DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF
EDUCATION
OSSE

District of Columbia
Office of the State Superintendent of Education (OSSE)
Adult and Family Education (AFE)

Frequently Asked Questions About
OSSE Adult and Family Education Consolidated Competitive Grant
REVISED MAY 8, 2020

The DC Office of the State Superintendent of Education, Adult and Family Education (OSSE AFE) has prepared the following Frequently Asked Questions (FAQ) about OSSE AFE Grants to assist eligible providers in the completion of the OSSE AFE Consolidated Competitive Grant application. OSSE AFE Grants include funding from both Federal and District of Columbia funding sources. Responses to questions submitted during the request for application's question submission period are indicated with the date the responses were released (May 8, 2020).

The page(s) references refer to the PDF copy of the OSSE Adult and Family Education (AFE) Consolidated Competitive Grant Request for Applications (RFA) posted on the OSSE AFE website at https://osse.dc.gov/page(s) /adult-education-providers-and-partners.

SECTION I: STATEMENT OF NEED		
Q1.	**Is the American Community Survey (ACS) data available by ward for the District of Columbia?**	
A1.	The American Community Survey (ACS) data is not available by ward for the District of Columbia. For the OSSE AFE Consolidated Grant RFA, eligible applicants may look at the workforce needs of the region relative to designing program models for District residents. Additionally, Labor Market Information (LMI) is available for the Washington-Arlington-Alexandria DC-VA-MD-WV Metropolitan Statistical Area and can be disaggregated by ZIP code.	See page(s) 4. *SECTION I: STATEMENT OF NEED -Statement of Need*
SECTION II: BACKGROUND INFORMATION		
Q1a.	**What is the minimum number of customers/students that eligible providers are expected to serve and what is the amount of funding per customer/student?**	
A1a. (May 8, 2020)	Eligible providers are expected to serve a minimum number of customers based on the total amount of grant funds requested. OSSE expects to award multiyear funding to eligible providers of demonstrated effectiveness in the range of $250,000 to $500,000 per year, with a per customer/student amount of $5,000. Based on the per customer/student amount of $5,000, an eligible applicant that requests: • $500,000 is expected to serve a minimum of 100 students/customers. See Funding Scenarios 1, 3, 5, 7, 9 and 11.	See page(s) 11. *SECTION II: BACKGROUND INFORMATION -Available Funding* *-See Fiscal Year 2020-21 Adult and Family Education Consolidated*

	• $250,000 is expected to serve a minimum of 50 customers/students. See Funding Scenarios 2, 4, 6, 8, 10, 12 and 13. All applicants are advised to reference the FY 2020-21 Adult and Family Education Consolidated Competitive Grant Funding Scenarios document to determine the Funding Scenario most appropriate for your agency and/or consortium based on the customers/students to be served. **However, please note that the AEFLA (Sections 231, 225 and 243), WIC, AFE State, AFE Local, and Gateway to Careers grant allocations may require modifications based on the availability of funding and the number of applicants selected to be FY 2020-21 sub-grantees.** *Please also note that the "AFE State" program/grant replaces the grant titled "AEFLA Local Grant" in previous AFE grant competitions.*	*Competitive Grant Funding Scenarios document at https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/FY%202020-21%20AFE%20Consolidated%20Competitive%20Grant%20Funding%20Scenarios.pdf*
Q1b.	Is there a maximum amount of Integrated English Literacy and Civics Education (IELCE) and training funding that an applicant can request?	
A1b. (May 8, 2020)	OSSE AFE receives an allocation of Section 243, Integrated English Literacy and Civics Education (IELCE) funding annually as part of its total AEFLA grant award from the USDE. This funding is divided and awarded to selected applicants to offer IELCE and training. Proposed allocations of IELCE funding can be found in the FY 2020-21 Adult and Family Education Consolidated Competitive Grant Funding Scenarios document. See the amount(s) listed on Tab 7 – Federal AEFLA Section 243 - Integrated English Literacy & Civics Education in Funding Scenarios 5, 6, 11 and 12. **However, please note that the AEFLA Section 243 grant allocation may require modification based on the number of applicants selected to offer IELCE and training services to District residents.**	See page(s) 11. *SECTION II: BACKGROUND INFORMATION* *-Available Funding* Page number not applicable. *-Fiscal Year 2020-21 Adult and Family Education Consolidated Competitive Grant Funding Scenarios at https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/FY%202020-21%20AFE%20Consolidated%20Competitive%20Grant%20Funding%20Scenarios.pdf*

	SECTION III: GRANT COMPETITION PRE-SCREENING FOR EVIDENCE OF DEMONSTRATED EFFECTIVENESS	
Q2.	**What is the origin of the demonstrated effectiveness screening?**	
A2.	The provision requiring state education agencies to select providers of demonstrated effectiveness is stated in the Workforce Innovation and Opportunity Act (WIOA), Title II Adult Education and Literacy, Sec. 203 Definitions – (5) Eligible Provider. • An eligible provider must demonstrate past effectiveness by providing performance data on its record of improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy, in the content domains of reading, writing, mathematics, English language acquisition, and other subject areas relevant to the services contained in the State's application for funds. • An eligible provider must also provide information regarding its outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training.	See page(s) 12. *SECTION III: GRANT COMPETITION PRE-SCREENING FOR EVIDENCE OF DEMONSTRATED EFFECTIVENESS*
Q3.	**How must an eligible provider establish that it has evidence of demonstrated effectiveness?**	
A3.	There are two ways in which an eligible provider may meet the requirements of demonstrated effectiveness: • An eligible provider that has been funded under Title II, AEFLA of WIOA must provide performance data required under Section 116 to demonstrate past effectiveness. • An eligible provider that has not been previously funded under Title II, AEFLA of WIOA must provide performance data to demonstrate its past effectiveness in serving basic skills deficient eligible individuals, including evidence of its success in achieving outcomes listed under Section 116.	See page(s) 12. *SECTION III: GRANT COMPETITION PRE-SCREENING FOR EVIDENCE OF DEMONSTRATED EFFECTIVENESS*
Q3a.	**How does an applicant determine which of the Evidence of Demonstrated Effectiveness Tables it should complete and submit?**	
A3a. (May 8, 2020)	**Table 1 - Demonstrated Effectiveness for Applicants Previously Funded under AEFLA** should be completed using National Reporting System (NRS) data by applicants that received Adult Education and Family Literacy Act (AEFLA) and/or Workforce Investment Council (WIC) Career Pathways grant funds from OSSE AFE in fiscal years 2017-18, 2018-19 and 2019-20 and are applying for AEFLA and WIC Career Pathway grant funds in this current competition. **Table 2 - Demonstrated Effectiveness for Applicants that have not been previously funded under AEFLA** should be completed by applicants that have not been previously funded by OSSE AFE (e.g., 2017-18, 2018-19 nor 2019-20) who are applying for Adult and Family Literacy Act (AEFLA) and WIC Career Pathway grant funding. **Table 3 - Demonstrated Effectiveness Table for Applicants Previously Funded under Gateway to Careers** should be completed using National Reporting System (NRS) data by applicants that received Gateway to Careers grant funds from OSSE AFE in fiscal years 2018-19 and 2019-20 and are applying for Gateway to Careers funding in this current competition. **Table 4 - Demonstrated Effectiveness Table for Applicants that have not been previously funded under Gateway to Careers** should be completed by applicants that have not previously been funded by OSSE AFE (e.g., 2018-19 nor 2019-20) who are applying for Gateway to Careers funding.	See page(s) 12-22. *SECTION III: GRANT COMPETITION PRE-SCREENING FOR EVIDENCE OF DEMONSTRATED EFFECTIVENESS* *-Applicant Background Information* *-Table 1: Demonstrated Effectiveness for Applicants Previously Funded under AEFLA* *-Table 2: Demonstrated Effectiveness for Applicants that have not been previously funded under AEFLA*

		Please note that all applicants are required to complete the Applicant Background Information section of the form, in addition to the applicable Evidence of Demonstrated Effectiveness Table(s). Please also note that only adults age 18 and older may be included in each of the demonstrated effectiveness tables.	*- Table 3: Demonstrated Effectiveness Table for Applicants Previously Funded under Gateway to Careers* *-Table 4. Demonstrated Effectiveness Table for Applicants that have not been previously funded under Gateway to Careers and do not have National Reporting System (NRS) data*
Q3b.		**For applicants previously funded under AEFLA, which fields on National Reporting System (NRS) Table 4 should be used to complete Table 1: Demonstrated Effectiveness for Applicants Previously Funded under AEFLA?**	
A3b. (May 8, 2020)		Applicants previously funded under AEFLA are advised to complete Table 1: Demonstrated Effectiveness for Applicants Previously Funded under AEFLA in accordance with the annotations below.	See page(s) 16-17. *SECTION III: GRANT COMPETITION PRE-SCREENING FOR EVIDENCE OF DEMONSTRATED EFFECTIVENESS* *-Table 1: Demonstrated Effectiveness for Applicants Previously Funded under AEFLA*

Educational Functioning Level (EFL) Outcomes	**2017-18**			**2018-19**		
	Number Enrolled	**Number Completing Level**	**Percent Completing Level**	**Number Enrolled**	**Number Completing Level**	**Percent Completing Level**
ABE Level 1: Beginning Literacy	*NRS Table 4-Column B*	*NRS Table 4-Column E*	*Number Completing Level ÷ Number Enrolled*	*NRS Table 4-Column B*	*NRS Table 4-Column E*	*Number Completing Level ÷ Number Enrolled*
ABE Level 2: Beginning Basic Education	*NRS Table 4-Column B*	*NRS Table 4-Column E*	*Number Completing Level ÷ Number Enrolled*	*NRS Table 4-Column B*	*NRS Table 4-Column E*	*Number Completing Level ÷ Number Enrolled*
ABE Level 3: Intermediate Low	*NRS Table 4-Column B*	*NRS Table 4-Column E*	*Number Completing Level ÷ Number Enrolled*	*NRS Table 4-Column B*	*NRS Table 4-Column E*	*Number Completing Level ÷ Number Enrolled*

		NRS Table 4-Column B	NRS Table 4-Column E	Number Completing Level ÷ Number Enrolled	NRS Table 4-Column B	NRS Table 4-Column E	Number Completing Level ÷ Number Enrolled	
	ABE Level 4: Intermediate High	NRS Table 4-Column B	NRS Table 4-Column E	Number Completing Level ÷ Number Enrolled	NRS Table 4-Column B	NRS Table 4-Column E	Number Completing Level ÷ Number Enrolled	
	ABE Level 5: Low ASE	NRS Table 4-Column B	NRS Table 4-Column E	Number Completing Level ÷ Number Enrolled	NRS Table 4-Column B	NRS Table 4-Column E	Number Completing Level ÷ Number Enrolled	
	ABE Level 6: High ASE	NRS Table 4-Column B	NRS Table 4-Column E	Number Completing Level ÷ Number Enrolled	NRS Table 4-Column B	NRS Table 4-Column E	Number Completing Level ÷ Number Enrolled	
	ESL Level 1: Beginning Literacy	NRS Table 4-Column B	NRS Table 4-Column E	Number Completing Level ÷ Number Enrolled	NRS Table 4-Column B	NRS Table 4-Column E	Number Completing Level ÷ Number Enrolled	
	ESL Level 2: Beginning Low	NRS Table 4-Column B	NRS Table 4-Column E	Number Completing Level ÷ Number Enrolled	NRS Table 4-Column B	NRS Table 4-Column E	Number Completing Level ÷ Number Enrolled	
	ESL Level 3: Beginning High	NRS Table 4-Column B	NRS Table 4-Column E	Number Completing Level ÷ Number Enrolled	NRS Table 4-Column B	NRS Table 4-Column E	Number Completing Level ÷ Number Enrolled	
	ESL Level 4: Intermediate Low	NRS Table 4-Column B	NRS Table 4-Column E	Number Completing Level ÷ Number Enrolled	NRS Table 4-Column B	NRS Table 4-Column E	Number Completing Level ÷ Number Enrolled	
	ESL Level 5: Intermediate High	NRS Table 4-Column B	NRS Table 4-Column E	Number Completing Level ÷ Number Enrolled	NRS Table 4-Column B	NRS Table 4-Column E	Number Completing Level ÷ Number Enrolled	
	ESL Level 6: Advanced	NRS Table 4-Column B	NRS Table 4-Column E	Number Completing Level ÷	NRS Table 4-Column B	NRS Table 4-Column E	Number Completing Level ÷	

		2017-18			2018-19		
		Number Enrolled			*Number Enrolled*		
	TOTAL(S)						
	Secondary Diploma/Equivalent Outcomes	**2017-18**			**2018-19**		
		Number Enrolled	Number Earning Secondary Credential	Percent Earning Secondary Credential	Number Enrolled	Number Earning Secondary Credential	Percent Earning Secondary Credential
	High School Diploma	*Number for whom earn a high school diploma was a goal in the program year*	*NRS Table 4-Column F, if applicable*	*NRS Table 4-Column F ÷ Number for whom Earn a high school diploma was a goal in the program year*	*Number for whom Earn a high school diploma was a goal in the program year*	*NRS Table 4-Column F, if applicable*	*NRS Table 4-Column F ÷ Number for whom Earn a high school diploma was a goal in the program year*
	High School Equivalency Diploma	*Number for whom earn a high school equivalency diploma was a goal in the program year*	*NRS Table 4-Column F, if applicable*	*NRS Table 4-Column F ÷ Number for whom Earn a high school diploma was a goal in the program year*	*Number for whom Earn a high school equivalency diploma was a goal in the program year*	*NRS Table 4-Column F, if applicable*	*NRS Table 4-Column F ÷ Number for whom Earn a high school diploma was a goal in the program year*
	TOTAL(S)						

Q3c.	**How does an applicant, completing Table 2: Demonstrated Effectiveness for Applicants who has not been previously funded under AEFLA, determine the Grade Level Equivalent (GLE) of BEST, CASAS, TABE or other assessments?**	
A3c. (May 8, 2020)	Applicants who have not previously been funded under AEFLA and have CASAS assessment data should use the CASAS Correlation Charts in the OSSE Guidance Letter – AFE (OGL-AFE 2-19) Updated CASAS Correlation Charts for a crosswalk of National Reporting System (NRS) levels, CASAS scale score ranges, and Grade Level Equivalents (GLEs) to determine the correct GLE with which to report data in Table 2: Demonstrated Effectiveness for Applicants not previously funded under AEFLA. Applicants that use CASAS eTests can use TopsPro Enterprise to generate the data for the Grade Level Equivalent Outcomes section of the Table 2 chart. Additionally, the CASAS website has a	See page(s) 18-19 *SECTION III: GRANT COMPETITION PRE-SCREENING FOR EVIDENCE OF DEMONSTRATED EFFECTIVENESS*

	number of [tip sheets and guides for TopsPro Enterprise users](#) and CASAS TechSupport can be reached Monday – Friday 7 a.m. – 5 p.m. Pacific Time (PT) at [techsupport@casas.org](#) or 1-800-255-1036, extension 2. Applicants that have not previously been funded under AEFLA and do not have CASAS assessment data should consult the vendor of their assessment for a correlation chart that includes grade level equivalents in order to correlate their assessment data into the Grade Level Equivalents (GLEs) shown in Table 2 of demonstrated effectiveness. For example, if an applicant administers Tests of Adult Basic Education (TABE) to adult learners for whom English is their first language, the applicant may use the [TABE 11 and 12 Grade Range Scale Score Guidance chart](#) to complete the Grade Level Equivalent (GLE) Outcomes for students for whom English is their first language or another reference document from the test publisher. Similarly, if an applicant administers BEST Plus tests to students for whom English is their second language (ESL), the applicant may use the [BEST Plus Test: NRS Levels chart](#) or another reference document from the test publisher.	*-Table 2: Demonstrated Effectiveness for Applicants that have not been previously funded under AEFLA* *-See the CASAS website for Key Reports for TopsPro Enterprise Users at https://www.casas.org/product-overviews/software/topspro-enterprise/usingreports* *-See the TABE 11 and 12 Grade Range Scale Score Guidance at https://tabetest.com/PDFs/TABE_GradeRange.pdf* *-See the Original BEST Plus Test: NRS Levels at http://www.cal.org/aea/pdfs/Original-BP-NRS-Levels.pdf*
Q3d.	**How should applicants previously funded under AEFLA report the number of students that earned a GED even if those students were not enrolled in the Adult Secondary Education (ASE) level at entry?**	
A3d. (May 8, 2020)	Applicants should enter the number of students who earned a GED in the Secondary Diploma/Equivalent Outcomes section on Table 1: Demonstrated Effectiveness for Applicants Previously Funded under AEFLA. In the column titled Number Enrolled, applicants should enter the total number of students who were enrolled in the applicant's GED program and for whom "earn a GED" was a goal within the fiscal year. (Number Earning Secondary Credential ÷ Number Enrolled for whom earn a GED was a goal = Percent Earning Secondary Credential). The students included in the Number Enrolled are not required to have had an Adult Secondary Education (ASE) educational functioning level at entry.	See page(s) 16-17. *SECTION III: GRANT COMPETITION PRE-SCREENING FOR EVIDENCE OF DEMONSTRATED EFFECTIVENESS* *-Table 1: Demonstrated Effectiveness for Applicants Previously Funded under AEFLA*
Q3e.	**Can applicants demonstrate past effectiveness by submitting postsecondary credential attainment completion rates in addition to, or in lieu of, attainment of a secondary diploma/equivalent, employment outcomes, and transition to postsecondary education and training?**	

A3e. (May 8, 2020)	Applicants that have not been previously funded under AEFLA and do not have National Reporting System (NRS) data should complete Table 2: Demonstrated Effectiveness for Applicants that have not been previously funded under AEFLA with the data that they have. If the eligible provider is applying as a partnership, consortium or coalition, the applicant should also submit evidence of demonstrated effectiveness for the partner(s). While applicants may submit additional data, WIOA requires that OSSE AFE evaluate applicants' evidence of demonstrated effectiveness in the content domains of reading, writing, mathematics and English Language Acquisition (ELA) as well as for the outcomes of employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training. For this reason, applicants <u>may not</u> substitute other outcome data for the performance indicators identified in the tables of demonstrated effectiveness.	See page(s) 18-19. *SECTION III: GRANT COMPETITION PRE-SCREENING FOR EVIDENCE OF DEMONSTRATED EFFECTIVENESS -Table 2: Demonstrated Effectiveness for Applicants that have not been previously funded under AEFLA*		

Q3f.	**How should applicants use National Reporting System (NRS) Table 5 to complete the Employment Outcomes section of Table 1: Demonstrated Effectiveness for Applicants Previously Funded under AEFLA?**

A3f. (May 8, 2020)

Applicants previously funded under AEFLA should enter data in the Employment Outcomes section by using National Reporting System (NRS Table 5).

Employment Outcomes	2017-18			2018-19		
	Number Enrolled	Number Achieving Outcome	Percent Achieving Outcome	Number Enrolled	Number Achieving Outcome	Percent Achieving Outcome
Employed in the 2nd quarter after exiting the program		*NRS Table 5-Column B-Number of Participants Who Exited, Row 1-Employed in the 2nd quarter after exiting the program*	*Number Achieving Outcome ÷ Number Enrolled*		*NRS Table 5-Column B-Number of Participants Who Exited, Row 1-Employed in the 2nd quarter after exiting the program*	*Number Achieving Outcome ÷ Number Enrolled*
Employed in the 4th quarter after exiting the program		*NRS Table 5, Column B-Number of Participants Who Exited, Row 2-Employed in the 4th quarter after exiting the program*	*Number Achieving Outcome ÷ Number Enrolled*		*NRS Table 5, Column B-Number of Participants Who Exited, Row 2-Employed in the 4th*	*Number Achieving Outcome ÷ Number Enrolled*

See page(s) 16-17. *SECTION III: GRANT COMPETITION PRE-SCREENING FOR EVIDENCE OF DEMONSTRATED EFFECTIVENESS -Table 1: Demonstrated Effectiveness for Applicants Previously Funded under AEFLA*

							quarter after exiting the program		
	TOTAL(S)								

Q3g.	**When submitting the Evidence of Demonstrated Effectiveness, what should eligible providers who have less than two years of data on the core performance outcomes submit?**	
A3g. (May 8, 2020)	An applicant with less than the required two years (e.g., 2017-18 and 2018-19) of data of evidence of demonstrated effectiveness in the Core Follow-up Outcome Achievement performance indicators may submit an application, recognizing that it is possible that the application may not be forwarded to the Grant Review Panel. An applicant with less than the required two years of outcome data should consider partnering with an organization(s) that has two or more years of core outcome data showing demonstrated effectiveness.	See page(s) 18-19. *SECTION III: GRANT COMPETITION PRE-SCREENING FOR EVIDENCE OF DEMONSTRATED EFFECTIVENESS*
Q3h.	**Please describe OSSE's process for determining which applications, based on Evidence of Demonstrated Effectiveness, will be forwarded to the grant review panel?**	
A3h. (May 8, 2020)	OSSE AFE will pre-screen each application to determine whether the applicant meets OSSE's acceptable level of performance prior to forwarding the application to the grant readers for review, scoring and funding consideration. Please note that for applicants applying as a partnership, coalition or consortium, each member of the consortium must provide performance data to demonstrate effectiveness in the content domains of reading, writing, mathematics and English Language Acquisition as well as for the outcomes of employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training. OSSE AFE will review the Evidence of Demonstrated Effectiveness table(s) submitted by each applicant and the applicable evidence, and enter the data from the table into a matrix that compares the applicant's performance with the state's acceptable level of performance. Applications that meet the state's acceptable threshold will be forwarded to the grant readers. OSSE AFE will maintain complete records of the eligibility pre-screening review. Records will include a list of all applications received, documents used to determine if an application is from an eligible provider of demonstrated effectiveness, and notifications to applicants informing them of the status of the application.	See page(s) 12. *SECTION III: GRANT COMPETITION PRE-SCREENING FOR EVIDENCE OF DEMONSTRATED EFFECTIVENESS*

SECTION IV: AEFLA FUNDING CONSIDERATIONS		
Q3i.	**Should applicants propose to offer IE&T programming to District residents at a distance, via place-based services, or using both approaches in light of the coronavirus (COVID-19) and the current stay at home order?**	

A3i.
(May 8, 2020)
	Applicants should propose to offer IE&T programming to District residents using a combination of the two service delivery modes. This ensures that applicants are prepared to:
	
	• Offer programming at a distance under the current stay at home order;
	• Resume place-based programming once the current stay at home order has been lifted; and
	• Use a combination of both approaches once the current stay at home order has been lifted to continue to address the needs of District residents.
	
	Additionally, in the "Other Program Elements" section in the RFA, applicants are required to describe their capacity to deliver blended and/or distance learning to students. As such, a description of the applicant's capacity and capabilities to provide blended and/or distance learning is expected regardless of the current stay at home order due to COVID-19.
	
	Applicants are expected to offer, at minimum, 24 hours of instruction per week, of which at least 4 to 6 hours must be <u>direct instruction</u> such as:
	
	    o One-to-one or small group instruction with an academic and/or vocational instructor;
	    o One-to-one or small group instruction with a tutor;
	    o Class instruction with an academic and/or vocational instructor (place-based or virtual);
	    o Supervised internship, externship, or work-based learning; and/or
	    o Blended learning and/or distance education delivered asynchronously.
	
	Applicants should submit a Schedule of Program Offerings in their application in EGMS that describes the services that will offered to student, including the program delivery mode(s), as applicable.
	
	OSSE AFE will work closely with applicants that are selected as sub-grantees to modify their IE&T program delivery mode(s), if needed, based on the District Government's guidelines for social distancing effective July 1, 2020 and throughout the grant period. OSSE AFE will also work with sub-grantees to ensure that services are rigorous and of sufficient intensity and quality to achieve the expected outcomes of the grant, while also making certain that services to District residents are delivered safely.
		See page(s) 23.
		SECTION IV: AEFLA FUNDING CONSIDERATIONS
		-Effective use of technology including distance learning (#7)
		
		See page(s) 27.
		SECTION V: OSSE AFE GRANT REQUIREMENTS
		
		See page(s) 57.
		SECTION X: GRANT APPLICATION
		-C. Other Program Elements
		-Technology Integration

	SECTION V: OSSE AFE GRANT REQUIREMENTS The requirements identified in Section V are District-imposed requirements.	
Q4.	**Is an eligible applicant required to have an employer partner?**	
A4.	Yes. Please refer to the District-imposed requirements that each Program Model for which an applicant applies must include established partnerships with one or more employers whose business aligns with the industry(ies) for which the eligible provider is offering integrated education and training services. Employer partners are expected to: • Advise the eligible provider regarding the use of industry-related standards and curricula; • Provide work-based learning and/or employment opportunities to students, including hiring students/graduates; • Facilitate presentations and/or mock interviews; and/or • Engage in other related activities with the eligible provider to prepare students for their desired career path. See also footnote [5] The requirements detailed in this section are District-imposed.	See page(s) 33-35. *SECTION VII: PROGRAM DESIGN -Program Models*
Q5.	**Is it an allowable expense to use AFE Consolidated Competitive Grant funds to pay employer partners and/or other partners to provide services?**	
A5.	Yes. The applicant must explain how the service(s) is 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. The applicant must specify the types of work-based learning opportunities that will be offered to students during and/or upon completion of the program; list the employer partners that will offer work-based learning opportunities to students in the program; and describe the particular competencies that students will need to demonstrate during their work-based learning experience.	See page(s) 33-35. *SECTION VII: PROGRAM DESIGN -Program Models*
Q6.	**Please clarify the OSSE AFE requirement regarding the minimum number of hours of instruction that each eligible individual is expected to receive.**	
A6.	For the AFE Consolidated Grant, applicants are expected to design programs 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.	See page(s) 27. *SECTION V: OSSE AFE GRANT REQUIREMENTS* See page(s) 33-35. *SECTION VII: PROGRAM DESIGN -Program Models*
Q6a.	**How do Adult and Family Education sub-grantees maintain attendance records, including reporting the required 24 hours of instruction?**	
A6a. (May 8, 2020)	Adult and Family Education (AFE) sub-grantees enter attendance data in in OSSE's management information system, Literacy, Adult and Community Education System (LACES) in accordance with the DC Assessment Policy for Workforce Innovation and Opportunity Act (WIOA), Title II Providers and Core Partners 2.0, DC Distance Education Policy for WIOA, Title II Providers and Partners and the DC Data Collection and Reporting Policy for Workforce Innovation and Opportunity Act (WIOA), Title II Providers.	See page(s) 25-27. *SECTION V: OSSE AFE GRANT REQUIREMENTS* See page(s) 33-35.

	These policies include guidance on how to report student instructional hours in LACES. Additionally, OSSE AFE sub-grantees are required to participate in LACES professional development workshops and monthly LACES check-in webinars. The OSSE AFE team also monitor on a monthly basis sub-grantees' adherence to the state's reporting requirements, inclusive of student attendance.	*SECTION VII: PROGRAM DESIGN -Program Models*
Q6b.	**Are agencies that are selected as awardees required to use the OSSE Adult and Family Education management information system?**	
A6b. (May 8, 2020)	Yes. OSSE AFE providers are required to collect, enter, maintain and update student, staff and program data in Literacy, Adult and Community Education System (LACES) and the DC Data Vault. If an eligible provider is required to use another management information system for other grantors, the agency will need to conduct data entry in LACES if selected as an OSSE AFE sub-grantee.	See page(s) 25-27. *SECTION V: OSSE AFE GRANT REQUIREMENTS*
Q7.	**The AFE Consolidated Grant Request for Applications (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.**	
A7.	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(s) 25. *SECTION V: OSSE AFE GRANT REQUIREMENTS*
Q8.	**Are eligible providers required to have academic instructors who have a Graduate Certificate in Adult Education to submit an application?**	
A8.	Academic instructors must have a bachelor's degree in education or other related area and two years' experience teaching adults; however, 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 is preferred). To meet the mandates of WIOA, OSSE AFE, in collaboration with the University of the District of Columbia, offers the Graduate Certificate Program in Adult Education to increase teacher effectiveness and facilitate teacher licensure in adult education. *Note that the requirements identified under "OSSE AFE Match Requirement" are District-imposed.*	See page(s) 25. *SECTION V: OSSE AFE GRANT REQUIREMENTS*
Q9.	**Can participant records be maintained solely electronically?**	
A9.	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, Learning Needs Screening Tool, CASAS assessments/profile by competency, student goals sheet) in students' files/records in a locked file cabinet. When the state is monitored by the US 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. *Note that the requirements identified under "OSSE AFE Match Requirement" are District-imposed.*	See page(s) 26. *SECTION V: OSSE AFE GRANT REQUIREMENTS*

Q9a.	**Is the collection of students' Social Security numbers a requirement and are there provisions for students who do not have a Social Security number?**	
A9a. (May 8, 2020)	Providing Social Security numbers is optional. However, we strongly encourage providers to secure all students' Social Security numbers if they have one as they will be used to obtain wage data from WIOA core partners and the State Wage Interchange System (SWIS) to meet the WIOA core employment outcomes.	See page(s) 26. *SECTION V: OSSE AFE GRANT REQUIREMENTS* *-Requirement #19*
Q9b.	**Is there a certain point in the fiscal year by which the measurable skill gains (MSGs) must be achieved?**	
A9b. (May 8, 2020)	OSSE AFE monitors sub-grantees' progress, performance and outcomes on a monthly basis by conducting an analysis of the Monthly Monitoring Statistical Report, data in LACES, the National Reporting System (NRS) Tables, and other related reports. Applicants are advised to review the OSSE AFE Sample Monitoring and Reporting Documents on the OSSE AFE website at https://osse.dc.gov/publication/fy-2020-21-osse-afe-consolidated-competitive-grant. The federal reporting period for WIOA, Title II providers is July 1 through June 30. As such, AFE sub-grantees must meet the State's negotiated performance targets by June 30 each year.	See page(s) 26. *SECTION V: OSSE AFE GRANT REQUIREMENTS* *-Requirement #17* See page(s) 35-36. *SECTION VII: PROGRAM DESIGN* *-Primary Indicators of Performance*
	SECTION VI: ELIGIBILITY CRITERIA	
Q10.	**Can a Local Education Agency (LEA) use AFE Consolidated Grant funds to serve eligible individuals enrolled in an adult public charter school?**	
A10.	An eligible individual is a person who: 1. Is 18 years of age and older; 2. Is a DC resident or ward of DC; 3. Is not enrolled *or required to be enrolled in secondary school under State law*; and 4. 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; 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). Local Education Agencies (LEAs), including DC Public Charter Schools and DC Public Schools, may use AFE Consolidated Grant funds to serve eligible individuals 18 years of age and older who are not enrolled *or required to be enrolled in a traditional secondary school under District of Columbia law*. This means that LEAs that serve eligible individuals enrolled in adult public charter schools are eligible to apply. However, it should be noted that AFE Consolidated Grant funding must be used to supplement existing funding and cannot be used to supplant other funding, including funding coming through the Uniform Per Student Funding Formula. No one under age 18 may receive services funded by this grant. Local Educational Agencies (LEAs) may only use funds associated with this grant to serve students 18 years of age and older who are not enrolled *or required to be enrolled in traditional secondary school under State law*. Funds associated with the AFE Consolidated Grant **may not** be used to serve students in the traditional K-12 system. DCPS and DC Public Charter Schools that serve adults are eligible to apply.	See page(s) 28. *SECTION VI: ELIGIBILITY CRITERIA* *-Eligible Individuals* *-Eligible Providers*

Q11.	Can AFE Consolidated Grant funds be used to serve students between the ages of 18 and 24 enrolled in DC Public Schools Opportunity Academies (alternative schools)?	
A11.	Yes. Local Education Agencies (LEAs) may use AFE Consolidated Grant funds to serve individuals 18 years of age and older *who are not enrolled or required to be enrolled in a traditional secondary school under District of Columbia law*. 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 AFE Consolidated Grant funding must be used to supplement existing funding and cannot be used to supplant other funding, including funding coming through the Uniform Per Student Funding Formula.	See page(s) 29. *SECTION VI: ELIGIBILITY CRITERIA -Eligible Individuals -Eligible Providers*
Q11a.	What does OSSE consider to be a disability and what evidence and documentation must be provided for the individual to receive services?	

A11a. (May 8, 2020)	The term ''individual with a disability'' means an individual with a disability as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102). The term ''individuals with disabilities'' means more than one individual with a disability.
	
	Sec. 12102. Definition of disability
	    As used in this chapter:
	        (1) Disability
	        The term "disability" means, with respect to an individual
	            (A) a physical or mental impairment that substantially limits one or more major life activities of such individual;
	            (B) a record of such an impairment; or
	            (C) being regarded as having such an impairment (as described in paragraph (3)).
	        (2) Major Life Activities
	            (A) In general
	            For purposes of paragraph (1), major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.
	            (B) Major bodily functions
	            For purposes of paragraph (1), a major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.
	        (3) Regarded as having such an impairment
	            For purposes of paragraph (1)(C):
	            (A) An individual meets the requirement of "being regarded as having such an impairment" if the individual establishes that he or she has been subjected to an action prohibited under this chapter because of an actual or perceived physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity.
	            (B) Paragraph (1)(C) shall not apply to impairments that are transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less.
	
	For a student to receive accommodations on standardized tests such as CASAS, the GED, industry recognized certification tests, and other related services, and/or in a
		See page(s) 89. *APPENDIX – ATTACHMENT B – DEFINITION OF TERMS -Individual with a Disability*
		
		-See the Americans with Disabilities Act (ADA) of 1990, as amended, Section 3 (42 U.S.C. 12102) https://www.ada.gov/pubs/adastatute08.htm#12102
		
		See the DC Department on Disability Services, Rehabilitation Services Administration (DDS RSA) https://dds.dc.gov/node/1389886

	college or university, the individual must have a diagnosis of the disability(ies) that has been documented by qualified personnel licensed to make such a diagnosis. See also the [DC Department on Disability Services, Rehabilitation Services Administration (DDS RSA) eligibility requirements](#) for District residents to receive DDS RSA services.	
Q11b.	**What are the requirements of an Local Educational Agency (LEA) that receives IDEA and a LEA that does not receive IDEA funding?**	
A11b. (May 8, 2020)	Adult Education DC Public Charter LEAs are advised of the implications for Individuals with Disabilities Education Act (IDEA) and Free and Appropriate Public Education (FAPE). **Adult Education DC Public Charter LEAs** • Adult education public charter LEAs maintain the choice of whether to accept Individuals with Disabilities Education Act (IDEA) funding and, if they do not accept the funds, to not offer FAPE and implement students' Individualized Education Plans (IEPs). Under IDEA, a student with a disability [34 CFR 300.8(a)(1)] means a student evaluated as having an "intellectual disability, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance (referred to in this part as "emotional disturbance"), an orthopedic impairment, autism, traumatic brain injury, another health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services." • If an adult education charter LEA does not accept IDEA funding, it is obligated to notify all students under the age of 22 identified with qualifying disabilities under IDEA (as indicated by a previous IDEA eligibility determination) and students under the age of 22 whose Assess for Success assessment results indicate the possibility of a qualifying disability under IDEA that it does not receive IDEA funding and, therefore, does not offer FAPE and implement IEPs. For students aged 18 to 21, OSSE AFE requires that this notice is provided by sending the letter "Notification of your Educational Rights under the Individuals with Disabilities Education Act (IDEA)" to the student. Students 18 to 21 years of age • Adult education charter schools shall inform students 18 to 21 years of age of his/her right to be referred for an evaluation to determine eligibility under the IDEA. The adult education charter school must notify the student of his or her right to be referred to DCPS, but these students may decline to be referred for evaluation. (See Attachment A.) A referral to the student's DCPS neighborhood high school for evaluation to determine eligibility under the IDEA does not require that the student un-enroll from their current school. Students under the age of 18 • It is important to note that students <u>must be 18 years of age or older</u> to receive services via the Assess for Success Initiative. Therefore, adult education charter schools are **required** to refer students <u>under the age of 18</u> to DCPS for evaluation. A referral to the student's DCPS neighborhood high	Page number not applicable. *-OSSE Assess for Success: Supporting Adults with Special Needs Initiative* [*https://osse.dc.gov/multimedia/assess-success-supporting-adult-learners-special-needs*](https://osse.dc.gov/multimedia/assess-success-supporting-adult-learners-special-needs)

	school for evaluation to determine eligibility under the IDEA does not require that the student un-enroll from their current adult school.	
Q11c.	**How flexible are the minimum literacy and numeracy levels for each Integrated Education & Training (IE&T) program model(s)?**	
A11c. (May 8, 2020)	Each eligible provider must make a compelling case and provide a rationalization for the program offering(s) based on Labor Market Information, job projections and other related data as well as established partnerships with relevant employers. Applicants are expected to use Labor Market Information to select a high-demand industry and a program model(s), develop a single set of learning objectives, and design their IE&T program(s) so that participants can achieve the student and program level outcomes and obtain a job in the high-demand industry. To ensure that students can achieve the student and program level outcomes, applicants need to backwards map from the occupation to the minimum literacy and numeracy skills needed to enter the IE&T program. Applicants may partner or design one or more IE&T programs that together form a career pathway to occupations in the District's high-demand sectors. For example, to prepare students for a career pathway in construction, a provider may offer an Integrated Adult Basic Education program for adult learners at grade level equivalents 1-5 to acquire the literacy, numeracy and workforce preparation skills needed to transition to an Integrated Adult Secondary Education program that prepares students to enter the construction field as Construction Trades Helpers.	See page(s) 31. SECTION VII: PROGRAM DESIGN -Program Models Page(s) 50. *SECTION X: GRANT APPLICATION (PAPER-BASED) -B. Program Design, 6. Single Set of Integrated Learning Objectives* *See also the Schedule of Program Offerings Workbook at* https://osse.dc.gov/publication/fy-2020-21-osse-afe-consolidated-competitive-grant
Q11d.	**Are students who are enrolled in an OSSE AFE-funded Integrated Education & Training (IE&T) program allowed to apply for financial aid?**	
A11d. (May 8, 2020)	When students are dually enrolled in adult education and a postsecondary education and/or transition from adult education to a postsecondary education institution, students are encouraged to apply for the Mayor's Scholars Undergraduate Program and/or other scholarships, in addition to applying for Federal Financial Student Aid, if needed and/or as appropriate to achieve their postsecondary education goals. OSSE AFE is working with key DC partners to develop dual enrollment opportunities for adult learners.	Page number not applicable.
Q12.	**Please clarify the definition of partnership, consortium and coalition as it relates to eligible applicants.**	
A12.	For the AFE Consolidated Grant, the definitions of partnership, consortium and coalition are the following: 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. 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	See page(s) 12 *SECTION III: GRANT COMPETITION PRE-SCREENING FOR EVIDENCE OF DEMONSTRATED EFFECTIVENESS* See page(s) 28-30. *SECTION VI: ELIGIBILITY CRITERIA -Eligible Providers*

	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. Please note that for applicants applying as a partnership, coalition or consortium, each member of the consortium must provide performance data to demonstrate effectiveness in the areas listed above. All partnership, coalition or consortium members must be determined to be an eligible provider of demonstrated effectiveness in order for the partnership's, coalition's or consortium's application to be forwarded to the grant readers for review, scoring and funding consideration.	*-Partnership, Consortium, and Coalition Guidelines* See page(s) 85. *APPENDIX – ATTACHMENT B -Definition of Terms*
Q13.	**What kinds of applicants are considered eligible with reference to "any other organization or entity" in the list of Eligible Providers?**	
A13.	Under the Workforce Investment Act (WIA) of 1992, the list of eligible providers that could apply for Title II, Adult Education and Family Literacy Act (AEFLA) grant funds was a closed list. This means that only specific entities were eligible to apply for AEFLA grant funds. When AEFLA was reauthorized under the Workforce Innovation and Opportunity Act (WIOA), the list of eligible providers was no longer a closed list. Specifically, the WIOA definition states: The term "eligible provider" means an organization that has demonstrated effectiveness in providing adult education and literacy activities that **may** include: 1) a local educational agency*; 2) a community-based organization; 3) a faith-based organization; 4) a volunteer literacy organization; 5) an institution of higher education; 6) a library; 7) a public housing authority; 8) a public or private nonprofit organization that is not described above and has the ability to provide adult education and literacy activities to eligible individuals; 9) any other organization or entity; 10) a consortium, of agencies, organizations, institutions, libraries or authorities described above; and 11) a partnership between an employer and an entity described above. The key difference between WIA and WIOA is the phrase "may include." WIOA allows entities that were not included on the WIA list to apply for AEFLA grant funds, provided that the organization/entity meets the demonstrated effectiveness requirements. Thus, for-profits and DC Government agencies may apply for AEFLA grant funds. However, out-of-state government agencies would not meet the requirement. Regardless, each applicant must describe how its work aligns with the work of the local workforce board(s).	*Page reference not applicable.*
Q14.	**Can a for-profit entity serve as the primary applicant in an AFE Consolidated Grant application?**	
A14.	Yes. A for-profit entity could meet the eligible provider criteria of 9. Any other organization or entity.	See page(s) 29-30. *SECTION VI: ELIGIBILITY CRITERIA -Eligible Providers -Partnership, Consortium, and Coalition Guidelines*
Q14a.	**Which Integrated Education & Training providers are required to obtain licensure from the DC Higher Education Licensure Commission (HELC) and why?**	
A14a. (May 8, 2020)	OSSE Adult and Family Education providers that are implementing Integrated Education and Training (IE&T) Program models must be licensed by <u>HELC</u> in accordance with 5A DCMR Chapters 80-83, as applicable, to offer the workforce training component of their Integrated Education and Training (IE&T) Program	See page(s) 30. *SECTION VI: ELIGIBILITY CRITERIA*

Models at a distance and/or via place-based services if the sub-grantee offers a workforce training program leading to an industry-recognized certification. As such, applicants that are selected as OSSE AFE sub-grantees, for whom this is applicable, are required to apply for and seek licensure from HELC, and to maintain HELC licensure during their tenure as an OSSE AFE sub-grantee. Additionally, applicants who are current OSSE AFE sub-grantees who are licensed to offer place-based workforce training services must complete and submit an amendment to their application seeking approval to offer workforce training services at a distance. If an applicant is part of a partnership or consortium for the purposes of this RFA, all partners or consortium members who are providing "workforce training" towards the industry-recognized certification must be licensed by the HELC, while those partners who are not engaging in postsecondary educational activities are not required to be licensed. If there is any question regarding whether a partner is required to be licensed by the HELC, the entity should contact the https://helc.osse.dc.gov/ directly for official guidance. HELC does not currently require public charter schools, which have a charter in effect pursuant to the District of Columbia School Reform Act of 1995 (DC Official Code §38-1800.01, et seq.), to obtain licensure. OSSE may consider failure to obtain and maintain HELC licensure as non-compliance with the grant terms and conditions and a factor in its determination to provide continuation funding.	*- Higher Education Licensure Commission* *-See the DC Higher Education Licensure Commission (HELC) website at* *https://helc.osse.dc.gov/*

Q14b.	**Is it permissible to use OSSE AFE grant funds to pay the DC Higher Education Licensure Commission (HELC) provisional, renewal and amendment fees?**
A14b. (May 8, 2020)	Yes. OSSE AFE grant funds may be used to pay the HELC provisional, renewal and amendment licensing fees, but only with certain funding sources. Applicants may include HELC fees in the OSSE AFE Consolidated Competitive Grant budget and detailed planned expenditures. In order to seek reimbursement, applicants must budget expenditures for HELC fees on the Adult and Family Education Local, Workforce Investment Council Career Pathways, or the Gateway to Careers budget. Please refer to the HELC Fee Schedule on the OSSE website.	See page(s) 30. *SECTION VI: ELIGIBILITY CRITERIA - Higher Education Licensure Commission* *See also the HELC Fee Schedule at* *https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/HELC fees 4.6.18.pdf.*

Q14c.	**How will OSSE AFE sub-grantees that are licensed by the Higher Education Licensure Commission (HELC) handle future grant modification requests?**
A14c. (May 8, 2020)	OSSE AFE sub-grantees must follow the AFE process to request approval for fiscal and programmatic grant modifications and submit an OSSE AFE Grant Modification Request Form with related documents, as applicable. The OSSE AFE Grant Modification Requests are reviewed by the AFE monitor and approved/rejected by the State Director. OSSE AFE sub-grantees are informed of the OSSE AFE Grant Modification Request process at the grant orientation and monitoring check-in sessions.	See page(s) 30. *SECTION VI: ELIGIBILITY CRITERIA - Higher Education Licensure Commission*

	Additionally, if an OSSE AFE sub-grantee makes a grant modification request to change the workforce training component of its IE&T program model, the sub-grantee will also need to submit a HELC request for program amendment process. The HELC amendment review and approval process takes approximately 60-90 days and each amendment costs $300.00. AFE and HELC will work collaboratively to provide support and guidance consistent with applicable laws, regulations and policies to AFE sub-grantees for FY20-21.	*See the Budget Workbook, Tab 15 Grant Modification Request Form at* https://osse.dc.gov/publication/fy-2020-21-osse-afe-consolidated-competitive-grant
SECTION VII: PROGRAM DESIGN		
Q15.	**Is it an allowable expense to use AFE Consolidated Competitive Grant funds for transportation assistance to students?**	
A15.	Yes. Selected applicants are required to link participants to community resources to address their basic needs inclusive of transportation assistance. Eligible providers should also utilize the District of Columbia Adult Learner Transit Subsidy for transportation assistance to participants. Additionally, transportation assistance should be used as incentives for employment attainment, including transportation assistance for the first two to four weeks of employment/receipt of first pay check or incentives for persistence in employment – 2nd and 4th quarter after exit – (e.g. quarterly incentive drawings).	See page(s) 33-35. *SECTION VII: PROGRAM DESIGN -Program Models*
Q15a.	**The Request for Applications (RFA) says that eligible providers must design and implement program models that align with the District of Columbia's Workforce Innovation and Opportunity Act (WIOA) Unified State Plan. Which DC WIOA State Plan should an applicant reference?**	
A15a. (May 8, 2020)	OSSE AFE recommends that eligible providers reference the District of Columbia Workforce Innovation and Opportunity Act (WIOA) Unified State Plan July 2020 – June 2024 which is pending approval by the US Department of Education and the US Department of Labor. Applicants are advised to review the goals in the State Strategy section (pages 71-76) and the Adult Education and Family Literacy Program Activities and Assurances (pages 150-164).	See page(s) 4-5. *SECTION I: STATEMENT OF NEED -Statement of Need -A New Vision for the District of Columbia* See page(s) 33-35. *SECTION VII: PROGRAM DESIGN -Program Models*
Q15b.	**Due to uncertainties about the impact of the coronavirus COVID-19 on the regional economy, have there been updates to the District's high-demand industries and occupations for which applicants should align their Integrated Education and Training (IE&T) programs?**	
A15b. (May 8, 2020)	While there is uncertainty at this time about the impact of the coronavirus (COVID-19) on the regional economy for the District of Columbia, Maryland and Virginia, applicants are advised to submit applications that are aligned to the District's high-demand sectors and occupations as identified in the District of Columbia Workforce Innovation and Opportunity Act (WIOA) Unified State Plan (July 2020 – June 2024). If there are future updates to the high-demand industries after the grant competition or as a result of COVID-19, OSSE AFE will work with applicants that are selected as FY 2020-21 sub-grantees to amend their applications, if needed, during the grant period.	See page(s) 5. *SECTION I: STATEMENT OF NEED -A New Vision for the District of Columbia*
Q15c.	**Our understanding is that Burlington English will no longer be licensed by OSSE AFE for use by AFE sub-grantees. Can you clarify whether it is or is not?**	

A15c. (May 8, 2020)	Burlington English* is a program for English acquisition learners, and is also used as a resource by adult basic education students. The program includes a blended learning solution that combines face-to-face classroom activities with anytime-anywhere access to state-of-art online interactive courses. Burlington English offers free webinars. Visit https://www.burlingtonenglish.com/ for the webinar schedule and registration link. *OSSE is no longer able to cover the costs of this instructional product. DC providers may email Tracy.Richard@dc.gov to obtain the contact information for the sales representative for this resource or feel free to click on the name of the product to visit the company's website for purchasing and/or other related information.	See page(s) 35. *SECTION VII: PROGRAM DESIGN* *-Program Models* *-Use of OSSE and WIC Resources*
	SECTION VIII: PRE-APPLICATION PROCESS	
Q16.	**How do I get a user account in the Enterprise Grants Management System (EGMS)?**	
A16.	To get started with the Enterprise Grants Management System, review Section IV: Pre-Application Process in the AFE Consolidated Grant Request for Applications. You may also visit the Enterprise Grants Management System (EGMS) home page(s) for guidance and other helpful information.	See page(s) 37. *SECTION VIII: PRE-APPLICATION PROCESS* *-Register with EGMS* *-Request EGMS Credentials*
Q17.	**Which Internet browsers are recommended for use with the Enterprise Grants Management System (EGMS)?**	
A17.	The following browsers and versions are recommended for use with EGMS: • Internet Explorer version 11.x • Google Chrome version 47.x or higher • Microsoft Edge *Space left blank intentionally*	*Page reference not applicable.* *-See the Enterprise Grant Management System (EGMS) at http://egmsfe.osse.dc.gov*
Q17a.	**If an applicant's Central Data in the Enterprise Grant Management System (EGMS) was approved in the fall of 2019, does it need to be updated?**	
A17a. (May 8, 2020)	EGMS users must update their Central Data in the new fiscal year or if/when any of the information has changed or expired. Applicants are encouraged to check their System Award Management (SAM) expiration date as this must be updated annually in Central Data. *Space left blank intentionally*	See page(s) 37. *SECTION VIII: PRE-APPLICATION PROCESS* *-Complete Central Data* *-See the Enterprise Grant Management System (EGMS) at http://egmsfe.osse.dc.gov*
Q17b.	**Do the Certificate of Clean Hands and Good Standing Certificate need to be submitted to OSSE by a specific date?**	
A17b. (May 8, 2020)	Applicants must obtain and submit in EGMS, prior to completing an AFE Consolidated Competitive Grant Application, a Certificate of Clean Hands from the District of Columbia Office of Tax and Revenue (OTR) verifying that the applicant is current and shall remain current on the payment of all federal and District taxes, as applicable, including Unemployment Insurance taxes and Workers' Compensation premiums. Applicants can	See page(s) 38. *SECTION VIII: PRE-APPLICATION PROCESS* *-Obtain/Upload/*

	apply for the Certificate of Good Standing by using the following link https://otr.cfo.dc.gov/page/certificate-clean-hands. If the requestor is in compliance, a Certificate of Good Standing will be generated instantly.

Applicants must obtain a Good Standing Certificate from the District of Columbia Department of Consumer Affairs (DCRA) verifying that the applicant (registered domestic entity or registered foreign entity) meets the regulatory requirements of the DCRA's Corporations Division, using the following link https://business.dc.gov/content/how-do-i-get-certificate-good-standing.

If an applicant's Good Standing Certificate is pending when the application is submitted in EGMS, OSSE AFE will request that it be submitted after the award has been made or when it becomes available. | *Submit a Certificate of Clean Hands*

- Obtain/Upload/ Submit Good Standing Certificate

See the District of Columbia Office of Tax and Revenue (OTR) -Certificate of Clean Hands https://otr.cfo.dc.gov/ page/certificate-clean-hands.

See the District of Columbia Department of Consumer Affairs (DCRA) -Good Standing Certificate https://business.dc.gov/content/how-do-i-get-certificate-good-standing |
| **SECTION IX: GRANT APPLICATION (ENTERPRISE GRANTS MANAGEMENT SYSTEM)** |
| **Q17c.** | | **When will the Fiscal Year 2020-21 Adult and Family Education Consolidated Competitive Grant be released in the Enterprise Grants Management System (EGMS)?** |
| **A17c.** (May 8, 2020) | The Fiscal Year 2020-21 Adult and Family Education Consolidated Competitive Grant was released in the Enterprise Grants Management System (EGMS) on Friday, May 1, 2020.

Eligible providers that intend to submit an application are encouraged to register with EGMS, request EGMS credentials, complete Central Data, and obtain a DUNS number, SAM expiration date, Clean Hands Certificate, and Good Standing Certificate as soon as possible. http://grants.osse.dc.gov/

For technical assistance, call (202) 719-6500 or email https://ossehelp.dc.gov.   EGMS technical assistance is available Monday through Friday from 9 a.m. to 4 p.m. and is closed on District and Federal holidays. | *See page(s) 37-39. SECTION VIII: PRE-APPLICATION PROCESS -Register with EGMS -Request EGMS Credentials -Complete Central Data -Obtain a DUNS Number -Request a SAM Expiration Date -Clean Hands Certificate -Good Standing Certificate -Technical Assistance*

See the Enterprise Grant Management |

		System (EGMS) at http://egmsfe.osse.dc.gov
Q18.	**Can the 25 percent match come from the consortium partners and the lead applicant or only from the lead applicant?**	
A18.	The primary/lead applicant is responsible for the 25 percent match requirement. The primary applicant agency/fiscal agent must meet the 25% District-imposed match requirement. See Section IX Grant Application for more information on the District-imposed matching requirement.	See page(s) 10-11. *SECTION II: BACKGROUND INFORMATION -Federal Maintenance of Effort and Matching Requirements* See page(s) s 29. *SECTION VI: ELIGIBILITY CRITERIA -Partnership, Consortium, and Coalition Guidelines*
Q19.	**What are some examples of how an eligible applicant can fulfill the 25 percent match requirement?**	
A19.	OSSE requires eligible providers to meet a 25 percent match requirement to ensure that eligible providers, if funded, are able to maintain a specific level of fiscal effort. The funding that OSSE provides is designed to supplement the existing funding that an eligible provider has for programming and services. OSSE Adult and Family Education funds cannot be used to fully support a program. Eligible providers funded under this grant must provide evidence of the twenty-five percent (25%) match from other (non-federal) funding sources for the total amount of the grant funds requested. For example, an organization requesting a total grant of $250,000 must provide $62,500 to meet the match requirement or an organization requesting $500,000 must provide $125,500 to meet the match requirement. The match requirement may be provided in cash or in-kind, fairly evaluated. Additionally, please refer to the tab labeled SAMPLE in the AFE Consolidated Competitive Grant Match workbook for cash and in-kind examples of how an eligible provider can fulfill the match requirement. ***Note that the requirements identified under "OSSE AFE Match Requirement" are District-imposed.***	See page(s) 42-43. *SECTION IX: APPLICATION PROCESS -OSSE AFE Match Requirement* *See the Match Workbook at https://osse.dc.gov/publication/fy-2020-21-osse-afe-consolidated-competitive-grant*
Q20.	**Must an eligible applicant have the entire 25 percent match requirement on hand at the time of submission of the application?**	
A20.	In the AFE Consolidated Grant application, the eligible applicant must be able to demonstrate how the 25 percent match requirement is being met at the beginning and throughout the grant period. The funding that OSSE provides is designed to supplement the existing funding that an eligible provider has for programming and services. These funds cannot be used to fully support a program. Eligible providers funded under this grant must provide evidence of	See page(s) 42-43. *SECTION IX: APPLICATION PROCESS -OSSE AFE Match Requirement*

	the twenty-five percent (25%) match from other funding sources for the total amount of the grant funds requested. For example, an organization requesting a total grant of $250,000 must provide $62,500 to meet the match requirement or an organization requesting $550,000 must provide $137,500 to meet the match requirement. The match requirement may be provided in cash or in-kind, fairly evaluated. OSSE monitors sub-recipients for evidence of the 25 percent match requirement throughout the grant period. ***Note that the requirements identified under "OSSE AFE Match Requirement" are District-imposed.***	*See the Match Workbook at* *https://osse.dc.gov/publication/fy-2020-21-osse-afe-consolidated-competitive-grant*
Q21.	**What documentation is an applicant required to provide as evidence of the required 25 percent match?**	
A21.	When submitting the application, the applicant should indicate in the organizational budget which funds will be used to meet the 25 percent match requirement. 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 monitors sub-recipients for compliance with this requirement throughout the grant period. ***Note that the requirements identified under "OSSE AFE Match Requirement" are District-imposed.***	See page(s) 42-43. *SECTION IX: APPLICATION PROCESS -OSSE AFE Match Requirement*
Q21a.	**Can a Local educational agency (LEA) use funds from the Uniform Per Student Funding Formula (USPFF) for the non-Federal match requirement?**	
A21a. (May 8, 2020)	Yes. A local educational agency (LEA) may use Local funds from the Uniform Per Student Funding Formula (USPFF) to meet the required 25 percent non-Federal match. The requirements identified under OSSE AFE Match Requirement are District-imposed. See also Q10/A10 and Q11/A11.	See page(s) 42-43. *SECTION IX: APPLICATION PROCESS -OSSE AFE Match Requirement* *See the Match Workbook, Tab 6 – Sample Match Workbook at* *https://osse.dc.gov/publication/fy-2020-21-osse-afe-consolidated-competitive-grant*
Q21b.	**How does an applicant determine the amount of OSSE AFE Consolidated Competitive Grant funds to budget on each tab of the OSSE AFE Consolidated Competitive Grant Budget Workbook?**	
A21b. (May 8, 2020)	After determining the Program Model(s) for which the applicant wishes to apply, applicants are advised to reference the FY 2020-21 Adult and Family Education Consolidated Competitive Grant Funding Scenarios document to determine the Funding Scenario most appropriate for your agency and/or consortium based on the customers/students to be served. Each scenario includes proposed amounts (grant allocations) for each type of grant funds. **However, please note that the AEFLA**	Page number not applicable. *-Fiscal Year 2020-21 Adult and Family Education Consolidated*

	(Sections 231, 225 and 243), WIC, AFE State, AFE Local, and Gateway to Careers grant allocations may require modifications based on the availability of funding and the number of applicants selected to be FY 2020-21 sub-grantees.	*Competitive Grant Funding Scenarios document at https://osse.dc.gov/sit es/default/files/dc/sit es/osse/publication/at tachments/FY%20202 0- 21%20AFE%20Consoli dated%20Competitive %20Grant%20Funding %20Scenarios.pdf*
Q21c.	**Can an eligible applicant apply for Funding Scenario #1 and include different Program Models?**	

A21c. (May 8, 2020)	Yes, provided that the Program Model(s) that the eligible applicant chooses are consistent with the Funding Scenario that is selected.
	
	For example, an eligible applicant may apply for **Funding Scenario #1 - Federal AEFLA 231 - Adult Education & Literacy Activities Grant Funds and Gateway to Careers Grant Funds** for $500,000. The Grant Funds being requested cannot exceed $500,000 to serve, at a minimum, 100 eligible individuals. In applying for Funding Scenario 1, the eligible applicant may elect to deliver services in Program Models #1, 2, and/or 6:
	
	Program Model #1: Integrated Adult Basic Education (IABE) and Training
	• Integrated Adult Basic Education and Training for students with literacy and numeracy skills at the Adult Basic Education (ABE) - NRS Levels 1 to 4 in Reading and NRS Levels 1 to 5 in Math/Grade Level Equivalents 1 to 8.
	• Funding Source(s):
	    o AEFLA Section 231 Adult Education and Literacy Activities Federal Grant
	    o WIC Career Pathways Local Grant
	Program Model #2: Integrated Adult Secondary Education (IASE) and Training
	• Integrated Adult Secondary Education and Training for students with literacy and numeracy skills at the Adult Secondary Education (ASE) Levels - NRS Levels 5 to 6 in Reading and NRS Level 6 in Math/Grade Level Equivalents 9 to 12.
	• Funding Source(s):
	    o AEFLA Section 231 Adult Education and Literacy Activities
	    o WIC Career Pathways Local Grant
	Program Model #6: Integrated Adult Basic Education (IABE) and Workforce Preparation
	• Integrated Adult Basic Education and Workforce Preparation Services for students with literacy and numeracy skills at the Adult Basic Education (ABE) Levels – NRS Levels 1 – 3 in Reading or NRS Levels 1 to 3 in Math/Grade Level Equivalents 1 to 5.
	• Funding Source(s):
	    o Gateway to Careers Local Grant
		See page(s) 31-32. SECTION VII: PROGRAM DESIGN *-Program Models*
		
		See the FY 2020-21 Adult and Family Education Consolidated Competitive Grant Funding Scenarios document at https://osse.dc.gov/sit es/default/files/dc/sit es/osse/publication/at tachments/FY%20202 0- 21%20AFE%20Consoli dated%20Competitive %20Grant%20Funding %20Scenarios.pdf

SECTION X: GRANT APPLICATION (PAPER-BASED)		
Q21d.	**In the Project Information section, criterion 5b and 5c refer to difficulties or deficiencies in the past 24 months, if applicable, in providing sufficient fiscal, human and material resources needed to support the program. Is OSSE expecting applicants to describe the continuous improvement plans for the organization?**	
A21d. (May 8, 2020)	Applicants previously funded under AEFLA should describe any difficulties or deficiencies in providing the fiscal, human and material resources needed to support the organization's Integrated Education & Training (IE&T) program(s) in the past 24 months and how the difficulty or deficiency was managed or resolved to maintain the program offerings, if applicable. Applicants that have not been previously funded by OSSE AFE should describe any difficulties or deficiencies the organization has had in the past 24 months providing the fiscal, human and material resources needed to support the program(s) for which data was submitted for the organization's evidence of demonstrated effectiveness and how the difficulty or deficiency was managed or resolved to maintain the program offerings, if applicable.	See page(s) 46. *SECTION X: GRANT APPLICATION (PAPER-BASED) -A. Project Information, 5. Organizational Capability and Past Performance* Page(s) 65. SECTION XII: APPLICATION SCORING RUBRIC *-A. Project Information, 5. Organizational Capability and Past Performance*
Q21e.	**Please provide guidance on the difference between program offerings and the schedule of program offerings.**	
A21e. (May 8, 2020)	Program offering(s) refers to the Integrated Education & Training (IE&T) program offering that the applicant is proposing. In addition to describing the IE&T program offering(s), applicants must complete the Schedule of Program Offerings Workbook (Excel) which includes the actual schedule (dates, times, location(s), instructor's name) of the classes, information/orientation sessions, training, workshops, work-based learning opportunities and other related activities that make up the IE&T schedule. Applicants must complete the Schedule of Program Offerings Workbook and upload it in the Enterprise Grants Management System (EGMS).	See page(s) 48. *SECTION X: GRANT APPLICATION (PAPER-BASED) -B. Program Design, 1. Intent to Apply, e) Schedule of Program Offerings*
Q21f.	**What should an applicant enter in the Schedule of Program Offerings Workbook if the program schedule has not yet been determined?**	
A21f. (May 8, 2020)	Eligible applicants are expected to have a Schedule of Program Offerings submitted with the application by the application due date. If some information in the Schedule of Program Offerings is tentative or pending, the applicant may enter "to be determined" or TBD. Please note that the grant period begins July 1, 2020. As such, awardees will need a Schedule of Program Offerings that can be implemented in accordance with the grant requirements.	See page(s) 48. *SECTION X: GRANT APPLICATION (PAPER-BASED) -B. Program Design, 1. Intent to Apply, e) Schedule of Program Offerings* *See also the Schedule of Program Offerings Workbook at* https://osse.dc.gov/publication/fy-2020-21-osse-afe-consolidated-competitive-grant

Q21g.	In the Program Design section of the paper-based grant application, the criteria for the Single Set of Integrated Learning Objectives references adult education and literacy content (6a), workforce preparation activities (6c), and workforce training competencies (6e). In order to earn the maximum 8 points available for the single set of integrated learning objectives, are applicants expected to address the content, activities and competencies for each criterion?	
A21g. (May 8, 2020)	No. Applicants are not required to address the content, activities and competencies for each criterion under the Single Set of Integrated Learning Objectives. Applicants may earn the full eight points by responding to each criterion as written. As such, the applicant should describe the adult education and literacy content in 6a, the workforce preparation activities in 6c, and the workforce training competencies in 6e, as well as responding to the other criteria for this section.	See page(s) 50. *SECTION X: GRANT APPLICATION (PAPER-BASED)* *-B. Program Design, 6. Single Set of Integrated Learning Objectives*
Q21h.	What is the expected duration of each Integrated Education & Training (IE&T) program?	
A21h. (May 8, 2020)	Eligible providers are expected to design IE&T programs in career pathways for the length of time needed for students to make measurable skills gains and achieve student level and program level outcomes identified in the single set of learning objectives. The duration of each IE&T program varies according to the occupational requirements and student entry requirements.

Eligible providers must determine the duration of each IE&T program by backwards mapping from the occupation in the high-demand industry for which students are being prepared to the minimum literacy and numeracy levels set by the applicant for entry into the IE&T program.

Applicants are advised to reference O*NET to identify the knowledge, skills, and abilities as well as the practicum hours and certifications, if applicable, that are needed for the selected occupation(s).

See also Q6a/A6a. | See page(s) 27. *SECTION V: OSSE AFE GRANT REQUIREMENTS* *-See O*NET* https://www.onetonline.org/ |
| Q21i. | Does OSSE provide laptops for students in addition to the AFE Consolidated Competitive Grant funds that are awarded? | |
| A21i. (May 8, 2020) | No. OSSE AFE does not purchase laptops for adult students. However, sub-grantees may purchase the supplies and materials that students need to achieve the Integrated Education & Training (IE&T) program outcomes. As such, computers (e.g., laptops, desktops, Chromebooks, and tablets) are an allowable expenditure and applicants may include these items in the AFE Consolidated Competitive Grant Budget (Excel) and in the Detailed Planned Expenditures in EGMS. | See page(s) 23. *SECTION IV: AEFLA FUNDING CONSIDERATIONS* *-Effective use of technology including distance learning (#7)* See page(s) 58. *SECTION X: GRANT APPLICATION (PAPER-BASED)* *-C. Other program Elements, (3) Technology Integration, and (4) Facilities, Equipment, Supplies and Materials* |

		See page(s) 71. *SECTION XII: APPLICATION SCORING RUBRIC -C. Other Program Elements, (3) Technology Integration, and (4) Facilities, Equipment, Supplies and Materials*
**SECTION XI: REVIEW, SCORING AND SELECTION OF APPLICATIONS**	
N/A	There have not been any questions submitted relative to this section.	Page number not applicable.
**SECTION XII: APPLICATION SCORING RUBRIC**	
Q21j.	**What is the process for each applicant to receive their scores and Grant Review Panel's comments?**	

A21j. (May 8, 2020)	Only applicants may receive their scores and the Grant Review Panel's comments by completing the following steps:
	
	• Submit a Freedom of Information Act (FOIA) Request to OSSE. See the OSSE website, "How to Submit a FOIA Request" for instructions.
	• FOIA requests are submitted online via the DC government Public FOIA Portal at https://foia-dc.gov/app/Home.aspx
	• Register with the DC Government Public FOIA Portal to create your account in order to submit a request.
	• When submitting a FOIA request through the DC Government Public FOIA Portal, you will need to select the agency from which the information is being requested. OSSE can be found under "State Superintendent of Education Office" in the alphabetical list of DC Government agencies.
	• To expedite your request, please include:
	  ▪ The Name of your Agency/ Lead Applicant for the OSSE AFE Consolidated Competitive Grant application that was submitted;
	  ▪ Name of the Authorized Representative for your Agency/Lead Applicant as specified in the Enterprise Grants Management System (EGMS); and
	  ▪ A request for the scores and comments from the OSSE Adult and Family Education Fiscal Year 2020-21 Consolidated Competitive Grant.
		Page(s) 62. *SECTION XI: REVIEW, SCORING AND SELECTION OF APPLICATIONS -Review Panel*
		
		-See the OSSE Open Government and Freedom of Information Act (FOIA) Webpage at https://osse.dc.gov/am/service/osse-open-government-and-foia
		
		-See the District of Columbia Freedom of Information Act (FOIA) Public Access Portal at https://foia-dc.gov/app/Home.aspx

**SECTION XIII: GRANT AWARDS**	
Q22.	**When are selected applicants expected to begin offering services to eligible individuals?**	
A22.	Selected applicants are expected to begin grant planning activities on July 1, 2020. OSSE will provide guidance to selected applicants on the delivery mode(s) (e.g. face-to-face, blended, and/or distance learning) at the time that the grant announcements are made, if applicable.	See page(s) 11. *SECTION II: BACKGROUND INFORMATION -Available Funding*