathways Grant funds may be used to pay a consultant to assist with some of the grant functions, the primary/lead applicant is responsible for the fulfillment of the grant requirements and the achievement of the desired outcomes.</p> <p>Please note that the grant review panel will evaluate whether the primary/lead applicant has:</p> <ul style="list-style-type: none"> <li>• the capacity to support the program offerings including sufficient fiscal, human and material resources needed to implement the program;</li> <li>• the capacity to report measurable participant outcomes;</li> <li>• the technology and staff capacity to use the Literacy, Adult and Community Education System, OSSE Adult and Family Education’s management information system, to capture participant outcomes and monitor program performance against the relevant indicators of performance.</li> </ul>	<p>See pages 14-15. <i>SECTION III: GRANT REQUIREMENTS</i> -Partnership, Consortium, and Coalition Guidelines See pages 33 and 42. -GRANT APPLICATIONS -Project Information -Organizational Capability and Demonstrated Effectiveness -Other Program Elements -Data Collection, Management and Reporting</p>
<b>Q3c.2a.</b> (4/20/17)	<b>Can participant records be maintained electronically only?</b>	
<b>A3c.2a.</b> (4/20/17)	<p>No. Federal and State mandates require sub-recipients to maintain evidence of student assessment and progression, documentation of the earning of a certification, and other key information in OSSE’s information management system, Literacy, Adult and Community Education System (LACES). Sub-recipients are also required to maintain paper-based copies of key documents (e.g. intake form, LD screening form, CASAS assessments/profile by competency, student goals sheet) in students’ files/records in a locked file cabinet.</p>	<p>See pages 14-15. <i>SECTION III: GRANT REQUIREMENTS</i> -Program Models See pages 25-27. <i>SECTION III. GRANT REQUIREMENTS</i></p>

	When the state is monitored by the U.S. Department of Education and other partner agencies, the monitors conduct an on-site monitoring visit which includes a review of paper-based student, programmatic and fiscal files/records as well as electronic records in LACES.	-Responsibilities of the Eligible Provider -Accountability and Reporting Requirements
<b>Q3c.3.</b> (3/30/17)	<b>Is it allowable to use grant funds for transportation assistance to students?</b>	
<b>A3c.3.</b> (3/30/17)	Yes.	See page 22. SECTION III: GRANT REQUIREMENTS -Integrated Education and Training Universal Elements See page 39. SECTION V: GRANT APPLICATIONS -Program Design -Supportive Services -Criteria a
<b>Q3c.4.</b> (3/30/17)	<b>Is it allowable to use grant funds for stipends for students?</b>	
<b>A3c.4.</b> (3/30/17)	OSSE AEFLA grant funds <u>may not</u> be used for student stipends, GED testing fees, caps and gowns, and food. However, a sub-recipient may use AEFLA grant funds for student incentives (attendance and progress).  WIC grant funds, if applicable, may be used for training related supportive services for Earn and Learn, Serve and Learn and/or other work-based learning projects.	See page 63. SECTION VIII. GRANT AWARDS -Grant Fund Limitations
<b>Q3c.5.</b> (4/20/17)	<b>Can AEFLA and/or WIC funds be used to provide a subsidized Community Work Experience for a student with potential employers and/or to support the processing of applications and additional work readiness training after placement as part of retention efforts?</b>	
<b>A3c.5.</b> (4/20/17)	Yes. AEFLA and/or WIC grant funds may be used to provide incentives for internships, externships, service learning projects and other similar work-based activities. However, the program budget must be reasonable to achieve the anticipated results for the number of persons to be served.	See page 24. SECTION III: GRANT REQUIREMENTS -Integrated Education and Training Universal Elements -Allowable Program Design Elements See page 60. SECTION VII. APPLICATION SCORING RUBRIC -Detailed Planned Expenditures and Match Requirements

		-Budget with Detailed Expenditures
<b>Q3c.6.</b> (4/20/17)	<b>What types of student financial support are acceptable for acknowledging student progress?</b>	
<b>A3c.6.</b> (4/20/17)	See Q3c.4/A3c.4.	See page 63. SECTION VIII. GRANT AWARDS -Grant Fund Limitations
<b>Q3c.7.</b> (4/20/17)	<b>Can AEFLA and/or WIC funding be used towards Individual Development Accounts (IDAs) for students who are in a work experience activity prior to, and up to 90 days, after completing the program?</b>	
<b>A3c.7.</b> (4/20/17)	No, neither AEFLA nor WIC funds may be used for earned income or matching funds for Individual Development Accounts (IDAs) at this time. Eligible providers are encouraged to identify IDA program sponsors in the business and/or financial institution communities.	See page 63. SECTION VIII. GRANT AWARDS -Grant Fund Limitations
<b>Q4.</b> (2/16/17)	<b>Is an applicant required to serve all of the grade level equivalencies in each service model? For example, if the Program Model is designed for eligible individuals with literacy and numeracy skills at grade level equivalencies 1-8, is the applicant required to provide instruction for grade levels 1-8 or can the applicant focus on eligible individuals functioning at grade levels 5-8?</b>	
<b>A4.</b> (2/16/17)	<p>An applicant is not required to provide services for the entire range of grade level equivalencies described in each Program Model. As such, an applicant’s efforts may be directed toward serving students at specific grade level equivalencies, a range of levels or multiple levels. Applicants must ensure that the program offerings, program level outcomes, student level outcomes, and the grade level of the curriculum and the certification test, if applicable, are appropriate for eligible individuals. Furthermore, if applicants are serving only students at a subset of specific grade level equivalencies within the 1<sup>st</sup> through 8<sup>th</sup> range, the applicant must provide transition services that support the eligible individual’s transition to an integrated education and training program that is appropriate to the next step in their educational continuum.</p> <p>For example, if the applicant focuses on eligible individuals functioning at grade levels 1<sup>st</sup> through 4<sup>th</sup>, the applicant must provide transition services upon completion of the program to support the student’s transition to a program that focuses on eligible individuals functioning at grade levels 5<sup>th</sup> through 8<sup>th</sup>.</p>	See pages 17-22. Section III: GRANT REQUIREMENTS -Program Models #1, #2, #3 and #4
<b>Q5.</b> (2/16/17)	<b>Program Model #1 requires that eligible individuals transition to an Integrated Adult Secondary Education and Training program. Does this mean that eligible individuals are expected to transition to an agency, consortium or coalition offering Program Model #2 services?</b>	
<b>A5.</b> (2/16/17)	Yes, if the student is ready to transition to ASE having completed the ABE educational functioning levels. If the student completes an educational functional level but is still operating at the ABE level, then the student should transition to a higher-level ABE program. Eligible applicants applying for funding for Program Model #1 should include activities that facilitate an Adult Basic Education students’ transition to programs offering higher level courses or to Integrated Adult Secondary Education and Training or	See pages 17-19. SECTION III: GRANT REQUIREMENTS -Program Models #1 and #2

	employment. When identifying transition partners, the applicant should consider collaborating with eligible providers or other entities that offer higher level ABE courses, if appropriate, or components of Program Model #2 whether the organization is an OSSE/WIC sub-recipient or another education and training provider.	
<b>Q5a.</b> (2/23/17)	<b>In Program Model #1, is an eligible individual who is functioning at the Adult Basic Education level expected to earn a certification? If not, what kinds of workforce preparation and workforce training activities are expected in Program Model #1?</b>	
<b>A5a.</b> (2/23/17)	Not necessarily. Program Model #1 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.	See pages 17-18. <i>SECTION III: GRANT REQUIREMENTS</i> -Program Model #1
<b>Q5a.1.</b> (3/23/17)	<b>Is entrepreneurship training an allowable activity? If yes, what is the required outcome for participants that complete an entrepreneurship training program?</b>	
<b>A5a.1.</b> (3/23/17)	<p>Yes. Training in entrepreneurship is an allowable integrated education and activity. While entrepreneurship training is identified as an allowable Integrated Education and Training activity in WIOA, eligible providers should ensure that their program’s design does not focus solely on entrepreneurship.</p> <p>Participants in an integrated education and training program that includes entrepreneurship are required to meet the core outcomes specified in the RFA.</p>	<p>See page 16. <i>SECTION III: GRANT REQUIREMENTS</i> -Program Models</p> <p>See page 24. <i>SECTION III: GRANT REQUIREMENTS</i> -Expected Performance Outcomes -Core Outcome Measures</p> <p>See page 76. <i>APPENDICIES: Attachment I</i> -The Common Career Technical Core (CCTC) Career Ready Practices</p> <p>See page 77. <i>APPENDICIES: Attachment J</i> -Occupational Literacy/ Employability Skills</p>

<b>Q5a.2.</b> (4/13/17)	<b>For Program Model #1, the RFA states that grade level equivalencies 6 – 8 should include more robust industry-specific skills training. Does this mean that a program design should include an industry recognized certification or is skills training sufficient?</b>	
<b>A5a.2.</b> (4/13/17)	Yes. The program design should include skills training <u>and</u> an industry recognized certification, if applicable.  Also see QA5a and A5a.	See pages 17-18. <i>SECTION III: GRANT REQUIREMENTS</i> -Program Model #1
<b>Q5a.3.</b> (4/13/17)	<b>For Program Model #1 that has grade level equivalencies 1 -5 and 6-8, could an applicant applying for this service model only address the needs of 6-8 or must the applicant include program designs that address both 1-5 and 6-8?</b>	
<b>A5a.3.</b> (4/13/17)	See Q4/A4.	See pages 17-18 <i>SECTION III: GRANT REQUIREMENTS</i> -Program Model #1
<b>Q5b.</b> (2/23/17)	<b>Is an eligible applicant that is implementing Program Model #1 required to have an employer partner?</b>	
<b>A5b.</b> (2/23/17)	Yes. Employer engagement is expected for all Program Models. However, the level of engagement and the role of an employer partner may differ for Program Model #1 in comparison, for example, to Program Model #2.  It is important to note that a consortium or coalition must be inclusive of one or more employers. See Q21/A21.	See pages 17-18. <i>SECTION III: GRANT REQUIREMENTS</i> -Program Model #1
<b>Q6.</b> (2/16/17)	<b>Please clarify the grant requirement regarding the minimum number of hours of instruction that each eligible individual is expected to receive.</b>	
<b>A6.</b> (2/16/17)	For the purpose of this RFA, applicants are expected to design program models that are rigorous and of sufficient intensity and quality to achieve the expected outcomes of the grant. The required length, number of hours, type, and frequency of activities should be determined by program level outcomes and the needs of the target population.  It is expected that students will engage in as many hours of instruction as are needed to make measurable skills gains and achieve student level and program level outcomes. While students must receive a <u>minimum</u> of 4-6 hours of face to face instruction per week, it is expected that students will have access to 24 or more hours of instruction per week comprised of classroom instruction, tutoring, and/or blended learning. This means that programs must schedule, at minimum, 24 hours of instruction per week and students should be made aware, upon enrollment, of the programmatic expectation that they must attend, on average, four to six hours of direct instruction per week.  OSSE will monitor sub-recipients for compliance with this requirement throughout the grant period.	See pages 17-22. <i>SECTION III: GRANT REQUIREMENTS</i> -Program Models #1, #2, #3 and #4

<b>Q6a.</b> (3/16/17)	<b>Is the National External Diploma Program (NEDP) coursework a required component of Program Model #2?</b>	
<b>A6a.</b> (3/16/17)	<p>No. Program Model #2 is designed for students at the Adult Secondary Education (ASE) Levels (D and E)/Grade Level Equivalencies grades 9-12. Eligible individuals served in Program Model #2 who do not have a high school diploma or GED are expected to earn a secondary school diploma. In the District of Columbia, adults can earn a secondary school credential by completing high school credits, demonstrating mastery of all NEDP competencies, or by earning a passing score on the GED.</p> <p>Eligible providers may select which secondary school completion option(s) to offer as part of their program design.</p> <p>Also see Q6/A6.</p>	<p>See pages 18-19. <i>SECTION III: GRANT REQUIREMENTS</i> -Program Model #2</p>
<b>Q6b.</b> (3/16/17)	<b>In Program Model #2, can an eligible individual who enters the program with a high school diploma or GED, and does not need any educational services, enter the program for the training component to earn a certification and gain employment?</b>	
<b>A6b.</b> (3/16/17)	<p>An applicant must serve eligible individuals as defined below.</p> <p>An eligible individual is a person who is 18 years of age and older; is not enrolled <i>or required to be enrolled in secondary school under State law</i>; and who <u>has basic skills deficiencies (includes adults with a high school diploma or any other credential but who are determined to have deficiencies by a Comprehensive Adult Student Assessment System (CASAS) pre- and/or post-test</u>; an adult that does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education based on CASAS; or an adult who is an English language learner).</p> <p>Also see Section III: Grant Requirements, Expected Performance Outcomes and Core Outcome Measures.</p>	<p>See page 14. <i>SECTION III. GRANT REQUIREMENTS</i> -Eligible Individual See pages 18-19. <i>SECTION III: GRANT REQUIREMENTS</i> -Program Model #2 See page 24. <i>SECTION III: GRANT REQUIREMENTS</i> -Expected Performance Outcomes -Core Outcome Measures</p>
<b>Q6c.</b> (4/20/17)	<b>When establishing the criteria for participants in Model #2, in addition to requiring 9th grade level or above as determined by CASAS, can an applicant also require that participants have a High School Diploma or GED at entry?</b>	
<b>A6c.</b> (4/20/17)	<p>Eligible providers determine the entry requirements of eligible participants and describe these requirements in the program design. Eligible providers should also ensure that the entry requirements are consistent with the program level and student level learning outcomes.</p> <p>When determining the entry requirements, eligible providers should 1) Review the Statement of Need section of the RFA which outlines the educational attainment of District residents, providing key information about the needs of eligible individuals and 2) Review the Eligible Individual section of the RFA.</p>	<p>See pages 5-6. <i>SECTION I: STATEMENT OF NEED</i> -Statement of Need -New Vision for the District of Columbia See page 14. <i>SECTION III. GRANT REQUIREMENTS</i> -Eligible Individual See pages 18-19.</p>

	The OSSE AEFLA and WIC Career Pathways Grant RFA seeks eligible providers with innovative programs to serve District residents, including, but not limited to, the 57,048 District residents who do not have a high school diploma or its equivalency.	<i>SECTION III: GRANT REQUIREMENTS -Program Model #2</i>
<b>Q6d.</b> (4/20/17)	If setting up a program under Model #2 that includes participants at Grade Level Equivalencies 9-12, can the applicant also provide Adult Secondary Education (ASE), English Language learner (EL) and Civics Education (CE) training for immigrants at Grade Level Equivalencies 9-12?	
<b>A6d.</b> (4/20/17)	<p>Grade Level Equivalencies 9-12 are not applicable to eligible individuals in an English Literacy (EL) or Civics Education (CE) program. EL and CE programs serve individuals with literacy and numeracy skills at grade level equivalencies 1-8. When an English learner has literacy and numeracy skills at the Adult Secondary Level (Grade Level Equivalencies 9-12), the individual is considered an ASE student.</p> <p>For the purposes of this RFA, if an applicant is interested in providing services to eligible individuals at the Adult Secondary Level (ASE)/Grade Levels 9 -12, English Language Acquisition (ELA)/Grade Levels 7-8 and/or Integrated English Literacy and Civics Education (IELCE)/Grade Levels 7-8, the applicant should check the box for all the program models that apply under Intent to Apply - Program Model 2 Integrated Education and Training – ASE, Program Model 3- Integrated English Language Acquisition, and/or Program Model 4- Integrated English Literacy and Civics Education – IELCE.</p> <p>The eligible provider should consider its capacity and history of demonstrated effectiveness with the target populations when determining which eligible individuals to serve and which program models to design and implement.</p>	See pages 18-19. <i>SECTION III: GRANT REQUIREMENTS -Program Model #2</i>
<b>Q7.</b> (2/16/17)	<b>Do all the program offerings need to be integrated?</b>	
<b>A7.</b> (2/16/17)	Yes. All program Models must include the provision of Integrated Education and Training. The three required components of Integrated Education and Training are 1) adult education and literacy, 2) workforce preparation and 3) workforce training. Applicants should refer to the description of the Program Models and other related information in Section III: Grant Requirements.	See pages 16 -24. <i>SECTION III: GRANT REQUIREMENTS -Program Models #1, #2, #3 and #4 -Integrated Education and Training Universal Elements</i>
<b>Q7a.</b> (3/2/17)	<b>Can an applicant include in its program’s design a partnership or contract with a local entity to offer specific services to eligible individuals and to facilitate partnerships with employers that can provide work-based learning, student incentives and/or employment opportunities to eligible individuals?</b>	
<b>A7a.</b> (3/2/17)	Yes.	See pages 14-15. <i>SECTION III. GRANT REQUIREMENTS -Partnership, Consortium, and Coalition Guidelines</i>

<b>Q8.</b> (2/16/17)	<b>What is the expected transition of an eligible individual who enters a training program with a high school diploma and receives an industry recognized certificate?</b>	
<b>A8.</b> (2/16/17)	<p>Eligible individuals who enter an Integrated Education and Training Program with a high school diploma are expected to make measurable skill gains throughout their participation in the program. Additionally, an eligible individual who enters with a secondary school credential and earns an industry recognized certificate is expected to transition to postsecondary education, training, and/or employment.</p>	<p>See pages 17-22. <i>SECTION III: GRANT REQUIREMENTS</i> -Program Models -Program Models #1, #2, #3 and #4 -Integrated Education and Training Universal Elements</p>
<b>Q9.</b> (2/16/17)	<b>Is an eligible applicant expected to serve eligible individuals in grade level equivalencies 1-8 in Program Models #3 and #4 or can the eligible applicant submit a program design that only serves eligible individuals at grade level equivalencies 5-8 or 6-8?</b>	
<b>A9.</b> (2/16/17)	<p>An applicant is not required to provide services for the entire range of grade level equivalencies described in each Program Model. As such, an applicant’s efforts may be directed toward serving students at specific grade level equivalencies, a range of levels or multiple levels. Applicants must ensure that the program offerings, program level outcomes, student level outcomes, and the grade level of the curriculum and the certification test, if applicable, are appropriate for eligible individuals. Furthermore, if applicants are serving only students at a subset of specific grade level equivalencies within the 1<sup>st</sup> through 8<sup>th</sup> range, the applicant must provide transition services that support the eligible individual’s transition to an integrated education and training program that is appropriate to the next step in their educational continuum. For example, if the applicant focuses on eligible individuals functioning at grade levels 1<sup>st</sup> through 4<sup>th</sup>, the applicant must provide transition services upon completion of the program to support the student’s transition to a program that focuses on eligible individuals functioning at grade levels 5<sup>th</sup> through 8<sup>th</sup>.</p>	<p>See pages 19-22. <i>SECTION III: GRANT REQUIREMENTS</i> -Program Models -Program Models #3 and #4</p>
<b>Q10.</b> (2/16/17)	<b>In Program Model #4, Integrated English Language Acquisition, Civics Education and Training, is it required that eligible individuals receive math instruction?</b>	
<b>A10.</b> (2/16/17)	<p>Yes. Applicants seeking funding to design and implement Program Model #4 are required to offer math instruction to eligible individuals.</p> <p>As identified in the Workforce Innovation and Opportunity Act (WIOA), Public Law 113-128, Sec. 202, 29 USC 3271 indicates that eligible providers are required to:</p> <p>“(4) assist immigrants and other individuals who are English language learners in—</p> <p>(A) improving their—</p> <p>(i) reading, writing, speaking, and comprehension skills in English; and</p> <p>(ii) <u>mathematics skills</u>; and</p> <p>(B) acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship.</p> <p>Effective July 1, 2016, the U.S. Department of Education is implementing the section of WIOA cited above, and requiring state education agencies to ensure that eligible providers offer <u>mathematics services</u> to English language learners.</p>	<p>See pages 21-22. <i>SECTION III: GRANT REQUIREMENTS</i> -Program Models -Program Model #4</p> <p>See pages 17-20. <i>SECTION III: GRANT REQUIREMENTS</i> -Program Models -Program Models #1, #2, #3 and #4</p>



	<b><i>It is important to note that the provision of math instruction is a requirement for <u>all</u> Program Models (#1, #2, #3 and #4).</i></b>	
<b>Q10a.</b> (4/20/17)	<b>If an applicant has created a flowchart for the program design, should this be included in the application? If so, where is the best place in the EGMS application to upload it, as part of the supporting documentation under the "Expected Performance Outcomes" section?</b>	
<b>A10a.</b> (4/20/17)	Yes. An eligible provider may upload a program design flowchart as part of the supporting documentation. An eligible provider may upload it to the Schedule of Program Offerings section with the Sample Course Listing with Descriptions/Class Sequence and the Proposed Program Timeline of Activities for the Grant Year.	See pages 32-33. <i>SECTION III: GRANT REQUIREMENTS</i> <i>-Schedule of Program Offerings</i>
<b>Q11.</b> (2/16/17)	<b>Since the National Reporting System core outcome measures include the attainment of a secondary school credential (high school diploma or GED), is a sub-recipient offering programming to eligible individuals at the Adult Basic Education (ABE) level expected to report on secondary school credential attainment?</b>	
<b>A11.</b> (2/16/17)	No. A sub-recipient is not expected to report on secondary school credential attainment for students at the Adult Basic Education (ABE) Level/Grade Level Equivalencies 1 <sup>st</sup> to 8 <sup>th</sup> . The reporting of this outcome is only applicable to sub-recipients serving eligible individuals at the Adult Secondary Education (ASE) Level/Grade Level Equivalency 9 <sup>th</sup> to 12 <sup>th</sup> for whom the acquisition of a high school diploma or GED is an expected outcome.	See pages 24-25. <i>SECTION III: GRANT REQUIREMENTS</i> <i>-Core Outcomes Measures</i>
<b>Q12.</b> (2/16/17)	<b>The RFA states that academic instructors are expected to have a degree in education or other related area and two years' experience teaching adults. Please provide examples of subject areas that would be acceptable.</b>	
<b>A12.</b> (2/16/17)	Academic instructors may have a baccalaureate and/or graduate degree in the subject area(s) they are teaching. For example, an academic instructor who is teaching language arts may have a degree in English, writing, rhetoric or other related subject area. An academic instructor teaching math may have a degree in mathematics, finance, economics, or other related subject area. An academic instructor teaching social studies may have a degree in history, government, political science or other related subject area.	See page 25. <i>SECTION III. GRANT REQUIREMENTS</i> <i>-Responsibilities of the Eligible Provider</i>
<b>Q12a.</b> (3/30/17)	<b>Are applicants expected to include the minimum qualifications and demonstrated effectiveness of consultants in the application, or is a "teaming agreement" sufficient?</b>	
<b>A12a.</b> (3/30/17)	For the purposes of this grant, a teaming agreement is not sufficient.  Any consultants/contractors who are included on the OSSE AEFLA and/or WIC Career Pathways Detailed Planned Expenditures (budget) as an <u>academic instructor or vocational instructor/trainer</u> must meet the minimum qualifications for the respective role. Additionally, these individuals should be listed on the Key Personnel Tab and a copy of their statement of work and/or position description and resume should be uploaded, if applicable.  Consultants/contractors who are included on the OSSE AEFLA and/or WIC Career Pathways Detailed Planned Expenditures (budget) in a capacity other than academic instructor or vocational instructor/trainer would be expected to meet the minimum qualifications of their field. Additionally, if any of these individuals are serving in a key role, they should be listed on the Key Personnel Tab and a copy of their statement of work and/or position description and resume should be uploaded, if applicable.	See page 25. <i>SECTION III. GRANT REQUIREMENTS</i> <i>-Responsibilities of the Eligible Provider</i>

<b>Q12b.</b> (3/30/17)	<b>Do the roles and responsibilities of consultants need to be clearly specified in the grant application or can they be expanded at a later time based on program needs?</b>	
<b>A12b.</b> (3/30/17)	Yes. The roles and responsibilities of a consultant that is included in the grant application must be clearly specified in the grant application.  Also see Q12a/A12a.	See page 25. <i>SECTION III. GRANT REQUIREMENTS</i> <i>-Responsibilities of the Eligible Provider</i>
<b>Q12c.</b> (3/30/17)	<b>Can a sub-recipient add additional consultants and/or expand the roles and responsibilities of a consultant after the grant has been awarded?</b>	
<b>A12c.</b> (3/30/17)	Yes. A sub-recipient may submit a Grant Modification Request Form to the State Director to modify the grant application (Program Design, Key Personnel, Detailed Planned Expenditures, etc.). After the Grant Modification Request Form has been approved, the sub-recipient can amend its grant application.	See page 44. <i>SECTION V: GRANT APPLICATIONS</i> <i>-General Information</i> <i>-Grant Modification Request Form</i>
<b>Q12d.</b> (3/30/17)	<b>Can a consultant be included in multiple grant application submitted by different primary/lead applicants?</b>	
<b>A12d.</b> (3/30/17)	Yes. A consultant may be included in more than one OSSE AEFLA and WIC Career Pathway Grant application. The scope of services to be provided by a consultant to each of the primary/lead applicants will be reviewed individually and collectively during the grant application review process.	See page 25. <i>SECTION III. GRANT REQUIREMENTS</i> <i>-Responsibilities of the Eligible Provider</i>
<b>Q13.</b> (2/16/17)	<b>Is co-teaching expected? If a vocational instructor has been trained to teach an integrated curriculum, can the instructor teach independently?</b>	
<b>A13.</b> (2/16/17)	Applicants are expected to provide integrated education and training contextually and concurrently. To hire qualified staff and faculty, OSSE expects that in most cases the distinctive training and expertise needed to be an effective academic instructor will be different from the training and expertise needed to an effective vocational instructor. If the instructor has the requisite skills to teach an integrated curriculum, then this is permissible as long as the instructor meets the minimum educational requirements for an academic instructor <u>and</u> a vocational instructor/trainer as defined in the grant requirements.  Applicants are expected to be creative and innovative meeting the components of the grant requirements in their program design.	See page 25. <i>SECTION III. GRANT REQUIREMENTS</i> <i>-Responsibilities of the Eligible Provider</i>
<b>Q13a.</b> (2/23/17)	<b>For an applicant that is applying as a consortium, what portion of the budget submitted should be comprised of WIC funds? Additionally, how does the applicant determine which expenditures to attribute to WIC funds in the budget?</b>	
<b>A13a.</b> (2/23/17)	Each applicant determines the portion of the budget and the expenditures to be charged to the OSSE AEFLA Grant and the WIC Career Pathways Grant. Applicants should review the following sections in the RFA: 1) Section III: Grant Requirements, 2) the Workforce Investment Council (WIC) Funding Considerations in Section V: Grant Applications and the	See page 14. <i>SECTION III. GRANT REQUIREMENTS</i> <i>-Eligible Providers</i>

	<p>3) Grant Fund Limitations in Section VIII: Grant Awards to determine the applicable expenditures.</p> <p>It is important to note that applicants applying for both OSSE AEFLA Grant and WIC Career Pathways Grant funds will be required to complete two separate applications and budgets in the Enterprise Grants Management System (EGMS).</p> <p>If modifications are needed for the OSSE AFE Grant or WIC Career Pathways Grant application or budget after an applicant has been selected as a sub-recipient, OSSE will apprise the applicant so the applications and/or budgets can be amended.</p>	<p><i>-Partnership, Consortium and Coalition Guidelines</i> See page 40. <i>SECTION V: GRANT APPLICATIONS</i> <i>-Workforce Investment Council (WIC) Funding Considerations</i> <i>SECTION VIII. GRANT AWARDS</i> <i>-Grant Fund Limitations</i></p>
<p><b>Q13a.1.</b> (3/9/17)</p>	<p><b>Will the applicant be required to complete two applications for the OSSE and WIC funding?</b></p>	
<p><b>A13a.1.</b> (3/9/17)</p>	<p>Applicants applying for both OSSE AEFLA Grant and WIC Career Pathways Grant funds will be required to complete two separate applications and budgets in the Enterprise Grants Management System (EGMS). However, the WIC grant application is an abbreviated application which builds on the AEFLA application. It is important to note that all applicants who apply for the WIC grant must also apply for the AEFLA grant.</p> <p>Only consortia and coalitions comprised of three or more entities, listed under “Eligible Providers” may apply for the WIC funding. One or more employers must be a member of the consortium or coalition. An individual entity will not be considered for WIC funding nor funded.</p> <p>Also see Q13a/A13a.</p>	<p>See page 40. <i>SECTION V: GRANT APPLICATIONS</i> <i>-Workforce Investment Council (WIC) Funding Considerations</i></p>
<p><b>Q13a.2.</b> (3/23/17)</p>	<p><b>Is an eligible applicant required to submit two applications in the Enterprise Grants Management System (EGMS) if applying for WIC Career Pathways funding in addition to AEFLA funding? If yes, how is this done?</b></p>	
<p><b>A13a.2.</b> (3/23/17)</p>	<p>Yes. Each application in EGMS is linked to one or more funding streams. The AEFLA application is linked to OSSE AFE Federal and Local funding. The WIC application is linked to the WIC Career Pathways funding.</p> <p>For this reason, each applicant is required to create, complete and submit the <u>comprehensive</u> Adult Education and Family Literacy Act (AEFLA) application in OSSE’s Enterprise Grants Management System (EGMS). If an applicant is applying for WIC Career Pathways funding in addition to AEFLA funding, the applicant is also required to create, complete and submit a second <u>abbreviated</u> application - the WIC Application - in EGMS.</p> <p>In the WIC application, an applicant will complete the following sections:</p> <ul style="list-style-type: none"> <li>• Background Information</li> <li>• Contact Information</li> <li>• Funding Distribution</li> <li>• Detailed Planned Expenditures (budget)</li> <li>• Assurances</li> </ul>	<p>See page 40. <i>SECTION V: GRANT APPLICATIONS</i> <i>-Workforce Investment Council (WIC) Funding Considerations</i> <i>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</i> <i>-Slide 38</i></p>

	<p>This information was provided at the Pre-application Conferences and can be found in the <a href="#">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 Power Point presentation</a>, slide 38.</p>									
<p><b>Q13a.2.</b> (3/9/17)</p>	<p><b>The RFA specifies that a primary/lead applicant that wishes to apply for WIC funds create two budgets, one for OSSE AEFLA funds and one for WIC funds. Can you provide guidance on the percentages that the applicant should use for each funding source?</b></p>									
<p><b>A13a.2.</b> (3/9/17)</p>	<p><u>OSSE AEFLA Grant Funding</u></p> <p>Based on OSSE AFE’s federal and local funding breakdown, an applicant requesting OSSE AEFLA Grant funding should use the following funding allocation percentages when developing the budget.</p> <table border="1" data-bbox="256 716 1349 814"> <thead> <tr> <th></th> <th>Federal funding</th> <th>Local funding</th> <th>WIC funding</th> </tr> </thead> <tbody> <tr> <td>OSSE AEFLA Grant</td> <td>40%</td> <td>60%</td> <td>N/A</td> </tr> </tbody> </table> <p><i>Applicants must upload a Microsoft Excel version of the completed OSSE AEFLA budget in EGMS. Applicants may wish to develop the budget with both funding sources (federal and local) in one Microsoft Excel workbook.</i></p> <p>Because the OSSE AEFLA funding levels are proposed, applicants may need to amend their application and budget once final funding determinations have been made.</p>		Federal funding	Local funding	WIC funding	OSSE AEFLA Grant	40%	60%	N/A	<p>See page 10. <i>SECTION II: BACKGROUND INFORMATION</i> <i>-Adult Education and Family Literacy Act (AEFLA)</i></p> <p>See page 40. <i>SECTION V: GRANT APPLICATIONS</i> <i>-Workforce Investment Council (WIC) Funding Considerations</i></p> <p>See page 43. <i>SECTION V: GRANT APPLICATIONS</i> <i>-Detailed Planned Expenditures and Match Requirement</i> <i>-See Criteria c.</i></p>
	Federal funding	Local funding	WIC funding							
OSSE AEFLA Grant	40%	60%	N/A							
	<p><u>OSSE AEFLA and WIC Career Pathways Grant Funding</u></p> <p>The OSSE AEFLA and WIC Career Pathways Grant funding determination will be based on the program model, design and offerings, the number of eligible individuals to be served, the eligible provider’s current fiscal, human and material resources and those that will be needed to fulfill the grant requirements.</p> <p>An applicant requesting OSSE AEFLA and WIC Career Pathways Grant funding could use the following funding allocation percentages when developing the budget based on their specific model as mentioned above.</p> <table border="1" data-bbox="256 1623 1349 1755"> <thead> <tr> <th></th> <th>Federal funding</th> <th>Local funding</th> <th>WIC funding</th> </tr> </thead> <tbody> <tr> <td>OSSE AEFLA and WIC Career Pathways Grant</td> <td>20%</td> <td>30%</td> <td>50%</td> </tr> </tbody> </table> <p><i>Applicants must upload a Microsoft Excel version of the completed budget in both the OSSE AEFLA Grant application in EGMS and the WIC Career Pathways Grant application in EGMS. Applicants may wish to develop the budget with all three funding sources (federal, local and WIC) in one Microsoft Excel workbook and upload the same workbook in both applications.</i></p>		Federal funding	Local funding	WIC funding	OSSE AEFLA and WIC Career Pathways Grant	20%	30%	50%	<p><i>SECTION II: BACKGROUND INFORMATION</i> <i>-Adult Education and Family Literacy Act (AEFLA)</i></p> <p>See page 40. <i>SECTION V: GRANT APPLICATIONS</i> <i>-Workforce Investment Council (WIC) Funding Considerations</i></p> <p>See page 43. <i>SECTION V: GRANT APPLICATIONS</i></p>
	Federal funding	Local funding	WIC funding							
OSSE AEFLA and WIC Career Pathways Grant	20%	30%	50%							

	Because the OSSE AEFLA and WIC Career Pathways funding levels are proposed, selected applicants may need to amend their application and budget once final funding determinations have been made.	-Detailed Planned Expenditures and Match Requirement -See Criteria c.
<b>Q13a.3.</b> (3/16/17)	<b>The application requires the creation of two budgets. What percentage of the grant will be funded by OSSE and what percentage will be funded by the WIC?</b>	
<b>A13a.3.</b> (3/16/17)	The funding available through this grant is \$4.3 million of which approximately \$3.3 million is funded by OSSE and approximately \$1 million is funded by the WIC. Also, see Q13a.2/A13a.2.	SECTION II: BACKGROUND INFORMATION -Adult Education and Family Literacy Act (AEFLA)  See page 40. SECTION V: GRANT APPLICATIONS -Workforce Investment Council (WIC) Funding Considerations  See page 43. SECTION V: GRANT APPLICATIONS -Detailed Planned Expenditures and Match Requirement -See Criteria c.
<b>Q13a.4.</b> (3/30/17)	<b>Can an applicant apply for a grant from OSSE AEFLA funds only? If yes, do the funding levels identified in the RFA apply to the OSSE AEFLA funds?</b>	
<b>A13a.4.</b> (3/30/17)	Yes, an eligible provider may apply for OSSE AEFLA grant funds only. An eligible provider may apply for any of the funding level amounts identified in the RFA: \$250,000-\$500,000; \$501,000-\$750,000; or \$751,000 - 1,000,000.  Please note that only consortia and coalitions comprised of three or more entities, listed under “Eligible Providers” may apply for the WIC funding.  See the response to Question 13a.2.	See pages 11-12. SECTION II: BACKGROUND INFORMATION -Purpose of AEFLA and WIC Funding -Available Funding
<b>Q13a.5.</b> (3/30/17)	<b>Under what circumstances does an applicant need to submit a WIC budget? If applying for a \$1,000,000 grant, must this consist of some WIC funding?</b>	
<b>A13a.5.</b> (3/30/17)	See the response to Question 13.a.4.	See pages 11-12. SECTION II: BACKGROUND INFORMATION -Purpose of AEFLA and WIC Funding -Available Funding

<b>Q13a.6.</b> (3/30/17)	<b>If an applicant applies for a \$1,000,000 grant, after adding the applicant’s required 25% match, does that mean that the total budget for the OSSE AEFLA and WIC Career Pathways Grant application would total \$1,250,000?</b>	
<b>A13a.6.</b> (3/30/17)	<p>The 25% match requirement may not be comprised of any other federal or AEFLA funding.</p> <p>Each eligible applicant is required to detail the expenditures that comprise the applicant’s 25% match on a separate tab in the Enterprise Grants Management System (EGMS). Therefore, an eligible applicant would apply for \$1,000,000 in this example.</p> <p>Please note that the 25% match requirement is only applicable to the OSSE AEFLA funding. The WIC funding does not have a match requirement.</p>	See page 64. SECTION VIII: GRANT AWARDS -Match Requirement
<b>Q13a.7.</b> (4/20/17)	<b>If an applicant is asking for both WIC and OSSE funds, can the applicant submit the same budget to both agencies, or does the applicant have to submit two different budgets? If the applicant has to submit two different budgets, how does the applicant determine what to charge to each agency?</b>	
<b>A13a.7.</b> (4/20/17)	<p>The applicant must complete two separate applications, each with its own Detailed Planned Expenditures/Budget.</p> <p>However, an applicant may upload a Microsoft Excel version of the completed budget in both the OSSE AEFLA Grant application in EGMS and the WIC Career Pathways Grant application in EGMS. Applicants may wish to develop the budget with all three funding sources (federal, local and WIC) in one Microsoft Excel workbook and upload the same workbook in both applications.</p> <p>See Q13a.2/A13a.2.</p>	See page 43. SECTION V: GRANT APPLICATIONS -Detailed Planned Expenditures and Match Requirement -Completing the OSSE Budget in EGMS -Completing the WIC Budget in EGMS
<b>Q13a.8.</b> (4/20/17)	<b>Should the program design be based on a one-year, two-year or a three-year period?</b>	
<b>A13a.8.</b> (4/20/17)	<p>Sub-recipients will be funded for one year with the option of continuation funding for two or more additional years based on evidence of demonstrated effectiveness and the availability of funding.</p> <p>Based on the eligible individuals’ entry functioning level, career interests and goals, eligible providers should ensure that individuals are making measurable skill gains throughout the period of participation in the program each year. OSSE is aware that eligible individuals’ acquisition of skills, the taking and passing of a certification exam, and acquisition of a certification exam may differ depending upon the industry requirements.</p>	Page reference not applicable.
<b>Q13a.9.</b> (4/20/17)	<b>When working in EGMS under budget items, is there a drop down choice for funding source? What is the correct percentage of local funds and the correct percentage of federal funds?</b>	
<b>A13a.9.</b> (4/20/17)	<p>Yes, there is a drop-down menu for each budget category in the Detailed Planned Expenditure Tabs in the AEFLA Grant Application. Eligible providers will see a column called Funding Source which has a drop-down menu where the eligible provider can identify whether the expenditure is Federal or Local. There is no drop-down menu in the Detailed Planned Expenditure Tabs in the WIC Grant application.</p> <p>See Q13a.2/A13a.2 relative to the percentage of local funds and federal funds.</p>	See page 43. SECTION V: GRANT APPLICATIONS -Detailed Planned Expenditures and Match Requirement -See Criteria c.

	Because the OSSE AEFLA and WIC funding levels are proposed, applicants may need to amend their application and budget(s) once final funding determinations have been made.	
<b>Q13b.</b> (2/23/17)	<b>How do “green jobs” fit into the District of Columbia High-Demand Sectors and Occupations?</b>	
<b>A13b.</b> (2/23/17)	Green jobs may be included in all sectors. See Q26/A26.	See page 15. <i>SECTION III. GRANT REQUIREMENTS</i> <i>-Target High-Demand Sectors and Occupations</i>
<b>Q13c.</b> (2/23/17)	<b>What are the expected outcomes for eligible individuals engaged in Integrated Education and Training Programs that offer adult basic education, workforce preparation and vocational training?</b>	
<b>A13c.</b> (2/23/17)	See the Core Outcomes Measures and Integrated Education and Training Universal Element in Section III: Grant Requirements in the RFA.	See pages 24-25. <i>SECTION III: GRANT REQUIREMENTS</i> <i>-Core Outcomes Measures</i> <i>-Integrated Education and Training Universal Elements</i>
<b>Q13d.</b> (2/23/17)	<b>Can an eligible applicant check more than one program model if it expects to serve some eligible individuals in Program Model #1 and some eligible individuals in Program Model #2?</b>	
<b>A13d.</b> (2/23/17)	Yes.	See pages 17-19. <i>SECTION III: GRANT REQUIREMENTS</i> <i>-Program Models #1 and #2</i>
<b>Q13e.</b> (2/23/17)	<b>For Program Model #2, is it expected that eligible individuals with a primary goal to enter postsecondary education will also receive workforce training and/or be able to earn a certification?</b>	
<b>A13e.</b> (2/23/17)	<p>Yes. Eligible individuals who have a primary goal is to enter postsecondary education must also have access to and an opportunity to engage in workforce preparation and workforce training to earn an industry recognized certification.</p> <p>Applicants seeking OSSE AEFLA and WIC Career Pathways Grant funding for Program Model II are expected to offer Integrated Education and Training. The three required components of Integrated Education and Training are 1) adult education and literacy, 2) workforce preparation and 3) workforce training. Applicants should refer to the description of the Program Models and other related information in Section III: Grant Requirements.</p>	<p>See pages 18-19 and 22-25. <i>SECTION III: GRANT REQUIREMENTS</i> <i>-Program Model #2</i> <i>-Expected Performance Outcomes</i> <i>-Core Outcome Measures</i></p>

<b>Q13f.</b> (2/23/17)	<b>Are District residents who are working considered to be eligible individuals?</b>	
<b>A13f.</b> (2/23/17)	Yes, as long as they meet the criteria specified under Eligible Individual in the Section III: Grant Requirements in the RFA. See Attachment M: Definition of Terms in the Appendices.	See page 14. <i>SECTION III: GRANT REQUIREMENTS</i> -Program Models #1, #2, #3 and #4 -Expected Performance Outcomes -Core Outcome Measures
<b>Q13g.</b> (2/23/17)	<b>If an eligible provider is a postsecondary education institution would the applicant be expected to transition eligible individuals to employment only?</b>	
<b>A13g.</b> (2/23/17)	No. Eligible providers, inclusive of a training provider with an OSSE Higher Education and Licensure Commission (HELIC) designation as licensed postsecondary education institutions, are expected to offer transition services that facilitate an eligible individual's transition to a degree granting postsecondary education institution, another training provider to pursue an industry recognized certification and/or to employment.	See pages 16-22. <i>SECTION III: GRANT REQUIREMENTS</i> -Program Models -Program Models #1, #2, #3 and #4 -Integrated Education and Training Universal Elements -Expected Performance Outcomes -Core Outcome Measures
<b>Q13h.</b> (2/23/17)	<b>For Program Model #4, are eligible providers required to provide Civics Education to all participants?</b>	
<b>A13h.</b> (2/23/17)	Yes. Program Model #4, Integrated English Language Acquisition, Civics Education and Training, includes civics education for all eligible individuals.	See pages 10 and 21-22. <i>SECTION III: GRANT REQUIREMENTS</i> -Program Models -Program Model #4



<b>Q13i.</b> (2/23/17)	<b>Is each eligible provider required to offer all of the supportive services on site?</b>	
<b>A13i.</b> (2/23/17)	No. All of the supportive services do not have to be provided onsite. Applicants should work with partner agencies and/or identify organizations to whom eligible individuals can be referred to for supportive services that assist them in being persistent and successful in their educational and career pursuits.	See page 22. <i>SECTION III: GRANT REQUIREMENTS</i> <i>-Integrated Education and Training Universal Elements</i>
<b>Q13j.</b> (2/23/17)	<b>For programs that include entrepreneurship training, what evidence of self-employment is needed to demonstrate the Employment and Median Earnings core outcome measures?</b>	
<b>A13j.</b> (2/23/17)	Evidence of self-employment could include a Dun and Bradstreet number, W-2, and/or bank statements.	See page 16. <i>SECTION III: GRANT REQUIREMENTS</i> <i>-Program Models</i>
<b>Q13k.</b> (2/23/17)	<b>How does an eligible provider know which Integrated Education and Training Universal Elements apply to each eligible individual?</b>	
<b>A13k.</b> (2/23/17)	Eligible providers should review the Section I: Statement of Need and Section II: Background Information in the RFA, and the Districts WIOA Unified State Plan to determine which Integrated Education and Universal Elements to offer eligible individuals. Additionally, the Census Bureau, American Community Survey 2011-2015 and some of the resources that OSSE has made available on the website in response to the RFA include pertinent information about the needs of District residents.	See page 22. <i>SECTION III: GRANT REQUIREMENTS</i> <i>-Integrated Education and Training Universal Elements</i>
<b>Q13l.</b> (2/23/17)	<b>What documents must eligible providers collect from eligible individuals for enrollment purposes?</b>	
<b>A13l.</b> (2/23/17)	<p>Each eligible provider determines the eligibility documents to be collected for an eligible individual's enrollment in their program.</p> <p>Additionally, in alignment with the Workforce Innovation and Opportunity Act (WIOA) and the District's WIOA Unified State Plan, the Office of the State Superintendent of Education, Department of Employment Services, Department of Human Services, Department on Disability Services/Rehabilitation Services Administration, University of the District of Columbia-Community College and other key partner agencies are working together to streamline, coordinate and integrate the provision of services to District residents.</p> <p>As such, the DC Data Vault is being used to facilitate the referral of District residents to and from multiple agencies for services. Eligible providers funded with OSSE AEFLA and WIC funding will be required to collect specific documentation from eligible individuals and/or to assist eligible individuals in acquiring the documentation, if needed and upload the required documents in the DC Data Vault and Literacy Adult Education System (LACES), the OSSE Adult and Family Education unit's management information system.</p> <p>A list of the eligibility documents will be posted on the OSSE website. Updated versions of the listing will be posted on the website, as applicable.</p>	<p>See page 14. <i>SECTION III: GRANT REQUIREMENTS</i> <i>-Eligible Individual</i> <i>-Program Models</i></p> <p>See page 25. <i>SECTION III. GRANT REQUIREMENTS</i> <i>-Responsibilities of the Eligible Provider</i> <i>-See item #18.</i></p>

<b>Q13m.</b> (2/23/17)	<b>Are eligible providers required to have academic instructors who have a Graduate Certificate in Adult Education to submit an application?</b>	
<b>A13m.</b> (2/23/17)	<p>Eligible applicants must hire qualified staff and faculty and to perform the key responsibilities of the grant (Program Administration/Management, Fiscal Accountability, Student Recruitment/Retention, Orientation/Intake/Assessment/Goal Setting/Individualized Planning, Instruction/ Integrated Education/Training, Data Management and Reporting.)</p> <p>Academic instructors with a Master’s Degree or Graduate Certificate in Adult Education, Education or other related area and three to five years’ experience teaching adults are preferred.</p> <p>To meet the mandates of WIOA, OSSE in collaboration with the University of the District of Columbia, offer the Graduate Certificate Program in Adult Education to increase teacher effectiveness and facilitate teacher licensure in Adult Education.</p>	<p>See page 25. <i>SECTION III: GRANT REQUIREMENTS</i> -Responsibilities of the Eligible Provider -See item #2.</p>
<b>Q13n.</b> (2/23/17)	<b>Item #13 in the list of Responsibilities of the Eligible Provider requires the administration of a personal/career assessment to eligible individuals. What is the length of time required to administer the personal/career assessment?</b>	
<b>A13n.</b> (2/23/17)	The personal/career assessment should be administered to eligible individuals as part of the intake process.	<p>See page 26. <i>SECTION III: GRANT REQUIREMENTS</i> -Responsibilities of the Eligible Provider -See item #13.</p>
<b>Q13o.</b> (2/23/17)	<b>If selected as a sub-recipient, can an eligible provider use a different assessment for literacy and numeracy instead of the Comprehensive Adult Student Assessment Systems (CASAS) to document educational gains?</b>	
<b>A13o.</b> (2/23/17)	No. CASAS is the mandated assessment for OSSE Adult Education and Family Literacy Act (AEFLA) and WIC Career Pathway Grant sub-recipients. CASAS is used to determine eligible individuals’ entry educational functioning level/grade level and document measurable skill gains for reporting to the U.S. Department of Education.	<p>See pages 25-26. <i>SECTION III: GRANT REQUIREMENTS</i> -Responsibilities of the Eligible Provider</p>
<b>Q13p.</b> (2/23/17)	<b>Are eligible providers expected to administer a learning needs screening, specified by OSSE, to all eligible individuals?</b>	
<b>A13p.</b> (2/23/17)	Yes. OSSE requires that the Washington State Learning Disabilities (LD) Screening or the English Language Learner (ELL) Student Questionnaire be administered to all eligible individuals as part of the intake process.	<p>See page 26. <i>SECTION III: GRANT REQUIREMENTS</i> -Responsibilities of the Eligible Provider -See item #11.</p>

<b>Q13q.</b> (2/23/17)	<b>Item 19 in the list of Responsibilities of the Eligible Provider states that follow-up activities must be conducted for all students who exit the program during the appropriate follow-up period. Please describe these required follow-up activities.</b>	
<b>A13q.</b> (2/23/17)	<p>See the Expected Performance Outcomes and Core Outcome Measures in Section III: Grant RFA which includes a description of the outcome measures, the follow-up activities and timeline for which data is reported. The <a href="#">National Reporting System</a> determines the periods for follow-up on the core measures.</p>	<p>See pages 24-26. SECTION III: GRANT REQUIREMENTS -Expected Performance Outcomes -Core Outcome Measures</p>
<b>Q13r.</b> (2/23/17)	<b>Item 23 of the list of Responsibilities of the Eligible Provider refers to the U.S. Department of Education's negotiated performance targets and other federal, state, and/or local indicators. What are the benchmarks and timelines for each target and indicator?</b>	
<b>A13r.</b> (2/23/17)	<p>OSSE, in collaboration with the Workforce Investment Council, negotiates performance targets with the U.S. Department of Education and reports on state and local program performance and progress annually.</p> <p>See the Core Outcome Measures in Section III: Grant Requirements in the RFA which includes a description of the outcome measures and timeline for which data is reported.</p> <p>As a result of the transition from WIA to WIOA implementation, the District of Columbia like other states, was only required to propose and negotiate one target for the Adult Education and Family Literacy Act (AEFLA) Grant. As such, OSSE's Adult and Family Education unit proposed that 41% of adult learners receiving services in FY 17 and 42% in FY 18 will make "Measurable Skill Gains". With regards to the other core outcome measures, the U.S. Department of Education is working with states to identify and collect baseline data. During the interim, sub-recipients will be expected to meet performance targets set by OSSE's Adult and Family Education unit for these measures.</p> <p>OSSE also establishes and reports its progress toward achieving key indicators of performance quarterly to the Mayor, City Council, City Administrator and other key stakeholders. The key indicators of performance for OSSE's Adult and Family Education's unit include: 1) number of adult learners enrolled in programs and 2) the percentage of adult learners completing an educational functioning level.</p>	<p>Page reference not applicable.</p>
<b>Q13s.</b> (2/23/17)	<b>Regarding the mandatory participation in the Community of Practice Forums, who is expected to participate in a consortium or coalition?</b>	
<b>A13s.</b> (2/23/17)	<p>The primary/lead applicant is required to participate in the Community of Practice Forums as well as other technical assistance, professional development, meetings and other events. The primary/lead applicant determines which members of consortium or coalition could benefit from participating in the Community of Practice forums or other events.</p>	<p>See page 27. SECTION III: GRANT REQUIREMENTS -Responsibilities of the Eligible Provider -See item #28</p>

<b>Q13t.</b> (4/20/17)	<b>Can interns, supervised by a professional, provide integrated case management services to students under this grant?</b>	
<b>A13t.</b> (4/20/17)	<p>Yes. Interns can provide case management services provided that there is a qualified professional, who is licensed in the respective field, if applicable, to supervise the intern(s) and able to certify practicum hours.</p> <p>OSSE will monitor sub-recipients for compliance with this requirement throughout the grant period.</p>	<p>See page 25. <i>SECTION III. GRANT REQUIREMENTS</i> <i>-Responsibilities of the Eligible Provider</i> <i>-See item #2.</i></p>
<b>SECTION IV: PRE-APPLICATION PROCESS</b>		
<b>Q14.</b> (2/16/17)	<b>How do I get started in the Enterprise Grants Management System (EGMS)?</b>	
<b>A14.</b> (2/16/17)	<p>To get started with the Enterprise Grants Management System, review Section IV: Pre-Application Process in the Request for Applications. You may also visit <a href="#">the Enterprise Grants Management System (EGMS) home page</a> for guidance and other helpful information.</p> <p>Eligible applicants who submit a Letter of Intent will have an opportunity to participate in EGMS training to learn how to navigate the software and complete the AEFLA and WIC grant applications in EGMS.</p>	<p>See pages 29-30. <i>SECTION IV: PRE-APPLICATION PROCESS</i> <i>-Application Requirements</i></p>
<b>Q14a.</b> (3/9/17)	<b>Will OSSE make a list of the attendees who attended the pre-application conferences publicly available?</b>	
<b>A14a.</b> (3/9/17)	No. OSSE will not publish a list of attendees who came to the pre-application conferences.	<p>See page 29. <i>SECTION IV: PRE-APPLICATION PROCESS</i> <i>-Optional Pre-Application Conference</i></p>
<b>Q14b.</b> (3/16/17)	<b>How might an entity with training experience engage with the adult education community to collaborate on training and workforce development?</b>	
<b>A14b.</b> (3/16/17)	An agency can reach out to any provider that offers adult education services to discuss partnership opportunities.	<i>Page reference not applicable.</i>
<b>Q14c.</b> (3/16/17)	<b>Will there be specific points of contact to guide applicants through the grant application process?</b>	
<b>A14c.</b> (3/16/17)	<p>In fairness to all applicants, OSSE and the WIC are not able to provide technical assistance during the grant competition. Eligible applicants are encouraged to read the RFA carefully and review the questions and responses provided each week.</p> <p>The EGMS Help Desk provides technical assistance on EGMS. Applicants may contact the EGMS Help Desk at (202) 719-6500 or <a href="mailto:osse.callcenter@dc.gov">osse.callcenter@dc.gov</a>.</p>	<i>Page reference not applicable.</i>

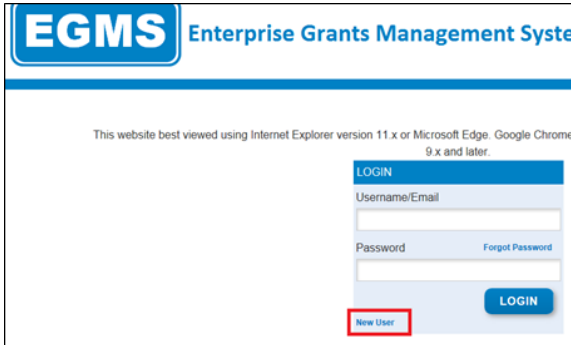
**SECTION V: GRANT APPLICATIONS**

<b>Q15.</b> (2/16/17)	<b>If an eligible applicant has received OSSE funding in the past three years, can the applicant review its past applications in the Enterprise Grants Management System (EGMS)?</b>	
<b>A15.</b> (2/16/17)	Yes. The Enterprise Grants Management System (EGMS) stores past applications. An applicant with credentials can access its own past applications in EGMS.	<i>Page reference not applicable.</i>
<b>Q15a.</b> (2/23/17)	<b>May an eligible applicant serve as the primary applicant on two applications?</b>	
<b>A15a.</b> (2/23/17)	No. An eligible provider may only submit one application as the primary/lead applicant in response to this RFA. However, an eligible provider may be included as a partner in one or more applications submitted where they are not the primary/lead applicant.	See page 32. <i>SECTION V: GRANT APPLICATIONS</i> <i>-Number of Applications Permitted</i>
<b>Q15a.1.</b> (3/9/17)	<b>Can an organization that is a part of a consortium apply and receive funds separately as part of the Grant competition?</b>	
<b>A15a.1.</b> (3/9/17)	Yes. See Q15a/A15a.	See page 32. <i>SECTION V: GRANT APPLICATIONS</i> <i>-Number of Applications Permitted</i>
<b>Q15b.</b> (3/2/17)	<b>Can an organization participate in multiple proposals as a contractor?</b>	
<b>A15b.</b> (3/2/17)	Yes, an eligible provider may be included as a partner in one or more applications submitted where the organization is not the primary/lead applicant.  Also see Q15a/A15a.	See page 32. <i>SECTION V: GRANT APPLICATIONS</i> <i>-Number of Applications Permitted</i>
<b>Q15b.1.</b> (3/9/17)	<b>Can an organization be included as a subcontractor on more than one application submitted by eligible providers?</b>	
<b>A15b.1.</b> (3/9/17)	Yes. See Q15b/A15b.	See page 32. <i>SECTION V: GRANT APPLICATIONS</i> <i>- Number of Applications Permitted</i>

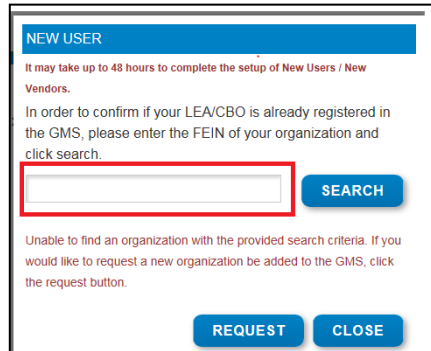
<b>Q15c.</b> (3/2/17)	<b>If an eligible provider has submitted a Notice of Intent to Apply Form indicating that it intends to serve as the Primary/Lead Applicant of a Consortium or Coalition, can the eligible provider submit an application as a single applicant instead?</b>	
<b>A15c.</b> (3/2/17)	Yes.	See page 29. <i>SECTION IV: PRE-APPLICATION PROCESS</i> <i>-Mandatory Notice of Intent to Apply</i>
<b>Q15c.1.</b> (3/16/17)	<b>If an eligible provider submitted a Notice of Intent to Apply Form as the Primary/Lead Applicant and is now interested in partnering with another organization that also submitted a Notice of Intent to Apply Form as the Primary/Lead Applicant, could the second organization withdraw its Notice of Intent to Apply and become a partner in the first organization's application?</b>	
<b>A15c.1</b> (3/16/17)	Yes. It is not necessary for any organization to withdraw its Notice of Intent to Apply Form. An eligible provider may submit an application as a Primary/Lead Applicant with one or more partners that may have submitted their own Notice of Intent to Apply Form.  Also see Q15a/A15a.	<i>Page reference not applicable.</i>
<b>Q15d.</b> (3/2/17)	<b>Can an eligible provider that has submitted a Notice of Intent to Apply Form by the deadline submit an application based on different Program Models than the Program Models indicated in our Notice of Intent to Apply Form?</b>	
<b>A15d.</b> (3/2/17)	Yes.	See page 29. <i>SECTION IV: PRE-APPLICATION PROCESS</i> <i>-Mandatory Notice of Intent to Apply</i>
<b>Q15e.</b> (3/9/17)	<b>Is an eligible provider that submitted a Notice of Intent to Apply Form by Feb. 24, 2017 at 3 p.m. able to submit an application for a Type of Entity (single primary/lead applicant versus consortium/coalition) that is different from the Type of Entity that was indicated on the eligible provider's Notice of Intent to Apply Form?</b>	
<b>A15e.</b> (3/9/17)	Yes. See Q15c/A15c.	See page 29. <i>SECTION IV: PRE-APPLICATION PROCESS</i> <i>-Mandatory Notice of Intent to Apply</i>
<b>Q15f.</b> (3/16/17)	<b>How much can an eligible provider change from the Notice of Intent to Apply Form in terms of funding amount, program model and/or partners?</b>	
<b>A15f.</b> (3/16/17)	An eligible provider can submit an application that is different from the Notice of Intent to Apply Form. This may include a change in any of the following: the funding level, type of application (single applicant or consortium/coalition) program model(s), and/or partners.	See page 29. <i>SECTION IV: PRE-APPLICATION PROCESS</i> <i>-Mandatory Notice of Intent to Apply</i>

<b>Q15f.1.</b> (3/23/17)	<b>Can an eligible applicant submit an application for more or fewer programs than indicated on their Notice of Intent to Apply Form?</b>	
<b>A15f.1.</b> (3/23/17)	Yes.  See Q15f/A15f.	See page 29. <i>SECTION IV: PRE-APPLICATION PROCESS</i> <i>-Mandatory Notice of Intent to Apply</i>
<b>Q15g.</b> (3/16/17)	<b>At this point in the process, is a substitution of the collaborating partners permissible?</b>	
<b>A15g.</b> (3/16/17)	Yes. An eligible applicant determines the type and number of partners that are needed to fulfill the grant requirements and achieve the desired outcomes.	See page 29. <i>SECTION IV: PRE-APPLICATION PROCESS</i> <i>-Mandatory Notice of Intent to Apply</i>
<b>Q16.</b> (2/16/17)	<b>When completing a grant application, there are a number of places in EGMS where the applicant needs to upload documentation (i.e. financial audit, resumes, etc.) into the system to complete the application. If an applicant uploads a document in error or wants to revise the document, can an applicant delete an uploaded document?</b>	
<b>A16.</b> (2/16/17)	Not at this time. Because EGMS is designed to monitor the completion of an application and the submission of required attachments, and approval and amendments to the application, a document that has been uploaded into EGMS cannot be deleted. If an applicant uploads a document in error, the applicant can upload the correct document(s) and name the file with "Revised" in the beginning of the file name to inform the grant reviewers which document is the correct one.	<i>Page reference not applicable.</i>
<b>Q16a.</b> (3/16/17)	<b>Can you confirm the date that the grant application will open in EGMS?</b>	
<b>A16a.</b> (3/16/17)	The grant applications will be released in EGMS on March 31, 2017.	<i>Page reference not applicable.</i>
<b>Q17.</b> (2/16/17)	<b>In EGMS, can an applicant have more than one user that is designated as an Authorized Representative?</b>	
<b>A17.</b> (2/16/17)	EGMS has three roles of users, each with different privileges: View Only, Data Entry and Authorized Representative. OSSE's Grants Management and Compliance team recommends that an applicant have two users that are designated as an Authorized Representative. The Authorized Representative is able to perform all applicant functions in EGMS. By having two Authorized Representatives, the applicant has a backup person, if needed.	<i>Page reference not applicable.</i>
<b>Q18.</b> (2/16/17)	<b>How does an applicant authorize additional individuals to serve as an Authorized Representative?</b>	
<b>A18.</b> (2/16/17)	A staff member at an agency can request login credentials in EGMS by following the steps below.  1. Go to <a href="http://grants.osse.dc.gov/">http://grants.osse.dc.gov/</a> 2. Click on <b>Login</b> .	<i>Page reference not applicable.</i>

3. Click on **New User**.



4. Enter the agency's Federal Employer Identification Number (FEIN).



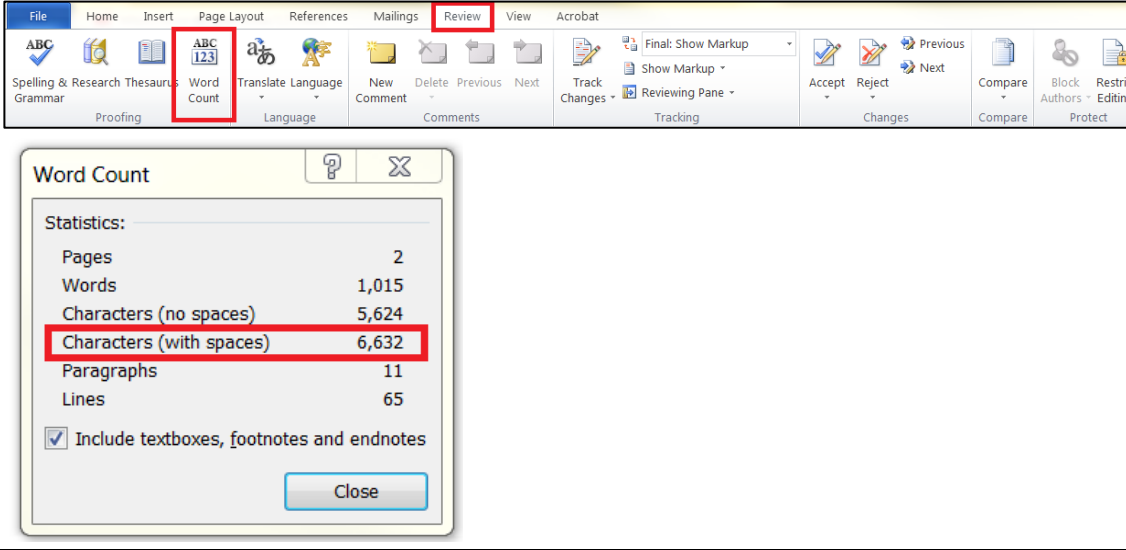
5. Click **Search**.

6. Request user credentials.

The EGMS Help Desk provides technical assistance. Applicants may contact the EGMS Help Desk at (202) 719-6500 or [osse.callcenter@dc.gov](mailto:osse.callcenter@dc.gov).

<p><b>Q19.</b> (2/16/17)</p>	<p><b>How does an applicant remove a staff member/user from having access to EGMS?</b></p>	
<p><b>A19.</b> (2/16/17)</p>	<p>If an individual with EGMS user credentials and a role (View Only, Data Entry, or Authorized Representative) leaves the applicant's employment, the individual should be removed from EGMS. To do this, a representative of the applicant agency must contact the EGMS Help Desk by phone at (202) 719-6500. If an Authorized Representative needs a list of all of the users associated with his/her agency, a list of users with their roles can be requested from the EGMS Help Desk by emailing <a href="mailto:osse.callcenter@dc.gov">osse.callcenter@dc.gov</a>.</p>	<p><i>Page reference not applicable.</i></p>
<p><b>Q20.</b> (2/16/17)</p>	<p><b>Does the character limit in the Enterprise Grants Management System (EGMS) apply to single organization applications and consortium applications?</b></p>	
<p><b>A20.</b> (2/16/17)</p>	<p>OSSE's Enterprise Grants Management System (EGMS) allows 6,000 characters per response to each question in EGMS, irrespective of whether the applicant is applying as a single organization, partnership, consortium or coalition. Therefore, eligible applicants are encouraged to craft responses that are written clearly, concise and complete.</p>	<p>See page 32. <i>SECTION V: GRANT APPLICATIONS</i> <i>-Grant Application (Creation,</i></p>



	<p>Eligible applicants that are using Microsoft Word to compose draft responses to be transferred into EGMS can access the Word Count tool on the Review toolbar. The Word Count tool also calculates the number of characters in text in Microsoft Word.</p> 	<p><i>Completion and Submission)</i></p>
<p><b>Q20a. (2/23/17) What browsers are recommended for use with EGMS?</b></p>		
<p><b>A20a. (2/23/17)</b></p>	<p>The following browsers and versions are recommended for use with EGMS:</p> <ul style="list-style-type: none"> <li>• Internet Explorer version 11.x</li> <li>• Google Chrome version 47.x or higher</li> <li>• Microsoft Edge</li> </ul>	<p><i>Page reference not applicable.</i></p>
<p><b>Q20b. (2/23/17) How will the Authorized Representative be informed when the application has been submitted?</b></p>		
<p><b>A20b. (2/23/17)</b></p>	<p>EGMS has a Review Summary section which date stamps the submission and displays the status of the application to users. EGMS allows up to five individuals to receive notifications.</p>	<p><i>Page reference not applicable.</i></p>
<p><b>Q20c. (2/23/17) Is it possible to print an application in EGMS?</b></p>		
<p><b>A20c. (2/23/17)</b></p>	<p>Yes. EGMS allows the user to print the entire application or selected sections and also has a “printer-friendly” view for printing individual pages of the application. A user submits a print request and the print job is prepared on an hourly basis.</p>	<p><i>Page reference not applicable.</i></p>
<p><b>Q20d. (2/23/17) After the Consistency Check has been run, and the application has been locked, is there a way for the Authorized Representative to unlock the application?</b></p>		
<p><b>A20d. (2/23/17)</b></p>	<p>The Consistency Check is a function in EGMS that ensures each required field is populated. If there are errors, the Consistency Check will return a list of fields in which a value needs to be entered. When the Consistency Check is error-free, EGMS will automatically lock the application from further edits. The application may be unlocked through the “Unlock Application” button on the SUBMIT tab. Once unlocked, the application will have to process another Consistency Check before the SUBMIT button will appear.</p>	<p><i>Page reference not applicable.</i></p>

	Eligible applicants are encouraged to contact the EGMS Help Desk with any technical questions at (202) 719-6500 or osse.callcenter@dc.gov.	
<b>Q21.</b> (2/16/17)	<b>Can an eligible applicant apply as a consortium or coalition and not receive Workforce Investment Council funding?</b>	
<b>A21.</b> (2/16/17)	<p>Yes. A consortium or coalition can decide whether it wants to apply for WIC funding in addition to AEFLA funding <u>or</u> only apply for AEFLA funding. A consortium or coalition may be selected for AEFLA funding but not receive WIC funding, if the applicant has not adequately met the criteria in the WIC Funding Considerations.</p> <p>A consortium or coalition must be inclusive of one or more employers.</p>	<p>See page 40.</p> <p><i>SECTION V: GRANT APPLICATIONS</i></p> <p>-Program Design</p> <p>-WIC Funding Considerations</p>
<b>SECTION VI: REVIEW, SCORING, AND SELECTION OF APPLICATIONS</b>		
	There were no questions relative to this section.	
<b>SECTION VII: APPLICATION SCORING RUBRIC</b>		
<b>Q21a.</b> (3/30/17)	<b>Is 100 the minimum number of participants required to be served at each funding level: \$250,000, \$500,000, \$750,000 and \$1,000,000?</b>	
<b>A21a.</b> (3/30/17)	<p>Yes. A minimum of 100 eligible individuals are expected to be served in each Program Model and at each funding level.</p> <p>The grant review panel will evaluate each application to:</p> <ul style="list-style-type: none"> <li>determine whether the applicant proposed a reasonable number of eligible individuals to be served based on the level of funding being requested; and</li> <li>make sure that the program budget is reasonable to achieve the anticipated results for the number of eligible individuals to be served.</li> </ul>	<p>See page 36.</p> <p><i>SECTION V: GRANT APPLICATIONS</i></p> <p>-Program Design</p> <p>-Program Activities and Services</p> <p>-Criteria d</p> <p>See page 43.</p> <p>-Detailed Planned Expenditures and Match Requirement</p> <p>-Criteria b</p>
<b>Q21a.1.</b> (4/13/17)	<b>The answer to Q21a indicates that a minimum of 100 eligible individuals are expected to be served in each Program Model and at each funding level. Does this mean that an applicant that proposes to serve two Program Models at one funding level must serve a minimum of 200 eligible individuals?</b>	
<b>A21a.1.</b> (4/13/17)	<p>No. Because an eligible applicant may seek funding to design and offer one or more program models, the applicant must determine the number of eligible individuals to be served in <u>totality</u> rather than per program model. Therefore, irrespective of the number of program models being designed and offered and the funding level being requested, each applicant is expected to serve, at a minimum, 100 eligible individuals. When making determinations about the number of eligible individuals to serve and the level of funding to request, it is important to note the grant review panel will evaluate each application to determine whether the applicant proposed a reasonable number of eligible individuals to be served based on the level of funding being requested and to make sure that the program budget is reasonable to achieve the anticipated results for the number of eligible individuals to be served.</p>	<p>See page 36.</p> <p><i>SECTION V: GRANT APPLICATIONS</i></p> <p>-Criteria d.</p> <p>-Special Note</p>

<b>Q21b.</b> (3/30/17)	<b>The RFA states that each sub-recipient is expected to serve no fewer than 100 students and is expected to spend between \$2,000 - \$5,000 per student. Is an applicant that is applying for a \$1,000,000 grant expected to train at least 200 students (200 students x \$5,000 per student = \$1,000,000)? If yes, how does an applicant account for administrative costs, recruiting, case management, marketing, etc.?</b>	
<b>A21b.</b> (3/30/17)	<p>Yes. Based on program design and services offered, OSSE would expect that an applicant submitting a proposal for \$1,000,000 would serve 200-500 eligible individuals.</p> <p>Applicants must be mindful that the total grant award, irrespective of the amount, must cover all grant expenses: salaries and benefits, professional services, equipment, supplies and materials, fixed property costs, and other objects as well as the indirect cost rate.</p> <p>An applicant may not spend more than \$5,000 of OSSE AEFLA and WIC Career Pathways grant funds per eligible individual. Therefore, if applying for a grant amount that is higher than \$500,000, the applicant would be expected to serve additional eligible individuals.</p> <p>The grant review panel will evaluate each application to:</p> <ul style="list-style-type: none"> <li>determine whether the applicant proposed a reasonable number of eligible individuals to be served based on the level of funding being requested; and</li> <li>make sure that the program budget is reasonable to achieve the anticipated results for the number of eligible individuals to be served.</li> </ul> <p>See the response to Question Q21a.</p>	<p>See page 36. <i>SECTION V: GRANT APPLICATIONS</i> -Program Design -Program Activities and Services -Criteria d</p> <p>See page 43. -Detailed Planned Expenditures and Match Requirement -Criteria b</p> <p>See page 63. <i>VIII: GRANT AWARDS</i> -Indirect Cost Rates</p>
<b>Q21c.</b> (3/30/17)	<b>In the Program Logistics section, criterion (d) asks the applicant to “describe the program-level student learning outcomes.” Should providers also discuss general education outcomes in this section?</b>	
<b>A21c.</b> (3/30/17)	<p>In this section, applicants are expected to describe the expected knowledge, skills, attitudes, competencies, and habits of mind that eligible individuals are expected to acquire during their participation in the program.</p> <p>Additionally, applicants are expected to describe how program-level and course or class-level student learning outcomes are assessed, including direct and indirect measures in the response to criterion a) under 7. Student Learning Outcomes Assessment.</p> <p>If an applicant has separate general education student learning outcomes, in addition to program level outcomes, the applicant should describe the general student learning outcomes in criterion d) in this section and describe the methods of assessment in the response to criterion a) under 7. Student Learning Outcomes Assessment.</p>	<p>See pages 53 and 58. <i>SECTION VII: APPLICATION SCORING RUBRIC</i> -Program Information -Program Logistics -Other Program Elements -Student Learning Outcomes Assessment -Attachment M -Student Learning Outcomes</p>
<b>A22.1.</b> (4/13/17)	<p>Upon completion of the grant application review process, the review panel shall make recommendations for awards to OSSE Adult and Family Education which shall make the final funding determinations of AEFLA funds; final funding determinations regarding WIC Career Pathways funds will be made by OSSE AFE in collaboration with the WIC. Because the OSSE</p>	

	<p>AEFLA and WIC funding levels in the RFA are proposed, applicants selected as sub-recipients may need to amend their application(s) and budget(s) once final funding determinations have been made.</p> <p>Please note that the EGMS applications that eligible applicants are completing reflect Program Year 2016-2017 (10/1/2016 – 9/30/2017). The reason for this is that grant applications and budgets must align with the District of Columbia's fiscal year (October 1 – September 30) in order to award grant funds and process cost reimbursement requests for the period of July 1, 2017 – September 30, 2017. Therefore, organizations that are selected as sub-recipients will be required to complete an abbreviated OSSE AEFLA continuation grant application and, if applicable, a WIC Career Pathways continuation grant application for Program Year 2017-2018 (10/1/2017 – 9/30/2018).</p>	<p><i>-Review Panel</i></p> <p>See page 62.  <b>SECTION VIII: GRANT AWARDS</b>  <i>-Grant Award Period</i>  <i>-Notification of Grant Award</i></p>
<b>SECTION VIII: GRANT AWARDS</b>		
<p><b>Q22.</b> (2/16/17)</p>	<p><b>The grant award period is July 1, 2017 – June 30, 2018. When are selected applicants expected to begin offering services to eligible individuals?</b></p>	
<p><b>A22.</b> (2/16/17)</p>	<p>A selected applicant may indicate the time expected to recruit, conduct intake, assessment and screening, and orient eligible individuals in the grant application. It is reasonable that intake and assessment services to eligible individuals may begin in July/August for a September start date of integrated education and training services. Sub-recipients may be eligible to receive a planning grant in late spring/early summer, if available.</p> <p>While grant costs may be incurred beginning July 1, 2017 through June 30, 2018, the AEFLA and WIC grants are cost-reimbursable.</p>	<p>See page 62.  <b>SECTION VIII: GRANT AWARDS</b>  <i>-Grant Award Period</i></p>
<p><b>Q22a.</b> (3/2/17)</p>	<p><b>If two or more adult education organizations that previously received OSSE Adult and Family Education funding are applying as a consortium, will each organization maintain an individual account in Literacy, Adult and Community Education System (LACES), the OSSE Adult and Family Education’s Management Information System?</b></p>	
<p><b>A22a.</b> (3/2/17)</p>	<p>No. The primary/lead applicant has the responsibility to fulfill the grant requirements and achieve the desired outcomes. As such, the primary/lead applicant will have an account in the Literacy, Adult and Community Education System (LACES), the OSSE Adult and Family Education’s Management Information System to collect, enter, maintain and update student, staff and program data. The primary/lead applicant may request login credentials for data managers and/or other key staff in partner agencies who may be responsible for the collection and submission of data to the primary/lead applicant for accountability and reporting purposes.</p>	<p>See pages 14-15.  <b>SECTION III: GRANT REQUIREMENTS</b>  <i>-Eligible Providers</i>  <i>-Partnerships, Consortium, and Coalition Guidelines</i>  See page 26.  <b>SECTION III: GRANT REQUIREMENTS</b>  <i>-Responsibilities of the Eligible Provider</i>  –See item #16</p> <p>See pages 40-41.  <b>SECTION V: Grant Application</b>  <i>-Other Program Elements</i>  <i>-Partnerships, Consortia, and Coalitions</i></p>

<b>Q23.</b> (2/16/17)	<b>What are some examples of ways that an eligible applicant can fulfill the 25 percent match requirement?</b>	
<b>A23.</b> (2/16/17)	<p>Adult Education and Family Literacy Act (AEFLA) grant funds are designed to supplement the existing funding that an eligible provider has for programming and services. The match requirement may be provided in cash or in-kind, fairly evaluated. The match may not be comprised of AEFLA or any other federal funding.</p> <p>Eligible applicants may meet the 25 percent match requirement through the use of non-AEFLA or other federal funding for salaries and benefits for key personnel, consultant/contractor fees, facilities, supplies, equipment, and other related expenditures.</p>	<p>See page 64. SECTION VIII: GRANT AWARDS -Match Requirement</p>
<b>A23a.</b> (2/23/17)	Match expenditures can include salaries and benefits, professional services, supplies, equipment and other related expenses that are supported by non-federal sources.	<p>See page 64. SECTION VIII: GRANT AWARDS -Match Requirement</p>
<b>Q23a.1.</b> (3/30/17)	<b>Can the 25 percent match come from the consortium partners and the lead applicant or only from the lead applicant?</b>	
<b>A23a.1.</b> (3/30/17)	<p>The primary/lead applicant is responsible for the 25 percent match requirement.</p> <p>Please note that the 25 percent match requirement is only required for the AEFLA funds. There is no match requirement for the WIC Career Pathway funds.</p> <p>See the response to Question 24 below.</p>	<p>See page 64. SECTION VIII: GRANT AWARDS -Match Requirement</p>
<b>Q23a.2.</b> (3/30/17)	<b>Can you provide examples of acceptable ways that an applicant can demonstrate the in-kind match? Would consultants be acceptable as part of the in-kind match?</b>	
<b>A23a.2.</b> (3/30/17)	<p>In addition to the responses in A23a, an in-kind match may also include the following:</p> <ul style="list-style-type: none"> <li>• Donated services provided to a local program by individuals at rates consistent with those ordinarily paid for similar work in the organization or by employees of other organizations; and/or</li> <li>• Donated supplies and loaned equipment or space.</li> </ul> <p>Also see Q23/A23 and A23a. as well as Q23a.1/A23a.1.</p>	<p>See page 64. SECTION VIII: GRANT AWARDS -Match Requirement</p>
<b>Q24.</b> (2/16/17)	<b>Must an eligible applicant have the entire 25 percent match requirement on hand at the time of submission of the application?</b>	
<b>A24.</b> (2/16/17)	<p>In the grant application, the eligible applicant must be able to demonstrate how the 25 percent match requirement is being met <u>at the beginning and throughout the grant period</u>. Because the AEFLA grant is designed to supplement rather than supplant the existing funding that an organization has for programming and services, the eligible applicant must be able to meet the match requirement from non-federal sources.</p> <p>Additionally, a minimum of 50 percent of the match must be used to support salaries and benefits for key personnel and payments to consultants/contractors who provide professional and/or direct services to eligible individuals, as applicable.</p> <p>OSSE monitors sub-recipients for evidence of the 25 percent match requirement throughout the grant period.</p>	<p>See page 64. SECTION VIII: GRANT AWARDS -Match Requirement</p>

<b>Q24a.</b> (4/20/17)	<b>What documentation does an applicant need to provide to show evidence of the required 25 percent match?</b>	
<b>A24a.</b> (4/20/17)	<p>When submitting the application, the applicant should indicate in the organizational budget which funds will be used to meet the 25 percent match requirement. The organizational budget should be uploaded under the Project Summary Tab, Section 4. Sound Fiscal Management, Criteria: b) in EGMS.</p> <p>If awarded, evidence of compliance with the 25 percent match requirement may include payroll statements, timesheets, invoices, copies of checks, accounts payable and other related documentation. OSSE will monitor sub-recipients for compliance with this requirement throughout the grant period.</p>	<p>See page 64. <i>SECTION VIII: GRANT AWARDS</i> <i>-Match Requirement</i></p>
<b>Q25.</b> (2/16/17)	<b>Does OSSE anticipate the funds being available at the beginning of the grant period beginning July 1, 2017?</b>	
<b>A25.</b> (2/16/17)	<p>Yes. A portion of the AEFLA Federal grant funds will be available in July 2017 and the remainder of the AEFLA Federal grant funds and the AEFLA Local grant funds will be available in October 2017. Sub-recipients may be eligible to receive a planning grant in late spring/early summer, if available.</p> <p>While grant costs may be incurred beginning July 1, 2017 through June 30, 2018, the AEFLA and WIC grants are cost-reimbursable.</p>	<p><i>Page reference not applicable.</i></p>
<b>Q25a.</b> (2/23/17)	<b>What is the District of Columbia Quick Payment Act?</b>	
<b>A25a.</b> (2/23/17)	<p>The <a href="#">District of Columbia Quick Payment Act</a> ensures timely payment of approved invoices to vendors that have an approved application and budget in EGMS.</p>	<p><i>Page reference not applicable.</i></p>
<b>Q25b.</b> (2/23/17)	<b>In the RFA, under Grant Fund Limitations is the following: "For Family Literacy partnerships, the children's services and interactive literacy components must be supported by the partner program." Can the primary applicant provide the children's and interactive literacy components as long as it does not use the AEFLA grant funds requested for this purpose?</b>	
<b>A25b.</b> (2/23/17)	<p>Yes. The primary applicant can provide the children's and interactive literacy components as long as it does not use the AEFLA grant funds for these purposes.</p>	<p>See page 63. <i>SECTION VIII: GRANT AWARDS</i> <i>-Grant Fund Limitations</i></p>
<b>Q25c.</b> (4/20/17)	<b>Please clarify the maximum indirect cost rate. How is the indirect cost rate applied to the budget in EGMS?</b>	
<b>A25c.</b> (4/20/17)	<p>Eligible providers may elect to use (i) a restricted indirect cost rate of 5 percent for the Adult Education and Family Literacy (AEFLA) and 8 percent for awards from the U.S. Department of Education containing a – "supplement, not supplant" provision and (ii) a de minimis restricted or unrestricted indirect cost rate of 10 percent for all other federal and local awards, which shall only be applied to modified total indirect costs (MTDC).</p>	<p>See page 63. <i>VIII: GRANT AWARDS</i> <i>-Indirect Cost Rates</i></p>

	<p>The maximum allowable indirect cost rate for this grant auto calculates in EGMS and is displayed at the bottom of each tab in the Detailed Planned Expenditures.</p> <ul style="list-style-type: none"> <li>a. A community-based organization may claim the Indirect Cost rate(s) for the Adult Education and Family Literacy Act grant.</li> <li>b. If a community-based organization has a letter from another federal agency confirming a higher Indirect Cost rate, the organization can submit a copy of the letter to OSSE for consideration of approval of the rate. <ul style="list-style-type: none"> <li>. Send an email with an electronic copy of the indirect cost rate to – <a href="mailto:osse.callcenter@dc.gov">osse.callcenter@dc.gov</a>.</li> </ul> </li> <li>c. A local education agency (LEA) must have an Approved Indirect Cost Rate Letter from OSSE, resulting from the approval of a submitted LEA Indirect Cost Rate proposal, and the letter must be on file in order for the LEA to claim any Indirect Costs.</li> <li>d. If an organization is an institution of higher education, it must have an indirect cost agreement on file with the U.S. Department of Health and Human Services and this documentation must be submitted to OSSE annually. <ul style="list-style-type: none"> <li>. Send an email with an electronic copy of the indirect cost rate to – <a href="mailto:osse.callcenter@dc.gov">osse.callcenter@dc.gov</a>.</li> </ul> </li> </ul> <p>For additional information, contact OSSE Grants Management and Compliance at <a href="mailto:osse.callcenter@dc.gov">osse.callcenter@dc.gov</a>.</p>	
<b>APPENDICES</b>		
<b>Q26.</b> (2/16/17)	<b>Can an applicant propose alternative industry certification offerings for specific occupations that are not listed in Attachment L of the RFA: OSSE Approved Industry Certifications for Integrated Education and Training Programs?</b>	
<b>A26.</b> (2/16/17)	<p>Yes. In addition to the certifications listed in the OSSE Approved Industry Certifications for Integrated Education and Training Programs (Attachment L of the RFA), eligible applicants may propose alternative industry recognized certifications to be offered related to the region’s high demand occupations. The applicant must provide a rationale for the proposed offering, inclusive of Labor Market Information, job projections, partnerships with relevant employers, and/or employer affirmation of the value of the specific certification(s) in their application in EGMS.</p> <p>Applicants should research industry recognized certifications and the accrediting entity thoroughly to select the certification(s) with the greatest value to employers and District residents.</p>	<p>See pages 19 and 79. <i>APPENDICES: Attachment L -OSSE Approved Industry Certifications for Integrated Education and Training Programs</i></p>
<b>Q27.</b> (2/16/17)	<b>Can an eligible applicant submit a rationale to OSSE and the WIC <u>in advance</u> of their submission of their grant application to receive a decision on the suitability and acceptability of an alternative industry recognized certification offering if it does not appear on Attachment L in the RFA: OSSE Approved Industry Certifications for Integrated Education and Training Programs?</b>	
<b>A27.</b> (2/16/17)	<p>No. Applicants <u>should not</u> submit a rationale to OSSE and the WIC in advance of the submission of the grant application to receive a decision of the suitability and acceptability of a particular industry recognized certification.</p> <p>See the response to Question 26 above.</p>	<p>See page 79. <i>APPENDICES: ATTACHMENT L -OSSE Approved Industry Certifications for Integrated Education</i></p>

	In fairness to all applicants, rationales for alternative industry recognized certifications, if applicable, will be reviewed in each applicant’s grant application in EGMS by the Review Panel and OSSE after the closing date of the grant competition.	<p><i>and Training Programs</i></p> <p>See page 15. SECTION III: GRANT REQUIREMENTS <i>Target High-Demand Sectors and Occupations</i></p> <p>See pages 14-15. SECTION III. GRANT REQUIREMENTS <i>-Partnership, Consortium, and Coalition Guidelines</i></p>
<b>Q28.</b> (2/16/17)	<b>What is meant by the Fiscal Requirements in Attachment B of the RFA: Partnership, Consortium, or Coalition Member Agency Form?</b>	
<b>A28.</b> (2/16/17)	In the Fiscal Requirements section, the primary applicant agency and the partnership, consortium, or coalition member agency should describe briefly whether there are fiscal requirements (proposed expenditures for the budget) to support the work being performed by the partnership, consortium, or coalition member agency, if applicable, to fulfill the grant requirements, in collaboration with the primary applicant. The member agency’s fiscal requirements should also be described in the grant application and budget/detailed planned expenditures in EGMS, if applicable.	See pages 66-67. APPENDICIES: <i>Attachment B</i> <i>-Partnership, Consortium, or Coalition Member Agency Form</i>
<b>Q28a.</b> (4/20/17)	<b>Is the Partnership, Consortium, or Coalition Member Agency Form (Attachment B of the RFA) intended as a sample or is it a required form? If required, where in EGMS should it be uploaded?</b>	
<b>A28a.</b> (4/20/17)	The Partnership, Consortium, or Coalition Member Agency Form <u>is</u> required for each partner/member. Eligible providers should complete this for each partner/member and upload it with the Memorandum of Agreement (MOA), Memorandum of Understanding (MOU) or other formal partnership document in Other Program Elements that describes their roles and responsibilities in working with the lead applicant agency to fulfill the grant requirements.	See pages 66-67. APPENDICIES: <i>Attachment B</i> <i>-Partnership, Consortium, or Coalition Member Agency Form</i>