DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF
EDUCATION

REQUEST FOR APPLICATIONS

DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT
OF EDUCATION

ADULT AND FAMILY EDUCATION CONSOLIDATED COMPETITIVE GRANT

Release Date: March 30, 2020

SECTION I: STATEMENT OF NEED
Statement of Need

According to the Census Bureau, <u>2013-2017 American Community Survey (ACS)</u>, an estimated 601,723 individuals reside in the District of Columbia.

Of the 76,490 District residents ages 18 to 24:
- **10% (n=7,538*) have an educational attainment level of less than a high school diploma;**
- 25% (n=19,032) have a high school diploma or its equivalent;
- 43% (n=33,257) have some college or an associate's degree; and
- 22% (n=16,663) have a bachelor's degree or higher.

Of the 477,843 District residents 25 years of age and over:
- **4% (n=18,889*) have less than a 9th grade education**;
- **6% (n=27,608*) have an educational attainment level of 9th to 12th grade and no high school diploma;**
- 18% (n=84,119) have a high school diploma or its equivalent;
- 13% (n=62,203) have some college, but no degree;
- 3% (n=14,601) have an associate's degree;
- 24% (n=113,830) have a bachelor's degree; and
- 33% (n=156,593) have a graduate or professional degree.

In total, of the 536,179 District residents ages 18 and over,
- ***54,035 do not have a high school diploma or its equivalent.**

Additionally, in the District of Columbia, a significant proportion of residents lack the basic literacy, numeracy, English language, problem-solving and digital literacy skills needed to be successful in their career, family, and community roles. This information speaks directly to the need for adult education, workplace literacy, English language programs, family literacy, workforce preparation activities and integrated education and training services for District residents to help them acquire the knowledge and skills needed to transition to college and careers and achieve economic self-sufficiency.

Further review of the ACS data from this time period shows that educational attainment has a direct impact on earning potential, resulting in the following disparities:
- 37.3% of families headed by someone with less than a high school diploma live below the poverty level;
- 27.9% of families headed by someone with a high school diploma (includes equivalent) live below the poverty level;
- 18.5% of families headed by someone with some college/associates degree live below the poverty level; and
- 2.3% of families headed by someone with a bachelor's degree or higher live below the poverty level.

Additional disparities include the median earnings of individuals age 25 years and over as follows:
- $23,843 for individuals with less than a high school diploma;
- $29,871 for high school graduates (includes equivalent);

- $39,383 for individuals with some college or an associate degree;
- $64,934 for individuals with a bachelor's degree; and
- $89,265 for individuals with a graduate or professional degree.

Additional data on the education and skill levels of D.C. residents can be found in the *District's WIOA Unified 2018 State Plan Modification*, Section II (A)(1)(B)(III).

A New Vision for the District of Columbia

The District of Columbia is in the midst of significant change. The District's population numbers and the city's economy have climbed such that today, Washington, DC is the anchor of a strong and highly competitive regional economy. The city's skyline is dotted with cranes demonstrating large-scale construction projects in every Ward, including areas that had not seen significant development in decades. While the economy is thriving, the District wants to make sure that all of its residents are full participants in this prosperity and that every District resident has a pathway to the middle class.

The Mayor, the Workforce Investment Council (WIC), the Workforce Innovation and Opportunity Act (WIOA) Core Partner Agencies, and other stakeholders are working to actualize the vision of the District's WIOA Unified State Plan Modification (April 2018), Section II, (B)(1) to ensure that:

- Every District resident is ready, able, and empowered to discover and attain their fullest potential through lifelong learning, sustained employment, and economic security.
- Businesses are connected to the skilled District residents they need to compete globally, are full participants in the workforce system, and, drive the District's economic growth.
- Residents and businesses in all eight wards are supported by a system that includes coordinated, cohesive, and integrated government agencies and partners working to help communities thrive.

As a result of an analysis of the District's labor market data, the WIC has designated the following sectors as high-demand industries in the District of Columbia:
1) Business Administration and Information Technology,
2) Construction,
3) Healthcare,
4) Hospitality,
5) Infrastructure,
    - Energy and Utilities,
    - Energy Efficient Technology,
    - Transportation and Logistics, and
6) Law and Security.

This designation indicates that federal and local workforce funding should be aligned with these areas, as well as most other workforce programming focused on individuals at the middle skills level or below – including job training and apprenticeships, and education up to the associate degree level.

Should the WIC make changes to the designated list of high-demand sectors during the grant award period, OSSE Adult and Family Education Unit (AFE) and its sub-grantees may consider aligning and/or expanding Integrated Education and Training program offerings in future funding years with the WIC's newly designated sectors.

SECTION II. BACKGROUND INFORMATION

Office of the State Superintendent of Education (OSSE)

As DC's state education agency, OSSE works urgently and purposefully, in partnership with education and related systems, to sustain, accelerate, and deepen progress for DC students. OSSE plays many roles in the lives of children, teens, and adults seeking an education in the District of Columbia. The agency sets statewide policies, provides resources and support, and exercises accountability for all public education in the District.

Through its Adult and Family Education unit, OSSE:
- Awards AEFLA grant funds through a competitive process, to eligible providers to offer Integrated Education and Training Programs (adult education and literacy, workforce preparation and workforce training services) as well as supportive and transition services to District residents;
- Facilitates state leadership activities including professional development, technical assistance and monitoring; and
- Provides resources (software, instructional materials, equipment, and assistive technology) to adult education providers and partners in the city; Maintains and reports state and local program performance, progress and outcome data to the U.S. Department of Education, city officials and other stakeholders in an attempt to facilitate continuous improvement at the state and local program levels.
- Through its partnership with the WIC and other WIOA Core Partners, OSSE AFE providers can gain access to a network of individuals, organizations and resources that can be used to help District residents pursue their desired career path. These include but are not limited to:

    - WIC Board;
    - WIC's Community of Practice;
    - One Stop Operator;
    - DOES American Job Centers;
    - Eligible training providers;
    - Other education, training and service providers;
    - Employers, businesses and industry specialists;
    - Postsecondary education institutions;
    - GED Program Office;
    - DC ReEngagement Center;
    - District's WIOA Unified State Plan Modification 2018;
    - Career Pathways Strategic Plan;
    - Back on Track DC.org;
    - Virtual Job Shadow; and
    - Career Coach DC.

Workforce Investment Council (WIC)

The District of Columbia Workforce Investment Council (WIC) serves as the public-private partnership empowered to advise the Mayor on the development, implementation, and continued improvement of an innovative, integrated, and effective workforce development system. The WIC is charged with assisting the Mayor and District agencies in developing a demand-driven system and programs to meet

the workforce needs of business and industry, support career development and self-sufficiency, and enhance the productivity and competitiveness of the District's workforce.

Roles and Responsibilities of One-Stop Partner

OSSE AFE works with the WIC, Grant Associates, Inc. (the District's One Stop Operator), the Department of Employment Services (DOES), the Department on Disability Services (DDS), the Department of Human Services (DHS), the University of the District of Columbia (UDC) and other key partners to achieve the strategic objectives outlined in the District's WIOA Unified State Plan, including the alignment of adult education and literacy activities with the other one-stop required partner activities. Additionally, OSSE AFE, in collaboration with these agencies, continues to expand the District's efforts to create uniformity in intake, assessment and program referral practices across DC government agencies via Comprehensive Adult Student Assessment System (CASAS) eTest implementation, screening of adults for learning disabilities, and DC Data Vault implementation, a transactional data system that helps District agencies streamline, coordinate and integrate the provision of education, training and other related services to District residents.

OSSE AFE entered into a Memorandum of Understanding (MOU) with the District's WIC and DOES in FY17 that is modified annually. The MOU specifies the responsibilities that OSSE will fulfill as a one-stop partner. OSSE provides local funding via the MOU to DOES to support the one stop infrastructure costs and activities. OSSE also contributes to the one-stop system through the provision of funding to some of its sub-grantees to serve as a local program provider partner at the DOES American Job Centers (AJCs). As such, eligible providers, selected as sub-grantees in response to this Request for Application, may have an opportunity to serve as an OSSE AFE AJC onsite provider partner. In this role, the eligible provider will offer assessment and screening services weekly at the DOES AJCs and refer customers for education, training and/or other related services via the DC Data Vault.

OSSE AFE also contributes to the one stop delivery system through its provision of CASAS Implementation, CASAS eTest Coordinator and Proctor, Supporting Adults with Special Needs and DC Data Vault training and CASAS web-test units to one-stop partners; and hosts and maintains the DC Data Vault, in collaboration with Literacy Pro Systems, Inc., for use by one-stop partners.

Sources of Funding and Authorizing Statutes

Under this Request for Applications, eligible providers may apply to receive the following types of funding to offer integrated education and training services to District residents:
- Federal Funding
  - AEFLA Section 231 – Adult Education and Literacy Activities federal funding
  - AEFLA Section 243 – Integrated English Literacy and Civics Education federal funding
  - AEFLA Section 225 – Corrections Education and Other Education of Institutionalized Individuals federal funding
- Local Funding
  - AFE State
  - AFE Local
  - Gateway to Careers
  - WIC Career Pathways

Eligible providers that receive AEFLA Section 231, 243 and 225 federal funding will also automatically receive an allocation of AFE State, AFE Local and WIC Career Pathways Local funding. Eligible providers

may also choose to apply for and receive Gateway to Careers Local funding in addition to AEFLA Section 231, 243 and 225 federal funding, or may wish to apply for and receive Gateway to Careers Local funding solely. The funding that is awarded is dependent on the program model chosen by the eligible provider. Depending on the chosen program model, an applicant's award may consist of entirely local funds. See Section VII for more information on program design.

Federal funding is authorized by the Adult Education and Family Literacy Act, a federal initiative authorized by Title II of the Workforce Innovation and Opportunity Act of 2014 (Pub. Law 113-128), codified at 29 U.S.C. § 3271 *et seq.* and its implementing regulations at 34 CFR Part 463.

WIC Career Pathways local funding is authorized by the Mayor's Order 2016-086 and the Workforce Investment Implementation Act of 2000 (DC Code 32-1601 *et seq.*). All other local funding (AFE State, AFE Local and Gateway to Careers), is authorized by the State Education Office Establishment Act of 2000, effective October 21, 2000 (D.C. Law 13-176; D.C. Official Code § 38-2602(b)), as amended, and the Fiscal Year 2018 Budget Support Act of 2017, sec. 4052.

District Requirement

As required by WIOA, whenever OSSE implements any rule or policy relating to the administration or operation of an AEFLA program that has the effect of imposing a requirement that is not imposed under Federal law (including any rule or policy based on an OSSE interpretation of a Federal statute, regulation or guideline), OSSE must identify, to eligible providers, the rule or policy as being imposed by OSSE. Accordingly, throughout this RFA, OSSE has identified District-imposed requirements.

Adult Education and Family Literacy Act (AEFLA) Grant Funding

Under WIOA, AEFLA is designed to give adults the opportunity to improve their skills through high quality, research-based programs and activities. The purpose of AEFLA is to:

1. Assist adults in becoming literate and in obtaining the knowledge and skills necessary for employment and economic self-sufficiency;
2. Assist adults who are parents or family members in obtaining the education and skills that – (A) are necessary to become full partners in the educational development of their children; and that (B) lead to sustainable improvements in the economic opportunities for their family;
3. Assist adults in transitioning to a program at the next step in the educational continuum to pursue their desired career paths; and
4. Assist immigrants and other individuals who are English language learners in (A) improving their – (i) reading, writing, speaking, and comprehension skills in English; and (ii) mathematics skills; and in (B) acquiring an understanding of the American system of government, individual freedom, and the responsibilities of citizenship.

The AEFLA Grant program supports the following activities as outlined in Title II of WIOA.

AEFLA Section 231 – Adult Education and Literacy Activities

OSSE is responsible for funding eligible providers of demonstrated effectiveness to fulfill the requirements of Section 231 of Title II, AEFLA of WIOA. Section 231 includes the provision of the following services to District residents:
- Adult education,
- Literacy,

- Workplace adult education and literacy activities,
- Family literacy activities,
- English language acquisition activities,
- Integrated English literacy and civics education,
- Workforce preparation activities, and
- Integrated education and training.

Please refer to the Appendix - Attachment A: Definition of Terms.

AEFLA Section 243 – Integrated English Literacy and Civics Education

OSSE is responsible for funding eligible providers of demonstrated effectiveness to fulfill the requirements of Section 243 of Title II, AEFLA of WIOA. Section 243 includes the provision of Integrated English Literacy and Civics Education to English Language Learners who are adults, including professionals with degrees and credentials in their native countries. English Language Learners will have an opportunity to participate in Integrated English Literacy and Civics Education programs that help them to gain competency in English and acquire the skills needed to exercise the rights and responsibilities of citizenship as members of their communities.

Eligible providers receiving funds through the Integrated English Literacy and Civics Education program must provide services that—
- Include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation; and
- Are designed to:
    - Prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and
    - Integrate with the local workforce development system and its functions to carry out the activities of the program.

An eligible provider that receives funds through the Integrated English Literacy and Civics Education program may meet the requirement to use funds for integrated English literacy and civics education in combination with integrated education and training activities by:
- Co-enrolling participants in integrated education and training that is provided within the local or regional workforce development area from sources other than Section 243 of the Act; or
- Using funds provided under Section 243 of the Act to support integrated education and training activities.

AEFLA Section 225 – Programs for Corrections Education and the Education of Other Institutionalized Individuals

OSSE is responsible for funding eligible providers of demonstrated effectiveness to fulfill the requirements of Section 225 of Title II, AEFLA of the WIOA. Section 225 includes the provision of correction education and education to other institutionalized individuals.

A correctional institution is defined as any of the following:
- Prison,
- Jail,
- Reformatory,
- Work farm,
- Detention Center, or
- Halfway house, community-based rehabilitation center, or other similar institution designed for the confinement or rehabilitation of criminal offenders.

Section 225 funds must be used for the cost of educational programs for criminal offenders in correctional institutions and other institutionalized individuals, including academic programs for:
- Adult education and literacy activities;
- Special education, as determined by the eligible agency;
- Secondary school credit;
- Integrated education and training;
- Career pathways;
- Concurrent enrollment;
- Peer tutoring; and
- Transition to re-entry initiatives and other post-release-services with the goal of reducing recidivism.

Section 225 funds may also be used to support educational programs for transition to re-entry initiatives and other post-release services with the goal of reducing recidivism. Such use of funds may include educational counseling or case work to support incarcerated individuals' transition to re-entry and other post-release services. Examples include assisting incarcerated individuals to develop plans for post-release education program participation, assisting students in identifying and applying for participation in post-release programs, and performing direct outreach to community-based program providers on behalf of re-entering students. Such funds may not be used for costs for participation in post-release programs or services. Service provision must be prioritized and directed to individuals who are likely to leave the correctional institution within five years of participation in the program.

Special Note: Eligible providers that receive AEFLA Section 231, 243 and 225 Federal funding will also receive an allocation of AFE State, AFE Local and WIC Career Pathways funding.

Federal Maintenance of Effort and Matching Requirements

The WIOA statute imposes two fiscal requirements upon OSSE as the pass-through entity for AEFLA federal funding. First, WIOA states that States may only receive federal funding for adult education for any fiscal year if the state maintains its fiscal effort, comprised of both state and local expenditures for adult education. Second, WIOA requires States that receive federal funding for adult education to match 25 percent of the federal contribution with state or local funds. To fulfill its Federal Maintenance of Effort and Match requirements, OSSE AFE awards AFE State funding to eligible providers. Because these funds are used to meet federal maintenance of effort and matching requirements, they must be expended in accordance with federal requirements.

OSSE also imposes a matching requirement upon its eligible providers. For more information on the District-imposed matching requirement, see Section IX: Application Process.

Workforce Investment Council (WIC) Career Pathways Grant Funding
OSSE will award WIC Career Pathways Grant funding to eligible providers of demonstrated effectiveness to support the provision of integrated education and training for a specific occupation or occupational cluster to District residents.
Gateway to Careers Grant Funding
OSSE will award Gateway to Careers funding to eligible providers of demonstrated effectiveness to support the provision of integrated education and training for a specific occupation or occupational cluster to adult learners with low level literacy or numeracy skills at the Adult Basic Education (ABE) or English as a Second Language (ESL) Levels (A-B)/Grade Level Equivalents 1 to 5.
Available Funding
Approximately $5.5 million will be awarded to eligible providers in response to this RFA. This includes approximately $1.1 million in AEFLA Federal funds, $2.4 million in AFE State and AFE Local funds, $1.5 million in WIC Career Pathways funds and $500,000 in Gateway to Careers funds. OSSE expects to award multiyear funding to eight to twelve eligible providers of demonstrated effectiveness in the range of $250,000 to $500,000 per year, with a per customer amount of $5,000. There is no minimum or maximum grant award amount. Grant awards will be for one year (July 1, 2020 through June 30, 2021). Based on sub-grantee performance, student outcomes, and the availability of funding, providers may be eligible to receive continuation funding for up to four additional years: • July 1, 2021 – June 30, 2022, • July 1, 2022 – June 30, 2023, • July 1, 2023 – June 30, 2024, and • July 1, 2024 – June 30, 2025.
Continuation Funding
To receive continuation funding, OSSE expects grant recipients to 1) maintain compliance with the grant's terms and conditions, 2) meet the state's performance targets, and 3) score a minimum of 80 points on the final monitoring review. OSSE may provide continuation funding if these requirements are not met, however, the grant recipient will be required to develop and implement a corrective action plan or continuous improvement plan, as applicable, approved by OSSE and participate in technical assistance and monitoring follow-up activities. Further, OSSE may require a corrective action or continuous improvement plan at any point during either the initial grant term or a subsequent year based on demonstrated non-compliance. If the grant recipient does not improve its performance and continues to fail to meet the state's performance requirements metrics, the grant award may be terminated or temporarily withheld, reduced, or suspended.
Cost Reimbursable Grants
All funding is awarded to eligible providers as cost reimbursable grants. See Section XIII: Grant Awards.

SECTION III: GRANT COMPETITION PRE-SCREENING FOR
EVIDENCE OF DEMONSTRATED EFFECTIVENESS

Only eligible providers of demonstrated effectiveness in providing adult education and literacy activities may apply for funding. Therefore, 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.

Applicants must provide Background Information. To be deemed as having demonstrated effectiveness, an applicant must submit two years of the most recent performance data available on its record of improving the skills of eligible individuals, particularly individuals who have low levels of literacy.

Evidence must be submitted in the following content domains:
- Reading,
- Writing,
- Mathematics, and
- English Language Acquisition (if applicable).

An applicant 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.

There are two ways in which an eligible provider may meet these requirements:
- 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.

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.

Applications for which the eligible provider is not determined to be an organization of demonstrated effectiveness will not be forwarded to the grant review panel. The eligible provider will be notified via letter, email and the Enterprise Grants Management System (EGMS) of this determination. See Section IX for procedures on appealing any denied application for federal funding.

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.

Applicant Background Information *(Section to be completed by all eligible providers)* [1]		
Complete the chart below for the two most recent Program Years (PYs) for which the eligible provider rendered services to DC residents.		
Agency Name:		
	Year 1	**Year 2**
Indicate the two most recent Program Years (PYs) in which services were rendered to DC residents: *(check one per year)* (e.g. Program Year 2018-19 could encompass services provided July 1, 2018 to June 30, 2019 or October 1, 2018 to September 30, 2019.)	☐ PY 2018-19 ☐ PY 2017-18 ☐ PY 2016-17 ☐ Other, please specify	☐ PY 2018-19 ☐ PY 2017-18 ☐ PY 2016-17 ☐ Other, please specify
Indicate the range/total number of students served: *(check one)*	☐ 1- 25 ☐ 26-50 ☐ 51-75 ☐ 76-100 ☐ 101+	☐ 1- 25 ☐ 26-50 ☐ 51-75 ☐ 76-100 ☐ 101+
Indicate the characteristics of students served: *(Check all that apply)*	☐ Individuals who have low levels of literacy ☐ Individuals who are English language learners ☐ Individuals with disabilities, including persons with learning disabilities ☐ Low income individuals, including TANF and SNAP Participants ☐ People experiencing or with recent histories of homelessness ☐ Youth (18 to 24 years of age) ☐ Youth in Foster Care ☐ Older individuals (55+) ☐ Returning citizens and individuals in a prison, jail, reformatory, work farm, detention center, or halfway house,	☐ Individuals who have low levels of literacy ☐ Individuals who are English language learners ☐ Individuals with disabilities, including persons with learning disabilities ☐ Low income individuals, including TANF and SNAP Participants ☐ People experiencing or with recent histories of homelessness ☐ Youth (18 to 24 years of age) ☐ Youth in Foster Care ☐ Older individuals (55+) ☐ Returning citizens and individuals in a prison, jail, reformatory, work farm, detention center, or halfway house,

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[1] The provision of this background information is a District-imposed requirement which provides OSSE AFE with demographic data.

	community-based rehabilitation center, or other similar institution designed for the confinement or rehabilitation of criminal offenders ☐ Long-term unemployed residents and displaced homemakers	community-based rehabilitation center, or other similar institution designed for the confinement or rehabilitation of criminal offenders ☐ Long-term unemployed residents and displaced homemakers
Indicate the name(s) of educational assessments administered to students: *(check all that apply)*	☐ Comprehensive Adult Student Assessment System (CASAS) ☐ Tests of Adult Basic Education (TABE) ☐ BEST Plus ☐ Wonderlic ☐ Other, please specify	☐ Comprehensive Adult Student Assessment System (CASAS) ☐ Tests of Adult Basic Education (TABE) ☐ BEST Plus ☐ Wonderlic ☐ Other, please specify
Indicate the type of educational assessments administered to students to determine placement level(s) and learning needs at entry and to measure progress: *(check all that apply)*	☐ Locator/Appraisal ☐ Pre-Test ☐ Post-Test ☐ Other, please specify	☐ Locator/Appraisal ☐ Pre-Test ☐ Post-Test ☐ Other, please specify
Name of Program Offering(s):		
Industry/Sector Focus (if applicable):	☐ Business Administration and Information Technology ☐ Construction ☐ Healthcare ☐ Hospitality ☐ Infrastructure (Energy and Utilities, Energy Efficient Technology, and Transportation and Logistics) ☐ Law and Security ☐ Other, please specify	☐ Business Administration and Information Technology ☐ Construction ☐ Healthcare ☐ Hospitality ☐ Infrastructure (Energy and Utilities, Energy Efficient Technology, and Transportation and Logistics, ☐ Law and Security ☐ Other, please specify
Occupations for which students were being prepared to pursue (if applicable):		
Certifications, credentials and professional licenses students could attain as a result of their participation in/completion of the program (if applicable):		

Type of services provided: *(Check all that apply)*	☐ Adult Basic Education and Literacy (GLE 0-8) ☐ Adult Secondary Education (GLE 9-12) – General Educational Development (GED) ☐ Adult Secondary Education (GLE 9-12) -National External Diploma Program (NEDP) ☐ English Language Acquisition (GLE 0-8) ☐ Integrated English Literacy and Civics Education ☐ Workforce Preparation Services ☐ Integrated Education and Training ☐ Vocational/Occupational Skills Training ☐ Supportive Services 　　☐ Career Counseling 　　☐ Referral to social service agencies 　　☐ Coordination and follow-up on students' acquisition of social services/public welfare benefits 　　☐ Linkages to community resources (food banks, clothing banks, health care providers, health and wellness information, housing, childcare and/or transportation assistance 　　☐ Other, please specify ☐ Transition Services (Secondary Education, Postsecondary Education, Training and/or Employment) ☐ Other, please specify	☐ Adult Basic Education and Literacy (GLE 0-8) ☐ Adult Secondary Education (GLE 9-12) – General Educational Development (GED) ☐ Adult Secondary Education (GLE 9-12) -National External Diploma Program (NEDP) ☐ English Language Acquisition (GLE 0-8) ☐ Integrated English Literacy and Civics Education ☐ Workforce Preparation Services ☐ Integrated Education and Training ☐ Vocational/Occupational Skills Training ☐ Supportive Services 　　☐ Career Counseling 　　☐ Referral to social service agencies 　　☐ Coordination and follow-up on students' acquisition of social services/public welfare benefits 　　☐ Linkages to community resources (food banks, clothing banks, health care providers, health and wellness information, housing, childcare and/or transportation assistance 　　☐ Other, please specify ☐ Transition Services (Secondary Education, Postsecondary Education, Training and/or Employment) ☐ Other, please specify

Adult Education and Family Literacy Act (AEFLA)

Complete Table 1 **or** Table 2, as applicable, for the two most recent Program Years (PYs) for which the applicant provider, and any program partners identified in your grant application, rendered services to DC residents. Specify the number enrolled, number achieving the outcome **and** percent achieving the outcome during their participation in the program and/or upon completion of the program, as applicable.

OSSE AFE will review and analyze the evidence of demonstrated effectiveness submitted by all applicants to derive a standard threshold for the state's acceptable level of performance that will be administered uniformly across all applications.

Table 1: Demonstrated Effectiveness for Applicants Previously Funded under AEFLA

(To be completed using National Reporting System (NRS) Table 4 -Measurable Skill Gains by Entry Level and NRS Table 5 – Core Follow-up Outcome Achievement data)

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						
ABE Level 2: Beginning Basic Education						
ABE Level 3: Intermediate Low						
ABE Level 4: Intermediate High						
ABE Level 5: Low ASE						
ABE Level 6: High ASE						
ESL Level 1: Beginning Literacy						
ESL Level 2: Beginning Low						
ESL Level 3: Beginning High						
ESL Level 4: Intermediate Low						
ESL Level 5: Intermediate High						
ESL Level 6: Advanced						
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						
High School Equivalency Diploma						
TOTAL(S)						

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						
Employed in the 4th quarter after exiting the program						
TOTAL(S)						

Postsecondary Outcomes	2017-18			2018-19		
	Number Enrolled	Number Transitioned	Percent Transitioned	Number Enrolled	Number Transitioned	Percent Transitioned
Transition to Postsecondary Education or Training						
Transition to Workforce						
TOTAL(S)						

Specify the name of the management information system or other reliable data source/system in which the qualitative and quantitative data provided can be verified for Year 1 and Year 2. The provision of this information is a District-imposed requirement.

Year 1:

Year 2:

Upload/submit the supporting documentation for the data reported on the table.

SPECIAL NOTE: Applicants that have not been previously funded under AEFLA and do not have National Reporting System (NRS) data for the last two years must complete the following chart. *Please note that only adults ages 18 and older may be included in this chart.*

Table 2. Demonstrated Effectiveness for Applicants that <u>have not been</u> previously funded under AEFLA and <u>do not have</u> National Reporting System (NRS) data						
Grade Level Equivalent (GLE) Outcomes	**2017-18**			**2018-19**		
	Number Enrolled	**Number Completing Level**	**Percent Completing Level**	**Number Enrolled**	**Number Completing Level**	**Percent Completing Level**
Adult learners for whom English is their 1st language						
0–1 GLE						
2–3 GLE						
4–5 GLE						
6–8 GLE						
9–10 GLE						
11–12 GLE						
TOTAL(S)						
Adult learners for whom English is their 2nd language (ESL)						
0–1 GLE						
2–3 GLE						
4–5 GLE						
6–8 GLE						
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						

High School Equivalency Diploma						
TOTAL(S)						

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						
Employed in the 4th quarter after exiting the program						
TOTAL(S)						

Postsecondary Outcomes	**2017-18**			**2018-19**		
	Number Enrolled	**Number Transitioned**	**Percent Transitioned**	**Number Enrolled**	**Number Transitioned**	**Percent Transitioned**
Transition to Postsecondary Education or Training						
Transition to Workforce						
TOTAL(S)						

Specify the name of the management information system or other reliable data source/system in which the qualitative and quantitative data provided can be verified for Year 1 and Year 2. The provision of this information is a District-imposed requirement.

Year 1:

Year 2:

Upload/submit the supporting documentation for the data reported on the table.

Gateway to Careers
(To be completed by applicants applying for Gateway to Careers Grant Funds)[2]

Complete Table 3 **or** Table 4, as applicable, for the two most recent Program Years (PYs) for which the applicant provider, and any program partners identified in your grant application, rendered services to DC residents. Specify the number enrolled, number achieving the outcome and percent achieving the outcome during their participation in the program and/or upon completion of the program, as applicable.

OSSE AFE will review and analyze the evidence of demonstrated effectiveness submitted by all applicants to derive a standard threshold for the state's acceptable level of performance that will be administered uniformly across all applications.

**Table 3: Demonstrated Effectiveness Table
for Applicants Previously Funded under Gateway to Careers**

(To be completed using National Reporting System (NRS) Table 4 -Measurable Skill Gains by Entry Level and NRS Table 5 – Core Follow-up Outcome Achievement data)

NRS Educational Functioning Level (EFL) Outcomes	2017-18			2018-19		
	Number Enrolled Students	Number Completing Level	Percent Completing Level	Number Enrolled Students	Number Completing Level	Percent Completing Level
ABE Level 1: Beginning Literacy						
ABE Level 2: Beginning Basic Education						
ABE Level 3: Intermediate Low						
ESL Level 1: Beginning Literacy						
ESL Level 2: Beginning Low						
ESL Level 3: Beginning High						
TOTAL(S)						

[2] As the Gateway to Careers grant is a local grant, the requirement to provide this performance data for those applying for these funds is a District-imposed requirement.

Educational Scale Score Gains Outcomes	2017-18			2018-19		
	Number Enrolled	Number Scale Score Gains	Percent Scale Score Gains	Number Enrolled	Number Scale Score Gains	Percent Scale Score Gains
Five or more scale score point gains (per pre-and post-test)						
TOTAL(S)						

Specify the name of the management information system or other reliable data source/system in which the qualitative and quantitative data provided can be verified for Year 1 and Year 2. The provision of this information is a District-imposed requirement.

Year 1:

Year 2:

Upload/submit the supporting documentation for the data reported on the table.

SPECIAL NOTE: **Applicants that have not been previously funded under Gateway to Careers and do not have National Reporting System (NRS) data for the last two years must complete the following chart**. *Please note that only adults ages 18 and older may be included in this chart.*

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						
Grade Level Equivalent (GLE) Outcomes	2017-18			2018-19		
	Number Enrolled	Number Completing Level	Percent Completing Level	Number Enrolled	Number Completing Level	Percent Completing Level
Adult learners for whom English is their 1st language						
0–1 GLE						
2–3 GLE						
4–5 GLE						
TOTAL(S)						
Adult learners for whom English is their 2nd language (ESL)						
0–1 GLE						

	2017-18			2018-19		
2–3 GLE						
4–5 GLE						
TOTAL(S)						
Educational Scale Score Gains Outcomes	**2017-18**			**2018-19**		
	Number Enrolled	**Number Scale Score Gains**	**Percent Scale Score Gains**	**Number Enrolled**	**Number Scale Score Gains**	**Percent Scale Score Gains**
Five or more scale score point gains (per pre- and post-test)						
TOTAL(S)						

Specify the name of the management information system or other reliable data source/system in which the qualitative and quantitative data provided can be verified for Year 1 and Year 2. The provision of this information is a District-imposed requirement.

Year 1:

Year 2:

Upload/submit the supporting documentation for the data reported on the table.

SECTION IV: AEFLA FUNDING CONSIDERATIONS

OSSE will award grant funds to eligible providers based on:

1) The degree to which the eligible provider would be responsive to—
    i) Regional needs as identified in the local workforce development plan; and
    ii) Serving individuals in the community who were identified in such plan as most in need of adult education and literacy activities, including individuals who—
        (A) Have low levels of literacy skills; or
        (B) Are English language learners;
2) The ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities;
3) The past effectiveness of the eligible provider in improving the literacy of eligible individuals, especially those individuals who have low levels of literacy, and the degree to which those improvements contribute to the eligible agency meeting its State-adjusted levels of performance for the primary indicators of performance;
4) The extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan, as well as the activities and services of the one-stop partners;
5) Whether the eligible provider's program—
    i) Is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and
    ii) Uses instructional practices that include the essential components of reading instruction;
6) Whether the eligible provider's activities, including whether reading, writing, speaking, mathematics, and English language acquisition instruction delivered by the eligible provider, are based on the best practices derived from the most rigorous research available, including scientifically valid research and effective educational practice;
7) Whether the eligible provider's activities effectively use technology, services and delivery systems, including distance education, in a manner sufficient to increase the amount and quality of learning, and how such technology, services, and systems lead to improved performance;
8) Whether the eligible provider's activities provide learning in context through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, and obtain and advance in employment leading to economic self-sufficiency; and, when applicable, to exercise the rights and responsibilities of citizenship;
9) Whether the eligible provider's activities are delivered by instructors, counselors, and administrators who meet any minimum qualifications established by the State and outlined in the "Grant Requirements" in Section V of this RFA, and who have access to high-quality professional development, including through electronic means;
10) Whether the eligible provider coordinates with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, DC's Workforce Investment Council, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, in the development of career pathways;

11) Whether the eligible provider's activities offer the flexible schedules and coordination with Federal, State, and local support services (such as child care, transportation, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs;

12) Whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes and to monitor program performance; and

13) Whether the local area in which the eligible provider is located has a demonstrated need for additional English language acquisition programs and civics education programs.

SECTION V: OSSE AFE GRANT REQUIREMENTS[3]

Eligible providers must direct their efforts toward the fulfillment of the following requirements for all grants awarded by OSSE AFE:

1) Provide the fiscal, human and material resources necessary to fulfill the grant requirements.

2) 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.) 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). Vocational instructors/trainers must have the industry recognized certification, credential or professional license for which they are providing instruction and at least two years' experience working in the targeted industry and/or teaching adults. (Career awareness and exploration activities may be facilitated by individuals who are not vocational instructors/trainers). GED instructors must take the GED Ready™ Exam in the subject area(s) - Reasoning Through Language Arts, Mathematical Reasoning, Social Studies and Science - for which they will be teaching and earn a Passing Score of 155 (median score of the "Likely to Pass" score range of 145 – 164).

3) Have a process in place to recruit, orientate, enroll, assess, instruct and retain students in the program through completion.

4) Adhere to the OSSE Assessment Policy that provides guidance on the administration of the Comprehensive Adult Student Assessment System (CASAS) locators/appraisals, pre- and post-tests and other assessment requirements.

5) As part of the intake process, administer a Comprehensive Adult Student Assessment System (CASAS) eTest locator and pre- test in Reading and Math to all students, prior to their enrollment in a class.

6) Only administer CASAS paper-based assessments to students with a learning or developmental disability or other special needs for whom a CASAS eTest may not be appropriate. This may include students at the Pre-Beginning/ Beginning Basic Education Level, Beginning Literacy/Pre-Beginning ELL, Low Beginning ELL and High Beginning ELL Levels, and students with learning and/or other developmental disabilities. Students at levels for whom CASAS eTests are appropriate must be administered eTests.

7) Provide students' CASAS assessment results to each student and to teachers to incorporate the CASAS competencies, CASAS basic skill content standards, College and Career Readiness Standards (CCRS) and students' goals into their instructional program offerings and lesson plans.

8) Offer integrated education and training services to District residents.

9) After a minimum of 50, maximum 100 hours of instruction, administer a CASAS post-test to all students to measure their progress. Students are expected to make increases in educational functioning levels and increases in CASAS raw/scale scores of 3 or more points for students not making an EFL gain at the time of post-testing.

10) Only administer CASAS paper-based assessments to students with a learning or developmental disability or other special needs for whom a CASAS eTest may not be appropriate. This may include

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[3] **The requirements identified in Section V are District-imposed requirements.**

students at the Pre-Beginning/ Beginning Basic Education Level, Beginning Literacy/Pre-Beginning ELL, Low Beginning ELL and High Beginning ELL Levels, and students with learning and/or other developmental disabilities. Students at levels for whom CASAS eTests are appropriate must be administered eTests.

11) Ensure that a minimum of two staff members participate in CASAS Implementation and eTest Coordinator and Proctor training and are certified to administer CASAS assessments. OSSE will make CASAS training available to sub-recipients.

12) As part of the intake process, screen students for learning disabilities using the Washington State Learning Disabilities (LD) Screening, English Language Learner (ELL) Student Questionnaire and/or Payne Learning Needs Inventory (PLNI). Permission must be obtained from OSSE to use another LD screening tool. OSSE will make training available on how to use the aforementioned tools to screen adults for learning disabilities to sub-recipients.

13) Refer students for further assessment to OSSE via the Assess for Success Initiative and/or the Department on Disability Services/Rehabilitation Services Administration (DDS/RSA), if and when needed, and make the necessary instructional and reasonable accommodations for students.

14) Register and maintain an updated program profile on Backontrackdc.org to receive referrals of students seeking adult education and literacy; workforce preparation; and workforce training services.

15) As part of the intake process, administer a personal/career assessment to students using EMSI Career Coach, DISC, ONET, and/or other assessments. Permission must be obtained from OSSE to use another career assessment instead of EMSI Career Coach. OSSE will make EMSI Career Coach training available to sub-recipients.

16) As part of the intake process, develop in collaboration with each adult learner an Individual Career Pathway Transition Plan that specifies the student's educational functioning level, learning needs, career interests, goals and plans for achieving economic self-sufficiency, indicates the links to other resources and next steps on their career pathway, and ensures seamless transitions from program to program (i.e. IABE to IASE or IASE to Postsecondary education, training, and/or employment).

17) Provide and/or link students to supportive services (i.e. subsidized childcare, the adult learner transit subsidy, public benefits, etc.) that ameliorate and/or eliminate barriers that may impede their ability to make measurable skill gains, obtain employment, attain their goals and/or achieve economic self-sufficiency while enrolled in the program.

18) Collect, enter, maintain and update student, staff and program data in Literacy, Adult and Community Education System and the D.C. Data Vault. OSSE will make training on both of these systems available to sub-recipients.

19) Collect the social security number from students who have one or assist individuals who do not have a social security number to obtain a social security card, if applicable.

20) Use the D.C. Data Vault to receive student referrals and to refer students to the appropriate agencies and providers for services.

21) Conduct follow-up activities for all students who exited the program during the appropriate follow-up period.

22) Update weekly student files/records and data in the Literacy, Adult and Community Education System.

23) Conduct routine student folder checks.

24) Generate monthly diagnostic search reports and resolve errors to ensure the validity and accuracy of data in Literacy, Adult and Community Education System.
25) Develop and conduct surveys that measure student and employer satisfaction.
26) Submit monthly reports to OSSE by the requested deadlines.
27) Submit monthly requests for cost reimbursements in EGMS.
28) Submit a Grant Modification Request Form for program/staff/ budget changes and an amended application and/or budget in EGMS, when applicable.
29) Participate in mandatory *technical assistance, professional development, *meetings, and other events including provider fairs, First Fridays and other activities designed to make District residents aware of OSSE and WIC funded programs and services. (*May be required of staff at all levels including Executive Directors and Program Managers).
30) Participate in all OSSE and WIC monitoring activities, developed in accordance with the "OSSE Monitoring Guidance for Federal Grants" (2016) where applicable and the "OSSE Sub-recipient Monitoring Policy," and demonstrate continuous improvement. Monitoring requirements may be adjusted based on sub-grantee performance.

The grant recipient will direct its efforts towards the achievement of the following outcomes for eligible individuals receiving services in OSSE AFE funded programs:

1) District residents have access/interact with an instructor for a minimum of 4 to 6 hours per week. Eligible providers are expected to offer a minimum of 24 hours of instruction (classroom, tutoring, and/or blended learning) per week;
2) District residents make measurable skill gains as evidenced by 1) achievement of at least one educational functioning level, 2) attainment of a secondary diploma/recognized equivalent, 3) a secondary/postsecondary education transcript, 4) progress toward milestones (e.g. participate in work-based learning - on the job training, internships, apprenticeships, job shadowing, employment), and/or 5) passing a technical/occupational skills exam;
3) District residents demonstrate progression in knowledge as evidenced by CASAS scale score gains, career inventory tool(s)/pre- and post- assessments and student portfolios;
4) District residents demonstrate persistence and are retained in the program long enough for educational advancement and goal achievement;
5) District residents acquire, if applicable, entry level workforce certifications (e.g. CPR, First Aid, ServSafe Food Handlers, OSHA 10, Flaggers, etc.) and/or industry recognized certifications, credentials or professional licenses (e.g. CDA, HHA, MMA, MOS, NCCER, etc.). A copy of the credentials, certifications and licenses must be uploaded in OSSE's management information system, Literacy, Adult and Community Education System and maintained in students' files/records; and
6) District residents' transition to the next step in the educational continuum, postsecondary education, training, and/or employment.

Recipients are required to comply with all of the requirements specified above. Failure to comply may result in a corrective action or continuous plan, and the withholding of cost reimbursement payments and/or the reduction and/or suspension of grant funds.

SECTION VI: ELIGIBILITY CRITERIA

Eligible Individuals

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).

In alignment with the District's WIOA Unified State Plan Modification (April 2018), services associated with the AEFLA, WIC Career Pathways and Gateway to Careers Grant shall be directed to the District's most vulnerable residents. This includes the following target populations who face significant barriers to education, employment and economic success.
1. Youth (18 to 24 years of age);
2. Youth in Foster Care;
3. Long-term unemployed residents and displaced homemakers;
4. Low income individuals, including TANF and SNAP Participants;
5. Individuals with disabilities, including persons with learning disabilities;
6. Older individuals (55+);
7. Returning citizens and individuals in a prison, jail, reformatory, work farm, detention center, or halfway house, community-based rehabilitation center, or other similar institution designed for the confinement or rehabilitation of criminal offenders;
8. Individuals who are English language learners;
9. People experiencing or with recent histories of homelessness; and
10. Individuals who have low levels of literacy.

Special Note: *Services associated with the Gateways to Career Grant must be directed and tailored to the District's lowest-level learners; those with basic skills at or below the 5th grade level.*

Eligible Providers

Only eligible providers of demonstrated effectiveness in providing adult education and literacy activities may apply for AEFLA and WIC Career Pathways and/or Gateway to Careers Grant funding. See Section III: Grant Application Pre-Screening for Evidence of Demonstrated Effectiveness.

This 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.

Local Educational Agencies (LEAs) may only use OSSE AEFLA and WIC Career Pathways and/or Gateway to Careers Grant funds to serve individuals 18 years of age and older who are not enrolled *or required to be enrolled in traditional secondary school under District of Columbia law*. OSSE AEFLA and WIC Career Pathways and Gateway to Careers Grant funds may not be used to serve students in the traditional K-12 system. DCPS and Public Charter Schools that serve adults are eligible to apply.

Geographic Requirement[4]

Eligible providers must be located in the Washington-Baltimore-Arlington, DC-MD-VA-WV-PA Combined Statistical Area. The primary applicant agency/fiscal agent must be located in the District of Columbia.
Source: *Washington-Baltimore-Arlington, DC-MD-VA-WV-PA Combined Statistical Area Map*
Additionally, eligible providers must provide services to eligible individuals in the District of Columbia. Eligible individuals may also be served at the eligible provider's partner agency locations in the DC metropolitan area.

Partnership, Consortium, and Coalition Guidelines

1. A partnership, consortium or coalition must designate one of the members to serve as the primary or lead applicant agency and fiscal agent for the grant. A for-profit employer is not eligible to serve as the primary applicant.
2. The grant will be prepared in the name of the primary applicant agency/fiscal agent, not the partnership, consortium or coalition.
3. The primary applicant agency/fiscal agent must meet the following requirements:
   - Must be an eligible provider as defined above;
   - Must receive and administer the grant funds and submit the required reports to account for the use of grant funds;
   - Must require that each member of the partnership, consortium or coalition sign a Memorandum of Agreement (MOA), Memorandum of Understanding (MOU) or other agreement that contains a detailed explanation about the roles and responsibilities of each member of the partnership, consortium or coalition in working with the primary applicant agency to fulfill the requirements of the grant and achieve the desired outcomes;
   - Cannot receive funding on behalf of another organization or subgrant funds to another organization;
   - Is prohibited from sub-granting or re-granting funds to other recipients. The primary applicant agency/fiscal agent is permitted to contract for services with members of the consortium, coalition, or partnership and/or to use funds to contract with consultants to perform services that the primary applicant agency/fiscal agent cannot provide itself; and
   - Is responsible for coordinating the performance of services provided by the members of the partnership, consortium or coalition and/or consultants in the fulfillment of the grant requirements.
4. The primary applicant agency/fiscal agent must meet the 25% District-imposed match requirement. See Section IX Grant Application for more information on the District-imposed matching requirement.

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[4] **The requirements identified under "Geographic Requirement" are District-imposed requirements.**

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

Higher Education Licensure Commission

Special Note: Eligible providers will be required to apply for and seek licensure from District of Columbia's Higher Education Licensure Commission in accordance with 5A DCMR Chapters 80-83 as applicable if the applicant provides a workforce training program leading to an industry-recognized certification as part of Integrated Education and Training. If the applicant is part of a partnership or consortium, only the partner or consortium member who is providing the training towards the industry-recognized certification must be licensed by the HELC. 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.), selected as a subgrantee are not required to obtain HELC licensure. OSSE may consider failure to obtain HELC licensure as non-compliance with the grant terms and conditions and a factor in its determination to provide continuation funding.

SECTION VII: PROGRAM DESIGN
Program Models

Eligible providers must design and implement program models that include the provision of integrated education and training for youth and adults served with AEFLA, WIC Career Pathways and Gateway to Careers funding that align with the District of Columbia's WIOA Unified State Plan and High-Demand Sectors and Occupations as follows:

1) Business Administration and Information Technology,
2) Construction,
3) Healthcare,
4) Hospitality,
5) Infrastructure,
    - Energy and Utilities,
    - Energy Efficient Technology,
    - Transportation and Logistics, and
6) Law and Security.

Consideration will also be granted toward funding program models that improve students' understanding of other career paths/sectors/high demand occupations (e.g. Early Childhood Education, etc.) in the District of Columbia or the Washington Metropolitan area that they may wish to pursue. The 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. When completing your application, please check the box(es) for the applicable models under the "Intent to Apply" tab in the OSSE Enterprise Grants Management System (EGMS). Please also make sure your responses are clearly written to delineate each of the program models and services for which you are seeking funding throughout the application.

The funding source for each program model is listed below. Further, eligible providers should consider the following when applying:
- Eligible providers that receive AEFLA Federal funding will also receive an allocation of AFE State, AFE Local and WIC Career Pathways Local funding, to implement the proposed program models.
- Gateway to Careers Grant funding must be used to serve adult learners with literacy or numeracy skills at or below grade level equivalent 5.

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):
  - AEFLA Section 231 Adult Education and Literacy Activities
  - WIC Career Pathways Local Grant

Program Model #3: Integrated English Language Acquisition (IELA) and Training

- Integrated English Language Acquisition and Training for students with literacy and numeracy skills at the English as a Second Language (ESL) Levels – NRS Levels 1 to 6 in ESL Reading and NRS Levels 1 to 5 in Math/Grade Level Equivalents 1 to 8.
- Funding Source(s):
  - AEFLA Section 231 Adult Education and Literacy Activities Federal Grant
  - WIC Career Pathways Local Grant

Program Model #4: Integrated English Literacy and Civics Education and Training (IELCE)

- Integrated English Literacy, Civics Education and Training for students with literacy and numeracy skills at the English as a Second Language (ESL) Levels – NRS Levels 1 to 6 in ESL Reading and NRS Levels 1 to 5 in Math/Grade Level Equivalents 1 to 8.
- Funding Source(s):
  - AEFLA Section 243 Integrated English Literacy and Civics Education Federal Grant
  - WIC Career Pathway Local Grant

Program Model #5: AEFLA Section 225 – Programs for Corrections Education and the Education of Other Institutionalized Individuals

- Integrated Adult Basic Education and Training for students in correctional institutions and/or other facilities for institutionalized individuals with literacy and numeracy skills at the Adult Basic Education (ABE) Levels - NRS Levels 1 to 4 in Reading and NRS Levels 1 to 5 in Math/Grade Level Equivalents 1 to 8.
- 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):
  - AEFLA Section 225 Correction Education and Education of Other Institutionalized Individuals Federal Grant
  - 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):
  - Gateway to Careers Local Grant

Program Model #7: Integrated English Language Acquisition (IELA) and Workforce Preparation

- Integrated English Language Acquisition and Workforce Preparation Services for students with literacy and numeracy skills at the English as a Second Language (ESL) Levels – NRS Levels 1 to 5 in ESL Reading or NRS Levels 1 to 3 in Math/Grade Level Equivalents 1 to 5.
- Funding Source(s):
  - Gateway to Careers Local Grant

Program models must include[5]:

- Adult education and literacy, concurrently and contextually with workforce preparation activities and workforce training, where applicable, for a specific occupation or occupational cluster to District residents for the purpose of educational and career advancement;
- The provision of, at minimum, 24 hours of classroom-based instruction to students from an instructor per week and 4 to 6 additional hours of supplemental instruction (e.g. tutoring, blended learning and/or distance education) per week;
- Reading and math tutoring services for individuals with low level literacy and numeracy skills and English Language Learners during traditional and non-traditional program hours;
- Career awareness, career exploration, career planning and career mapping services appropriate for individuals with low level literacy and numeracy skills and English Language Learners;
- Individual Career Pathways Transition Plan for each student that specifies the student's educational functioning level, learning needs, career interests, goals and plans for achieving economic self-sufficiency, indicates links to other resources and education and/or training towards the next steps on a student's career pathway, and ensures seamless transitions from program to program;
- Career Pathway counseling to help participants navigate through their educational and vocational options and provide support in accessing public benefits and other supportive services that can help them persist and succeed in their education and career pursuits. These supportive services include:
  - Referral to social service agencies;
  - Coordination and follow-up on participants' acquisition of social service/public welfare benefits;
  - Linkages to community resources to address participants' basic needs (food banks, clothing banks, health care providers, health and wellness information, housing, childcare and/or transportation assistance);
  - Transportation (through DC's adult learner transit subsidy);
  - On-site Child Care (optional); and
  - Other (optional).
- Established partnerships with one or more adult education providers and/or integrated education and training providers that offer services to students with literacy and/or numeracy skills below the eligible provider's entrance requirements or at the next step/level in the educational continuum to whom students can be referred;
- Established partnerships with one or more postsecondary education institution or training provider to assist students in transitioning to college, training, and/or advanced training, as applicable;
- 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

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[5] **The requirements detailed in this section are District-imposed.**

- ▪ Engage in other related activities with the eligible provider to prepare students for their desired career path;
- Incentives for students for successful demonstration of persistence and progress (e.g. measurable skills gains, secondary school diploma or its equivalent attainment, credential attainment, etc.) during their participation in an integrated education and training program.
- Work-based learning opportunities for students;
  - o Incentives/stipends for students for successful demonstration of specific employment competencies during their participation in and/or completion of work-based learning. *Only WIC Career Pathways funding may be used for these purposes;* and
- A core outcomes team (e.g. Career counselor/navigator, student transition/success coach, employment specialist, etc.) to assist students in the achievement of core outcomes specified in Section VII – Primary Indicators of Performance - (National Reporting System (NRS) Table 5.
  - o Core outcome teams are expected to help facilitate:
    - ▪ Student attainment of education, training and career goals;
    - ▪ Student transition to the next step/level in the educational continuum;
    - ▪ Student participation in work-based learning opportunities;
    - ▪ Student attainment of employment, if unemployed at entry;
    - ▪ Secondary credential attainment and enrollment in postsecondary education or training;
    - ▪ Secondary credential attainment and entrance into employment;
    - ▪ Attainment of a postsecondary credential; and
    - ▪ Attainment of any credential; and
    - ▪ Other related core outcomes.
  - o Additional activities that can help increase local program performance and student outcomes on NRS Table 5 includes:
    - ▪ Formulation and support of student alumni association to facilitate ongoing student engagement;
    - ▪ Incentives for students for participation in core follow-up activities (e.g. responding to surveys and providing wage data 2nd and 4th quarter after exit – quarterly incentive drawings);
    - ▪ 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);
    - ▪ Incentives for secondary school diploma/equivalent and transition to postsecondary education, training or employment;
    - ▪ Payment for advanced training;
    - ▪ Payment of admissions fees to facilitate students' transition to a postsecondary education institution;
    - ▪ Working in collaboration with OSSE to assist students in acquiring a Mayor's Scholarship to pursue an associate or bachelor's degree at a postsecondary education institution in the Washington metropolitan area; and
    - ▪ Enhance partnerships with employers, training providers and postsecondary institutions.

Program models may also include the following:

- Pre-apprenticeship experiences for students that prepare them to enter and succeed in a Registered Apprenticeship Program. *
- Dual enrollment for adult learners being served via Program Model 2 - Integrated Adult Secondary Education (IASE) and Training programs offered by local educational agencies (LEAs) and community-based organizations (CBOs). **

Eligible providers must have and provide evidence of a documented partnership with a least one, if not more, Registered Apprenticeship program(s) to develop and offer pre-apprenticeship opportunities to students.
** Dual enrollment options are currently available to adult learners being served by LEAs. OSSE is working in partnership with the University of the District of Columbia to expand dual enrollment options to adult learners being served by OSSE AFE funded community-based organizations agencies so that they can pursue a secondary school credential and postsecondary education credential simultaneously.

Use of OSSE and WIC Resources

Eligible providers are also encouraged to use OSSE web-based resources (e.g. Career Coach DC, Virtual Job Shadow, Essential Education Suite (GED Academy, CASAS Academy, Work Essentials, Computer Essentials, and Money Essentials), Burlington English, WIN Learning Solutions, Aztec Learning, The Change Agent, News for You, etc.) to provide adult education and literacy, workforce preparation and workforce training skills to adults with diverse learning needs, as well as career awareness, career mapping and transition services.

Additionally, eligible providers should visit the WIC's Community of Practice website - https://dcworks.dc.gov/page/community-practice to access a plethora of resources in designing and creating career pathways for District resources.

Primary Indicators of Performance

Eligible providers are expected to help adult learners achieve the following core outcomes:

National Reporting System (NRS Table 4)	
Measurable Skill Gains	Eligible providers are expected to collect data and report on the number and percentage of participants who completed one or more Educational Functioning Levels (EFL) during a period of participation as measured by 1) a participant's pre- and post-test raw/scale scores, 2) the awarding of credits or Carnegie units to a student by a program that offers a high school diploma or its equivalent, or 3) student enrollment into a postsecondary education or training program within the year after exit from an adult education program.
Secondary Credential Attainment	Eligible providers are expected to collect data and report on the number and percentage of participants who obtain a secondary school diploma or its recognized equivalent or a recognized postsecondary education credential, while enrolled or within one year of exit from the program.
National Reporting System (NRS Table 5)	

	Employment 2nd Quarter after exit	Eligible providers are expected to collect follow-up data and report on the number and percentage of participants who are in unsubsidized employment during the second quarter after exit from the program.
	Employment 4th Quarter after exit	Eligible providers are expected to collect follow-up data and report on the number and percentage of participants who are in unsubsidized employment during the fourth quarter after exit from the program.
	Median Earnings	Eligible providers are expected to collect wage data and report the median earnings of participants who are in unsubsidized employment during the second quarter <u>and</u> fourth quarter after exit from the program.
	Secondary Credential Attainment and Enrollment in Postsecondary Education or Training within one year of exit	Eligible providers are expected to collect follow-up data and report on the number and percentage of participants who attained a second school diploma/recognized equivalent **and** enrolled in postsecondary education or training within one year after exit from the program.
	Secondary Credential Attainment and Entrance into Employment within one year of exit	Eligible providers are expected to collect follow-up data and report on the number and percentage of participants who attained a secondary school diploma/recognized equivalent **and** became employed within one year after exit from the program.
	Attainment of a Postsecondary Credential while enrolled or within one year of exit	Eligible providers are expected to collect follow-up data and report on the number and percentage of participants who attained a postsecondary credential while enrolled **or** within one year after exit from the program.
	Attainment of any credential while enrolled or within of year of exit (unduplicated)	Eligible providers are expected to collect follow-up data and report on the number and percentage of participants who attained any credential while enrolled or within one year after exit from the program.

Core outcome data must be collected and maintained in the Literacy, Adult and Community Education System, the OSSE Adult and Family Education's Management Information System. This system is used by OSSE to meet accountability and reporting requirements. Eligible providers must meet or exceed the state's performance targets for these outcome measures. Progress toward meeting the performance targets is monitored monthly throughout the grant period.

SECTION VIII: PRE-APPLICATION PROCESS
To access to EGMS to apply for AEFLA, WIC Career Pathways and Gateway to Careers Grant funding, eligible providers must complete the following steps:
Register with EGMS
Register in EGMS. Please refer to the following link for step by step instructions. http://egmsfe.osse.dc.gov/info/credentialbs   - From the EGMS home page (http://grants.osse.dc.gov/) click on the "New User" link.   - Enter your organization's Federal Employee Identification Number (FEIN) and click search. *Special Note: Eligible providers can refer to the following link for additional information regarding the process for obtaining a FEIN (https://business.dc.gov/quick/9749).*   - If your organization is **NOT** registered/listed, the **New Vendor** fields will appear. Refer to the "New Vendor" section for next steps. *Special Note: <u>The request may take up to 2 business days to complete. Please plan appropriately.</u>*   - If your organization **IS** a registered vendor, the organization's name will display at the top and the **New User** field will appear. Refer to the "New User" section for next steps. *Special Note: <u>The request may also take up to 2 business days to complete. Please plan appropriately.</u>*
Request EGMS Credentials
Request EGMS Credentials   - If your organization already has EGMS credentials, log-in with your username and password information.   - If you are in need of credentials AND your organization has already registered with OSSE as an EGMS Vendor, follow the directions above listed under "**Register with EGMS."**
Complete Central Data
Complete all of the applicable tabs in Central Data. **If Central Data is not completed and approved by OSSE in advance of the grant application due date, your agency <u>will not</u> be able to submit an application in EGMs. See the sections below for additional information.**
Obtain a DUNS Number
Obtain a Data Universal Number System (DUNS) Number Please refer to the following link for step by step instructions. http://egmsfe.osse.dc.gov/info/DUNSSAM   - Eligible providers should contact their financial department or authorizing official to ensure that your organization does not already have a DUNS Number. This is done by selecting the "Find DUNS or Request new DUNS" option using the following link https://fedgov.dnb.com/webform/pages/CCRSearch.jsp.   - If your organization does not have a DUNS Number, use the same process mentioned above to attain one. **Record your DUNS Number so that it can be entered into the Central Data tab in EGMS.** *Special Note: The process of acquiring a DUNS Number may take several days. Therefore, eligible providers should seek to obtain a DUNS number <u>as soon as possible</u>.*

Request a SAM Expiration Date

• **Request a System for Award Management (SAM) Expiration Date**
  • **Once a DUNS Number is obtained, the eligible provider should request a SAM Expiration Date using the following link https://www.sam.gov/portal/SAM/##11.**
    o Search for your organization. (No log-in is needed to access the Entity Overview).
    o Locate your organization in the search results.
    o Click the View Details button which will direct you to the Entity Overview page.
  • **Upload and save a screenshot or pdf of your organization's SAM Expiration Date from the sam.gov portal so that you can upload it in the Central Data tab in EGMS.**
    o From the Entity Overview page, either save a screenshot of your SAM registration, or use the Print functions to save the page as a PDF.
    o Avoid using special characters (including periods ".") when naming the document. It is best to name the document with alphanumeric characters and possibly a dash or underscore.
    o Upload the document in the space provided.
  SAVE the page so that it can be uploaded as evidence in the Central Data tab of EGMS.

Obtain/Upload/Submit a Clean Hands Certificate
• **Obtain a Clean Hands Certificate 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, using the following link (https://otr.cfo.dc.gov/page/online-clean-hands-application).** • **Check the box – 5. Compliance with Tax and Other Payments.** **Upload/submit the Clean Hands Certificate in Central Data on the Certifications Tab.**
Obtain/Upload/Submit a Good Standing Certificate
• **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://dcra.dc.gov/book/corporate-registration-faqs/corporate-registration-faqs-process.** • **Check the Box – 6. Acknowledgement of Accuracy.** **Upload/submit the Good Standing Certificate in Central Data on the Certifications Tab.**
Technical Assistance
• Instructional videos on the processes above are available at the EGMS website. OSSE will also offer webinars on EGMS for eligible providers during the grant competition period. The dates and times of the training events will be announced. • The OSSE Office of Grants Management and Compliance (OGMC) reviews and approves the information submitted via Central Data and notifies the eligible providers once the process has been completed. An eligible provider may not create, complete and submit an application in EGMS until Central Data has been approved. (See the EGMS User's Manual). • Eligible providers should ensure that sufficient time is factored into their plans for timely electronic submission of their grant application in order to avoid unexpected delays that could result in the rejection of an application. Eligible providers are strongly advised to initiate the process as soon as possible and to plan for time to resolve technical problems that may arise during the completion of the application and prior to submission.

For technical assistance, call (202) 719-6500 or email https://ossehelp.dc.gov. EGMS technical assistance is available Monday through Friday from 9:00 a.m. to 4:00 p.m. and is closed on District and Federal holidays.

Pre-Application Conference

A pre-application conference will be held on **Tuesday, April 21, 2020 from 1 to 3:30 pm and Monday, Monday, May 4, 2020 from 9:30 a.m. to 12 pm.** The purpose of the pre-application conference is to answer questions to clarify the RFA requirements and provide supplemental information to assist potential eligible applicants in submitting responses to the RFA. While participation in the conference is "optional," interested parties are encouraged to participate.

Please register for <u>one</u> of the pre-application conferences by clicking on the link below:
- **Tuesday, April 21, 2020 from 1 to 3:30 p.m**. **REGISTER**
- **Monday, May 4, 2020 from 9:30 a.m. to 12 p.m**. **REGISTER**

Question and Answer Summary

- OSSE AFE recommends that prospective applicants review the RFA upon release as well as the Adult and Family Education Consolidated Competitive Grant Frequently Asked Questions (FAQs) on the website at osse.dc.gov.
- Questions regarding the grant competition must be submitted in writing using the Adult and Family Education Consolidated Competitive Grant Question Submission Form at https://osseafe.wufoo.com/forms/mmotd7y1pa00vl/ beginning <u>Monday, March 30, 2020</u> (Release date of the paper-based RFA).
  Questions submitted in writing will be accepted through Wednesday<u>, April 29, 2020</u> at 3 p.m. A confirmation notification will be sent indicating that your question(s) has been received by OSSE. OSSE will post responses to the questions received between Monday, March 30, 2020 (Release date of the paper-based RFA) and Wednesday, April 29, 2020 in one summary document on the OSSE web site - Adult Education Providers and Partners, Grants at https://osse.dc.gov/page/adult-education-providers-and-partners by close of business on Friday, May 8, 2020.

Optional Notice of Intent to Apply Form

Completion and submission of the Optional Notice of Intent to Apply (Attachment B) is helpful to OSSE in determining the resources necessary to efficiently conduct the application review process.

If you'd like to submit an Optional Notice of Intent to Apply, please complete the form online by <u>Friday, May 8**,** 2020</u> at https://osseafe.wufoo.com/forms/q9flim30xxkyzk/.

Number of Applications Permitted
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 lead applicant.

Grant Application Submission Due Date
Eligible providers must <u>submit</u> their application <u>in OSSE's Enterprise Grants Management System (EGMS)</u> by 3 p.m. on Thursday, May 21, 2020.   - This includes uploading the following documents in the format indicated: ✓ Adult and Family Education Consolidated Competitive Grant application (paper-based) (Microsoft Word),   ✓ Evidence of Demonstrated Effectiveness Tables with the applicable documentation,   ✓ the Budget Workbook (Excel),   ✓ Match Workbook (Excel),   ✓ Schedule of Program Offerings Workbook (Excel),   ✓ Key Personnel Workbook (Excel),   ✓ Other required document.   - Complete the required tabs (e.g. Contact Information, Board of Directors, Program Profile, Detailed Planned Expenditures, etc.) in EGMS.   **Late applications will not be accepted and incomplete applications will not be reviewed by the panel.**   **It is recommended that eligible providers submit their grant application <u>3 to 5 days in advance</u> of the Thursday, May 21, 2020 due date to ensure that they meet the deadline.**

Grant Application Pre-Screening for Evidence of Demonstrated Effectiveness
- See Section III.   - OSSE AFE will pre-screen the applications from Thursday, May 21, 2020 thru Thursday, May 28, 2020.

Review Panel
Applications that are determined to be from eligible providers of demonstrated effectiveness will be forwarded to the grant readers for review, scoring and funding consideration.

Grant Announcements
OSSE will announce the awardees by June 30, 2020. A list of the selected applicants will be posted on the OSSE web site - Adult Education Providers and Partners, Grants at https://osse.dc.gov/page/adult-education-providers-and-partners. Additionally, all applicants will receive a notification via letter, email and EGMS regarding the status of their application.

SECTION IX: APPLICATION PROCESS
Enterprise Grants Management System (EGMS)
Grant Application *(Creation, Completion and Submission)*
• Eligible providers must "**create, complete and submit**" an application in OSSE's Enterprise Grants Management System (EGMS).
Overview
Background Information
• Review the Background Information in EGMS.
Application Review and Scoring
• Includes information about the review process, scoring of applications and selection of applications for funding. Also includes the scoring criteria, rubric and summary.
Funding Distribution
• Includes details about the grant award allocations after a competitive grant application has been scored and selected for funding. Until an award decision is made, the allocation amounts will indicate $0. Applications selected for funding will display allocations after an amendment is created in EGMS.
Contact Information
• Enter the names, addresses, phone/fax numbers, and email addresses for the Agency, Chair of the Board of Directors, and Program Site Contact Person to receive notifications of the application's approval/disapproval and/or other key information. Contact information may be included for up to five (5) persons. Only the Authorized Representative will receive an email notification without being included in this list. Any other users who should receive notifications should be listed.
Board of Directors
• Enter the contact information for each member of the Board of Directors in EGMS.
Program Profile
• Complete the Program Profile in EGMS.
Program Offerings
• Complete the NRS Levels checklist.
• Complete the Class Schedule.
Project Information
Program Models Overview
• Review the descriptions of program models.
Intent to Apply
• Indicate the program models/services for which the eligible provider is seeking funding.
Grant Application
• Complete and **upload/submit** the Adult and Family Education Consolidated Competitive Grant application (paper-based) as a Microsoft Word document on this tab in EGMS. **Please submit an application for each Integrated Education and Training (IE&T) Program Offering (e.g. Business Administration and IT, Construction, Hospitality, Healthcare, etc.)**
Attachments
• **Upload/submit** the required and other applicable attachments to the application on this tab in EGMS.

Detailed Planned Expenditures
- Complete the Adult and Family Education Consolidated Competitive Grant Budget Workbook (Excel) and **upload/submit** the workbook in EGMS.   - Complete the Adult and Family Education Consolidated Competitive Grant Match Workbook (Excel) and **upload/submit** the workbook in EGMS.   - Complete the Detailed Planned Expenditures Tabs including Salaries and Benefits, Professional Services, Equipment, Supplies and Materials, Fixed Property Costs and Other Objects for each applicable grant.   - Complete the Program Income Tab, if applicable.   - The Budget Summary Tab will automatically fill in as information is entered on each of the tabs in the budget in EGMS.
AEFLA Federal Administrative Cost Limits
- Not more than five percent of a grant of federal funds to an eligible provider can be expended to administer a grant under Title II, AEFLA of WIOA. The five percent cap includes both direct administrative costs and indirect costs.   - An eligible provider receiving a grant may consider costs incurred in connection with the following activities to be administrative costs: 1) Planning; 2) Administration, including carrying out performance accountability requirements; and 3) Professional development.   - In cases where the five percent limitation is too restrictive to allow for these activities, the eligible provider may negotiate with OSSE in order to determine an adequate level of funds to be used for non-instructional purposes.
AFE State, AFE Local Administrative Cost Limits[6]
- OSSE imposes the following caps on the direct and indirect administrative costs: 5 percent cap on AFE State funds as these funds are used to meet the federal MOE and Match requirements and are, therefore, subject to the same five percent cap restriction for the AEFLA Federal funds.   8 percent cap on AFE Local, WIC Career Pathways, and Gateway to Career local funding.
Indirect Cost Rates
- When applying for a program model funded by federal and local funding, eligible providers may elect to use (i) a restricted indirect cost rate computed in accordance with 34 CFR 76.564(a); or (ii) an indirect cost rate of 8%.   - When applying for a program model that is **solely** funded by local funds, eligible providers may elect to use (1) a de minimis indirect cost rate of 10%; or (ii) a negotiated unrestricted cost rate.
OSSE AFE Match Requirement[7]
- When completing the Detailed Expenditures Tabs, please note that the applicant must describe clearly and specifically how the match is being provided in Match Requirement Tabs in EGMS.   - OSSE requires eligible providers to meet a 25% 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. These funds cannot be used to fully support a program. Eligible

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[6] **The requirements identified under "Local Administrative Cost Limits" are District-imposed.**
[7] **The requirements identified under "OSSE AFE Match Requirement" are District-imposed.**

providers funded under this grant must provide evidence of 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.

- For this grant, at a minimum 50% of the match must be used to support salaries and benefits for key personnel and payments to consultants/contractors who provide professional/direct services to students, if applicable. The OSSE will monitor recipients for compliance with the 25% match requirement throughout the grant period. Organizations that cannot meet the match requirement will not be funded under this grant.

OSSE AFE Grant Requirements
- Review the OSSE AFE Grant Requirements and check the box in EGMS indicating that the information has been read and is understood.

Assurance Summary
- Applicants do not need to enter data into either of the "date fields" on this tab. The applicant must click "Legal Entity Agrees."

Submission of Grant Application
- Applicants must conduct a consistency check and resolve all errors prior to clicking the "Submit" button in EGMS.
- **Eligible providers must submit their application in OSSE's Enterprise Grants Management System (EGMS) by 3 p.m. on Thursday, May 21, 2020.**
- **Late applications will not be accepted and incomplete applications will not be reviewed by the panel. It is recommended that eligible providers submit their grant application 3 to 5 days in advance of the due date to ensure that they meet the deadline.**

Grant Modification Request Form
- **For future use only**. Complete and submit the form to OSSE for review and approval prior to making a change to the approved application, budget, program's design, key personnel, etc., when applicable.

Application History
- Includes a log of the applicant's completion of and submission of applications in EGMS.

Application Print
- An applicant may request a PDF copy of all or parts of the grant application. Requested PDF copies of the application are processed on the hour, from 8:00AM to 8:00PM, Monday – Friday. Once completed, a link to a PDF will display on the Right Side of the page under Completed Printed Jobs. Applicants may save this PDF to their local computer, and print as desired.

Appeal
- If an application is rejected, either upon review of demonstrated effectiveness or at the final award decision, or if OSSE fails to provide funds in amounts in accordance with the requirements of statutes and regulations, the applicant may request a hearing. To request such a hearing, an applicant must submit a written request for an appeal to OSSE's Office of General Counsel via fax at (202) 299-2134 within 30 days of OSSE's action.
- Within 30 days after it receives a request, OSSE will hold a hearing on the record and review its action and issue a ruling within 10 days after the hearing. If OSSE determines that its action was contrary to District or Federal statutes or regulations that govern the applicable program, OSSE will rescind the action.

- If OSSE does not rescind its final action after a review, the applicant may appeal to the U.S. Secretary of Education. Such appeal must be submitted within 20 days after the applicant has been notified by OSSE of the results of its review.
- OSSE will make available at reasonable times and places to applicants all records of the agency pertaining to any review or appeal the applicant is requesting, including the records of other applicants.

This section is intended for your information only. Please complete the Adult and Family Education Consolidated Competitive Grant Application (paper-based), that is conveniently available for your use, on the osse.dc.gov website at https://osse.dc.gov/publication/fy-2020-21-osse-afe-consolidated-competitive-grant.

SECTION X: GRANT APPLICATION
(Paper-based)
A. Project Information (16 Points)

1. Proposal Summary (2 points)

a) Provide a brief summary of the proposal including the services that will be offered by the eligible provider to the eligible individuals.

2. Organization Mission and Goals (2 points)

a) State the organization's mission and goals.

b) State the mission and goals of the education/training unit, if the educational/training unit has a mission and goals separate from the organization as whole.

c) Describe how the organization and the educational/training unit, if applicable, assesses its progress in achieving its mission and goals.

3. Statement of Need (2 points)

a) Describe whether the ward in which the eligible provider is located and/or other wards in the District of Columbia have a demonstrated need for adult education and literacy, workforce preparation and workforce training services for individuals with low levels of literacy.

b) Describe whether the ward in which the eligible provider is located and/or other wards in the District of Columbia have a demonstrated need for English language acquisition, English Literacy and Civics Education, workforce preparation and workforce training services for English Language Learners, if applicable.

4. Alignment with the District's WIOA Unified State Plan (2 points)

a) Describe the degree to which the eligible provider will be responsive to the District's local and regional needs as identified in the District's WIOA Unified State Plan, and responsive in serving individuals in the community who are identified in the plan as most in need of adult education and literacy activities, including 1) individuals who have low levels of literacy and numeracy skills, 2) English language learners, and 3) individuals with learning and other disabilities.

b) Describe the extent to which the eligible provider will align its proposed activities and services with the strategies and goals in the District's WIOA State Plan, as well as the activities and services of the one-stop partners.

5. Organizational Capability and Past Performance (8 points)
a) Describe the organization's capacity to support IE&T programming for District residents, including whether it has sufficient fiscal, human and material resources needed to support the program.
b) Describe whether the organization has had difficulties or deficiencies in providing such resources within the past 24 months, if applicable.
c) Indicate how the difficulty or deficiency was managed or resolved to maintain the program offerings, if applicable.
d) Indicate whether the organization is licensed, certified and/or accredited, if applicable.   *Special Note: Eligible providers will be required to apply for and seek licensure from District of Columbia's Higher Education Licensure Commission in accordance with 5A DCMR Chapters 80-83 as applicable if the applicant provides a workforce training program leading to an industry-recognized certification as part of Integrated Education and Training. If the applicant is part of a partnership or consortium, only the partner or consortium member who is providing the training towards the industry-recognized certification must be licensed by the HELC. 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.), selected as a subgrantee are not required to obtain HELC licensure. OSSE may consider failure to obtain HELC licensure as non-compliance with the grant terms and conditions and a factor in its determination to provide continuation funding.*
e) **Upload/submit the applicable license, certification or accreditation in EGMS.**
f) Describe the eligible provider's past performance and effectiveness in improving the literacy and numeracy skills, workforce preparation and/or workforce training skills of eligible individuals, especially individuals who have low levels of literacy and English Language Learners over the past two years.
g) **Upload/submit** qualitative and quantitative past performance data on services provided, the effectiveness of the organization in meeting the needs of persons served, and the outcomes achieved by the participants in EGMS.
h) Describe the degree to which the improvements in literacy and numeracy, workforce preparation and workforce training skills by the eligible individuals contributed to the eligible provider meeting its State-adjusted levels of performance for the primary indicators of performance, if the eligible provider has been previously funded by OSSE AFE, or contributed to the eligible provider meeting specific performance benchmarks identified by other grantors and/or funders, if the eligible provider has not been previously funded by OSSE AFE.

B: Program Design (36 points)	
1. Intent to Apply (2 points)	
a) Indicate the program model(s) to be implemented, the projected number of students to be served per program model and the total number of students to be served. *(Check all that apply)*	

Program Model(s)	Projected number of students to be served:
☐ Program Model #1 - Integrated Education and Training (Adult Basic Education/Grade Level Equivalents 1 to 8) - AEFLA 231 and WIC Career Pathways Grant Funding	
☐ Program Model #2 - Integrated Education and Training (Adult Secondary Education/Grade Level Equivalents 9 to 12) - AEFLA 231 and WIC Career Pathways Grant Funding	
☐ Program Model #3 - Integrated English Language Acquisition and Training (English as a Second Language/Grade Level Equivalents 1 to 8) - AEFLA 231 and WIC Career Pathways Grant Funding	
☐ Program Model #4 - Integrated English Literacy and Civics Education (IELCE) and Training (English as a Second Language/Grade Level Equivalents 1 to 8) - AEFLA 243 and WIC Career Pathways Grant Funding	
☐ Program Model #5 – Integrated Adult Basic Education and Training (Corrections Education and Other Education of Institutionalized Individuals) – (Adult Basic Education/Grade Level Equivalents 1 to 8 and Adult Secondary Education/Grade Level Equivalents 9 to 12) - AEFLA 225 and WIC Career Pathways Grant Funding	
☐ Program Model #6 - Integrated Education and Workforce Preparation (Adult Basic Education/Grade Level Equivalents 1 to 5) – Gateway to Careers Grant Funding	
☐ Program Model #7 - Integrated English Language Acquisition and Workforce Preparation (English as a Second Language/Grade Level Equivalents 1 to 5) – Gateway to Careers Grant Funding	
	Total students:

b) Indicate the total amount of grant funds being requested.	
c) Specify the high-demand industry(ies) for which the eligible provider will align its IE&T program(s). *(Check all that apply)*	

☐ Business Administration and Information Technology
☐ Construction
☐ Healthcare
☐ Hospitality
☐ Infrastructure:
    ☐ Energy and Utilities
    ☐ Energy Efficient Technology
    ☐ Transportation and Logistics
☐ Law and Security

☐ Other, please specify: _____

d) Provide a rationale/justification for the program offering if "other" was selected for the industry, and **upload/submit** evidence that supports the rationale/justification for the program offering, as applicable;

e) Complete and **upload/submit** the Schedule of Program Offerings Workbook (excel) in EGMS.

SPECIAL NOTE

Please complete questions 2 – IE&T Program Offering through 11 – Student Incentives for each of your IE&T Program Offerings, as needed.

Please note that the total amount of points available for Section B: Program Design, inclusive of question 1-Intent to Apply through 11 – Student Incentives is 36 points. Therefore, the grant readers will review and assign a total score for each criterion after evaluating all of the program offerings collectively.

2. IE&T Program Offering #1 (3 points)

a) Indicate the name of the IE&T program.

b) Indicate the high demand industry for which the IE&T program is aligned.

c) Provide a brief description of the program. *This description will be included in the OSSE AFE and WIC Career Pathways Partnership Guide.*

d) Indicate the number of eligible individuals to be served in the IE&T program.

e) Indicate the eligible provider's total cost per student.

f) Indicate the percentage (0-100%) and amount of OSSE funding that will be used to help defray the cost per student.

3. Program Entry Requirements (2 points)

a) Specify the minimum Educational Functioning Level (EFL), CASAS Scale Score and Grade Level Equivalent (GLE) that students need to enter the program and their expected educational outcomes upon program completion for Reading and Math.

Reading			
Entry Level Educational Requirements		**Expected Educational Outcomes Upon Program Completion**	
State the minimum EFL required to enter the program.		State the expected EFL the students will have upon completion of the program.	
State the minimum CASAS Scale Score required to enter the program.		State the expected CASAS Scale Score the students will have upon completion of the program.	

State the minimum Grade Level Equivalent (GLE) required to enter the program.		State the expected Grade Level Equivalent (GLE) the students will have upon completion of the program.	
Math			
Entry Level Educational Requirements		**Expected Educational Outcomes**	
State the minimum EFL required to enter the program.		State the expected EFL the students will have upon completion of the program.	
State the minimum CASAS Scale Score required to enter the program.		State the expected CASAS Scale Score the students will have upon completion of the program.	
State the minimum Grade Level Equivalent (GLE) required to enter the program.		State the expected Grade Level Equivalent (GLE) the students will have upon completion of the program.	

b) Indicate any other requirements that are needed to enter the IE&T program.

c) Describe the strategies that will be used to prepare, serve and/or refer students who do not meet the requirements for entrance into the program.

4. Career Paths (4 points)

a) Indicate the primary industry of program North American Industry Classification System (NAICS) Code and description for the occupation(s) for which students are being prepared, and if more than one occupation is listed, include the NAICS for each primary occupation.

b) Indicate the primary occupation(s) for the program/Standard Occupational Classification (SOC) Code and the Occupation Title(s), and if more than one occupation is listed, include the SOC for each primary occupation.

c) Indicate the entry occupation(s) for which students are being prepared and the prospective next step(s)/occupation(s) on their desired career path.

d) Describe the partnerships that are/will be in place to assist students in acquiring secondary, postsecondary education and/or training certifications, credentials or licenses needed to advance to the next step/occupation on their career path.

e) Indicate the type of program/ Classification of Instructional Program (CIP) Code/Title/Definition, and if more than one occupation is listed, included the CIP codes for each occupation.

f) Specify the eligible certification, credential or licensure exam or registry.

g) Specify the certifying/licensing body or registry organization.

h) Specify the provider programmatic or organizational accreditation, if applicable.

i) Specify the provider program approval, if applicable*. (Some industries do not have accreditation but may offer other designation such Program Approval).*
5. Occupational Competencies (2 points)
a) Using the Standard Occupational Code (SOC)(s) listed in the response for 4b. and O*NET and specified the tasks, knowledge, skills, including technology skills and abilities required for the primary occupation(s). *(Add additional rows, if needed.)*
SOC/Occupational Title #1:
Tasks:
Knowledge:
Skills:
Technology Skills:
Abilities:
SOC/Occupational Title #2:
Tasks:
Knowledge:
Skills:
Technology Skills:
Abilities:
6. Single Set of Integrated Learning Objectives (8 points)
a) Describe the adult education and literacy content that students will learn during their participation in the IE&T program.
b) Specify the name and address of the eligible provider/partner who will offer the adult education and literacy activities to students.
c) Describe the workforce preparation activities that students will engage in during their participation in the IE&T program.
d) Specify the name and address of the eligible provider/partner who will offer the workforce preparation activities to students.
e) Describe the workforce training competencies that students will be able to demonstrate during their participation in and/or upon completion of the IE&T program.
f) Specify the name and address of the eligible provider/partner who will offer workforce training to students.

g) Describe the manner in which the three IE&T program components/activities are organized to function cooperatively so that students achieve their desired learning outcomes.

h) Describe the process for staff collaboration, if the adult education and literacy, workforce preparation and workforce training services are provided by more than one instructor/trainer.

i) List the types of documentation that will be collected and maintained by the eligible provider as evidence that the single set of integrated learning objectives have been achieved.

7. Curricula and Occupationally Relevant Materials (2 points)

a) List the curricula and occupationally relevant materials that will be used for each component of the IE&T program – 1) adult education and literacy, 2) workforce preparation and 3) workforce training). *(Add additional rows, if needed)*

Adult Education and Literacy				
Name of Curriculum/ Occupationally Relevant Material.	Publisher of the Curriculum	Grade Level Equivalent (GLE) of the Curriculum (as specified by the publisher)	Website of the Curriculum	Use of the Curriculum/ Occupationally Relevant Material *(Check one)*
				☐ Entirety ☐ Segments
				☐ Entirety ☐ Segments
				☐ Entirety ☐ Segments

Workforce Preparation				
Name of Curriculum/ Occupationally Relevant Material.	Publisher of the Curriculum	Grade Level Equivalent (GLE) of the Curriculum (as specified by the publisher)	Website of the Curriculum	Use of the Curriculum/ Occupationally Relevant Material *(Check one)*
				☐ Entirety ☐ Segments
				☐ Entirety ☐ Segments
				☐ Entirety ☐ Segments

Workforce Training				
Name of Curriculum/ Occupationally Relevant Material.	Publisher of the Curriculum	Grade Level Equivalent (GLE) of the Curriculum (as specified	Website of the Curriculum	Use of the Curriculum/ Occupationally Relevant Material *(Check one)*

		by the publisher)		
				☐ Entirety ☐ Segments
				☐ Entirety ☐ Segments
				☐ Entirety ☐ Segments

b) Describe how the curricula and occupationally relevant materials will be used to provide instruction.

8. Program Enrollment, Participation and Completion (2 points)

a) Specify the enrollment options.

☐ Managed enrollment   ☐ Open enrollment

b) For managed enrollment, specify the dates and/or periods in which your agency enrolls students in the program.

c) For managed enrollment, specify the number of cohort(s) of students that will be enrolled in the program to achieve your enrollment target during the program year.

d) Specify the timeline for participation in and completion of the program.

Start Date:	
End Date:	
Total number of hours of the program:	
Length of program by number of weeks or months:	
State the typical timeframe needed to complete the program, i.e. the days of the week students attend and the number of hours per day.	

9. Credential(s)/Certification(s)/Professional License(s) (6 points)

a) Specify the credentials students are eligible to earn/obtain during their participation in and/or upon completion of the program. *(Add additional rows, if needed)*

Type of Credential(s)	Name of the Credential(s)	Name of the Certifying Body
☐ High School Diploma		
☐ Entry Level Certification(s), Credential(s)or License(s) (e.g. CPR, First Aid, ServSafe Food Handlers, OSHA 10, Flaggers, etc.)		
☐ Industry-Recognized Credential(s) (e.g. CDA, MA, MAA, HHA, etc.)		
☐ Registration		
☐ Professional License		
☐ Other, please specify: _____		

b) Specify whether practice tests are provided for the credential, certification or license.

☐ Yes
☐ No

c) Specify whether the practice tests are available through the same publisher that provides the credential, certification or licensure exam.

☐ Yes
☐ No

d) If yes, describe and **upload/submit documentation in EGMS**, if available, that demonstrates how effective a predictor the practice test is of success on the credential, certification or licensure exam.

e) If no, specify whether the applicant has designed a practice test and/or used prior year data/research to evaluate the readiness of students to take the credential, certification or licensure exam.

f) Indicate the credential, certification or licensure exam fee.

g) Specify the educational functioning level/grade level equivalent needed to successfully pass the exam per the test publisher's guidelines, if available and **upload/submit** the evidence in EGMS, if available.

h) Specify the educational functioning level/grade level equivalent needed to successfully pass the credential, certification or licensure exam per the eligible provider's experience preparing eligible individuals to pass the exam.

i) Specify the format of the credential, certification or licensure exam.

☐ Paper-based
☐ Computer-delivered
☐ Multiple choice
☐ Short answer
☐ Performance based
☐ Other, please specify: _____

j) Specified how much time is allotted for the exam.

k) Describe the certifying body's process for a student to apply for accommodations for the exam.

l) Indicate the link to the certifying body's website with instructions on how to apply for accommodations.

m) Specify whether the certifying body has requirements for students to retake the credential, certification or licensure exam.

n) Indicate the retake exam fee and whether it is paid by the eligible provider or the student.

o) Specify whether there is a requirement of practicum/residency hours before a student can receive his/her credential, certification or license.

☐ Yes

☐ No

p) Describe how the program intends to support student completion of a practicum.

q) Specify whether the student receives a printed and/or electronic copy of the credential, certification or license.

☐ Print
☐ Electronic
☐ Other, please specify: _____

r) **Upload/submit** a sample credential, certification or license that students can earn in the program in EGMS.

10. Work-based Learning (3 points)

a) Specify the types of work-based learning opportunities that will be offered to that students during and/or upon completion of the program.

☐ On the job training
☐ Internships
☐ Pre-Apprenticeships
☐ Apprenticeships
☐ Job Shadowing
☐ Employment
☐ Other, please specify: _____

b) List the employer partners that will offer work-based learning opportunities to students in the program, including Registered Apprenticeship providers, if applicable and **upload/submit** documentation of the partnership.

c) Describe the particular competencies that students will need to demonstrate during their work-based learning experience.

d) Specify whether students will receive a *stipend during their participation in work-based learning activities, the amount of the stipend and level of frequency for which a stipend is provided.
Only WIC Career Pathways funding may be used for stipends/incentives for students for successful demonstration of specific employment competencies during their participation in and/or completion of work-based learning.

e) Specify Specified whether students will receive *incentives during their participation in work-based learning activities, the amount of the incentives and level of frequency for which an incentive is provided.
Only WIC Career Pathways funding may be used for stipends/incentives for students for successful demonstration of specific employment competencies during their participation in and/or completion of work-based learning.

11. **Student Incentives (2 points)**
a) Specify whether students will receive incentives for the achievement of specific benchmarks/outcomes (e.g. attendance, progress, etc.) during their participation in the program, the amount of the incentives and level of frequency for which an incentive is provided.
b) Specify whether student memberships to professional/industry organizations are provided to students for use during their participation in the program and/or upon completion of the program. (*Check all that apply*)
☐ Yes, during the program ☐ Yes, upon completion ☐ No
c) Specify whether uniforms, tools or other occupational materials are provided to students for use during their participation in the program and/or upon completion of the program. (*Check all that apply*)
☐ Yes, during the program ☐ Yes, upon completion ☐ No
d) List the specific items provided to students during their participation in the program, if applicable.
e) List the specific items provided to students upon completion of the program, if applicable.

C. Other Program Elements (38 Points)
Please respond to the questions below based on all of your IE&T Program Offerings collectively.
1. Student Assessment (2 points)
a) Describe the process used by the eligible provider to assess the educational, workforce preparation and workforce training needs of the eligible individuals.
b) Specify the career inventory assessment tool(s) that will be administered to students in the program.
☐ Career Clusters Interest Survey™ (CCIS) (included in Virtual Job Shadow)   ☐ O*NET Interest Profiler™ (O*NET IP) (included in Virtual Job Shadow)   ☐ O*NET Work Importance Locator (O*NET WIL) (included in Virtual Job Shadow)   ☐ Other, please state: _____
c) Specify the digital literacy assessment that will be administered to students in the program.
☐ NorthStar Digital Literacy Assessment   ☐ Computer Essential Self-Assessment   ☐ Other, please state: _____
2. Instructional Program (8 points)
a) Specify the Instructional delivery options. *(Check all that apply)*
☐ Classroom-based   ☐ Tutoring   ☐ Blended/Hybrid (Classroom-based and Distance Learning)   ☐ Distance Learning   ☐ Practicum, Work-based-Learning activities   ☐ Other, please specify:
b) Describe the adult education and literacy activities (e.g. reading, mathematics, writing, speaking, and English language acquisition instruction), workforce preparation, workforce training and other related activities and services, that will be offered by the eligible provider.
c) Describe how these activities will be offered for the specific occupation or occupational cluster selected by the eligible provider, cooperatively and simultaneously within the scope of the program.
d) Describe how the eligible provider will meet the state's requirement that students receive a minimum of 4 to 6 hours of direct instruction from an instructor per week.
e) Describe how the eligible provider will meet the state's requirement that a minimum of 24 hours of instruction (classroom, tutoring, and/or blended learning) is offered to students per week.
f) Describe whether the eligible provider's program is of sufficient intensity and quality and based on the most rigorous research available so that participants achieve substantial learning gains.

g) Describe whether the eligible provider uses instructional practices that include the essential components of reading instruction.

h) Describe whether the activities, including reading, mathematics, writing, speaking and English Language acquisition instruction, as well as workforce preparation and workforce training, delivered by the eligible provider, are based on best practices derived from scientifically valid research and effective educational practices.

i) Describe whether the eligible provider's activities provide learning in context through integrated education and training so that an individual acquires the skills needed to 1) transition to and complete postsecondary education and training programs, 2) obtain and advance in employment leading to economic self-sufficiency, and 3) exercise the rights and responsibilities of citizenship, if applicable.

3. Technology Integration (3 points)

a) List the technology (computer hardware and software) that will be available for use by students in the program. *(Add additional rows, if needed)*

Computer Hardware:

Computer Software:

b) Specify whether the organization has a blended learning/distance education plan, and how long the eligible provider has been offering blended learning and/or distance education to eligible individuals.

c) Describe the technology services and delivery systems, including blended learning and/or distance education, that are used by the eligible provider to address the needs of eligible individuals, increase the amount and quality of learning for eligible individuals, and that lead and/or have led to improved student performance.

4. Facilities, Equipment, Supplies and Materials (3 points)

a) Describe the educational/training facilities and how they support student learning (include the number of classrooms and whether students have access to a computer lab, onsite library, student lounge/lunch area, and other amenities); and if more than one site, describe all sites as applicable.

b) **Upload/submit labeled pictures of the education/training facilities (e.g. classrooms, computer labs, onsite library, student lounge/lunch area).**

c) Describe whether the eligible provider has the proper industry specific equipment, supplies and authentic learning materials needed to support the specific training associated with the eligible provider's IE&T industry focus.

5. Supportive Services and Resources (3 points)

a) Describe the types of supportive services (e.g. counseling services; referral to social service agencies; assistance with applying for/accessing public benefits; linkages to community resources for food, clothing, health care, housing, childcare and/or transportation assistance, and other related services, if applicable) that will be offered to students in the program.

b) Describe whether the eligible provider's activities offer the flexible schedules and coordination with Federal, State, and local support services (such as child care, transportation, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs.

6. Career Pathway Transition Services (6 points)

a) Describe how the eligible provider will meet the state's requirement that every student have an Individual Career Pathways Transition Plan that: 1) specifies the student's educational functioning level, learning needs, career interests, goals and plans for achieving economic self-sufficiency, 2) indicates the links to other resources and education and/or training, next steps on their career path, and 3) ensures seamless transitions from program to program, training and/or employment.

b) Describe how the eligible provider coordinates with other available education, training, and social service resources in the community, such as by establishing strong links with secondary schools, postsecondary educational institutions, institutions of higher education, the DC WIC, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, in the development of career pathways.

c) Describe the services that will be offered, including counseling, to support students in progressing along their individual career path.

d) Describe the services that will be offered to assist students in transitioning to postsecondary education, training and/or advanced training.

e) Describe the services that will be offered to assist students in transitioning to employment.

7. Partnerships, Consortia and Coalitions (3 points)
a) Describe, if applicable, the applicant's current and projected partners, coalition or consortium members and describe the key roles and responsibilities of each member agency in fulfilling the grant requirements, including a rationale for determining the partners.
b) Upload/submit a copy of the Memorandum of Agreement (MOA), Memorandum of Understanding (MOU) or other formal agreement with partners, coalition or consortium member, including expenditures for each member agency, as applicable.

c) List the adult education providers that the eligible provider will be partnering with to help students transition to the next level in the educational continuum. *(Add additional rows, if needed.)*

Name and Address of Partner Agency	Brief description of services	Formal MOA/MOU	Amount of funding allocated for partner agency in budget, if applicable
		☐ Yes ☐ No	
		☐ Yes ☐ No	
		☐ Yes ☐ No	

d) List the postsecondary education and/or training providers that the eligible provider will be partnering with to help students transition to postsecondary education, training and/or advanced training, if applicable. *(Add additional rows, if needed.)*

Name and Address of Partner Agency	Brief description of services	Formal MOA/MOU	Amount of funding allocated for partner agency in budget, if applicable
		☐ Yes ☐ No	
		☐ Yes ☐ No	
		☐ Yes ☐ No	

e) List the employers/organizations that the eligible provider will be partnering with to help students participate in work-based learning opportunities and/or to obtain employment. *(Add additional rows, if needed.)*

Name and Address of Partner Agency	Brief description of services	Formal MOA/MOU	Amount of funding allocated for partner agency in budget, if applicable
		☐ Yes ☐ No	
		☐ Yes ☐ No	
		☐ Yes ☐ No	

8. Marketing and Outreach (2 points)	
a)	Indicate whether the eligible provider has a formal marketing and communications plan to increase program visibility, promote community awareness as well as outreach to other stakeholders.
9. Key Personnel (3 points)	
a)	Describe whether the eligible provider's activities are delivered by instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, per the RFA, Section V: OSSE AFE Grant Requirements.
b)	Describe whether the eligible provider's staff (e.g. instructors, intake specialists, counselors, and administrators) have access to high-quality professional development, including through electronic means.
c)	Complete and **upload/submit** the Key Personnel Workbook (excel) in EGMS that includes staff's years of experience and qualifications in performing the work described in the RFA.
d)	**Upload/submit position descriptions, resumes and other related documents for all key personnel in EGMS.**
10. Core Outcomes Team (3 points)	
a)	Describe how the eligible provider will use funds to establish a core outcomes team (e.g. Career counselor/navigator, student transition/success coach, employment specialist, etc.) to assist students in the achievement of core outcomes specified in Section VII – Primary Indicators of Performance - (National Reporting System (NRS) Table 5. The Core outcome team is expected to help facilitate: 1) Student attainment of education, training and career goals; 2) Student transition to the next step/level in the educational continuum; 3) Student participation in work-based learning opportunities; 4) Student attainment of employment, if unemployed at entry; 5) Secondary credential attainment and enrollment in postsecondary education or training; 6) Secondary credential attainment and entrance into employment; 7) Attainment of a postsecondary credential; 8) Attainment of any credential and other related core outcomes.
11. Data Collection, Management and Reporting (2 points)	
a)	Describe whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes and to monitor program performance.
b)	Describe whether the eligible provider has 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 and the DC Data Vault to facilitate to referral of customers to and from the eligible provider's agency for education, training and other related services.

D. Fiscal Management (10 Points)
1. Organizational Policies and Procedures (4 points)
a) Describe the organization's procedures and practices for ensuring sound fiscal management, including but not limited to the planning, organizing, controlling and monitoring of financial resources.
b) **Upload/submit** a copy of the organization's financial and/or accounting policies and procedures in EGMS.
c) **Upload/submit** the most recent organizational budget (revenues by source and expenditures by program and/or type of expense) in EGMS.
d) **Upload/submit** the organization's 2019 annual financial audit or the 2018 financial audit accompanied by a 990-tax form with a statement explaining the status of the 2019 audit in EGMS.
2. Budget with Detailed Planned Expenditures (4 points)
a) Complete the Budget workbook (excel), as applicable, listing allowable, allocable and reasonable expenditures based on the activities described in the program design and the projected number of students to be served.
b) **Upload/submit** the Budget workbook (excel) in EGMS.
c) Complete a budget/detailed planned expenditure template in EGMS for each grant, as applicable and align the expenditures in the budget/detailed planned expenditure template for each grant, as applicable, with the expenditures in the Budget Workbook (excel).
3. Match Requirement and Program Income (2 points)
a) Complete the Match workbook (excel) specifying how the 25% Match requirement for the OSSE AFE grants would be met, including a detailed description of each expenditure.
b) **Upload/submit** the Match workbook in EGMS.
c) Complete the Program Income Tab specifying whether the organization will collect income (tuition and fees) from students, including a detailed description of how the funds will be expended.

SECTION XI: REVIEW, SCORING AND SELECTION OF APPLICATIONS

Review Panel

An independent review panel will be composed of neutral, qualified, and professional individuals selected for their experience in the fields of adult basic, secondary and postsecondary education, training, workforce preparation, human capital management, and community and/or economic development. The review panel will review and score each application using the Application Scoring Rubric in Section XII.

Final scores from the independent review panel will be added and averaged. In the event that two or more applications receive the same final score, the applications will be ranked according to the final averaged scores received on the following section(s) in the following order: Organizational Capability and Past Performance, Program Design – Single Set of Integrated Learning Objectives, Other Program Elements – Instructional Program, and Fiscal Management - Detailed Planned Expenditures/Budget.

Upon completion of the review process, the panel shall make recommendations for awards to OSSE AFE. Further, per WIOA, OSSE will provide applications submitted by eligible providers in response to the RFA to the WIC for review prior to the selection of awardees. OSSE will consider both the recommendations of the independent review panel and the WIC in making awards.

Application Scoring Criteria

Please see the Application Scoring Rubric in Section VII. Below is the scoring criteria.

Criteria	Very Good	Good	Fair	Poor
Response to RFA question or requirements	Clear and thorough description. Rationale and significance of proposed work in the form of a well-structured, logical argument. Provides strong, clear, convincing evidence and conclusions why the proposed method should be used, such as relevant examples and data to support the descriptions, rationale and conclusions. States specific research, as applicable, with sources cited.	Clear, but only somewhat significant or adequate description. Some effort to present the rationale and significance of proposed work. Provides conclusions and evidence explaining why the proposed method should be used, but weak. Somewhat significant or adequate research provided, with sources.	Insignificant, vague, untestable or unorganized description. Presents rationale and significance of proposed work in the form of a weak, unstructured argument. Provides conclusions explaining why the proposed method should be used but no concrete evidence. Limited research provided.	Explanation/description not provided. Rationale and significance of proposed work not articulated. No evidence or research.

Response to RFA question or requirements	Provides required attachments/submissions of supporting documents, if applicable.	Provides required attachments/ submissions but are outdated or incomplete in content.	No attachments/ submissions or attachments/ submissions were provided but are incorrect in content.	
Site Visits				
OSSE retains the right to conduct site visits of finalists prior to issuing the Grant Award Notification (GAN) to ensure that the agency has the required fiscal, human and material resources necessary to manage and staff the program and the designated space for services is conducive for the provision of services to eligible individuals.				

SECTION XII: APPLICATION SCORING RUBRIC					
A. Project Information (16 Points)					
1. Proposal Summary (2 points)					
The applicant:	**Very Good**	**Good**	**Fair**	**Poor**	**N/A**
a) Provided a brief summary of the proposal including the services that will be offered by the eligible provider to the eligible individuals.	**2.0**	**1.5**	**1.0**	**0.5**	-
Total Points Awarded (out of 2 possible points)					
2. Organization Mission and Goals (2 points)					
The applicant:	**Very Good**	**Good**	**Fair**	**Poor**	**N/A**
a) Stated the organization's mission and goals; b) Stated the mission and goals of the educational unit, if the educational unit has a mission and goals separate from the organization as a whole; and c) Described how the organization and the education/training unit, if applicable, assesses its progress in achieving its mission and goals.	**2.0**	**1.5**	**1.0**	**0.5**	-
Total Points Awarded (out of 2 possible points)					
3. Statement of Need (2 points)					
The applicant:	**Very Good**	**Good**	**Fair**	**Poor**	**N/A**
a) Described whether the ward in which the eligible provider is located and/or other wards in the District of Columbia have a demonstrated need for adult education and literacy, workforce preparation and workforce training services for individuals with low levels of literacy; and b) Described whether the ward in which the eligible provider is located and/or other wards in the District of Columbia have a demonstrated need for English language acquisition, English Literacy and Civics Education, workforce preparation and workforce training services for English Language Learners, if applicable.	**2.0**	**1.5**	**1.0**	**0.5**	-
Total Points Awarded (out of 2 possible points)					
4. Alignment with the District's WIOA Unified State Plan (2 points)					
The applicant:	**Very Good**	**Good**	**Fair**	**Poor**	**N/A**
a) Described the degree to which the eligible provider will be responsive to the District's local and regional needs as identified in the District's WIOA Unified State Plan, and responsive in serving individuals in the community who are identified in the plan as most in need of adult education and literacy activities, including 1) individuals who have low levels of literacy and numeracy skills, 2) English language learners, and 3) individuals with learning and other disabilities; and b) Described the extent to which the eligible	**2.0**	**1.5**	**1.0**	**0.5**	-

provider will align its proposed activities and services with the strategies and goals in the District's WIOA State Plan, as well as the activities and services of the one-stop partners.					
Total Points Awarded (out of 2 possible points)					

5. Organizational Capability and Past Performance (8 points)					
The applicant:	**Very Good**	**Good**	**Fair**	**Poor**	**N/A**
a) Described the organization's capacity to support IE&T programming for District residents, including whether it has sufficient fiscal, human and material resources needed to support the program; **b)** Described whether the organization has had difficulties or deficiencies in providing such resources within the past 24 months, if applicable; **c)** Indicated how the difficulty or deficiency was managed or resolved to maintain the program offerings, if applicable; **d)** Indicated whether the organization is licensed, certified and/or accredited, if applicable; and **e) Uploaded/submitted** the applicable license, certification or accreditation in EGMS.	2.0	1.5	1.0	0.5	-
f) Described the eligible provider's past performance and effectiveness in improving the literacy and numeracy skills, workforce preparation and/or workforce training skills of eligible individuals, especially individuals who have low levels of literacy and English Language Learners over the past two years; and **g) Uploaded/submitted** qualitative and quantitative past performance data on services provided, the effectiveness of the organization in meeting the needs of persons served, and the outcomes achieved by the participants in EGMS.	4.0	3.00	2.00	1.00	-
h) Described the degree to which the improvements in literacy and numeracy, workforce preparation and workforce training skills by the eligible individuals contributed to the eligible provider meeting its State-adjusted levels of performance for the primary indicators of performance, if the eligible provider has been previously funded by OSSE AFE, or contributed to the eligible provider meeting specific performance benchmarks identified by other grantors and/or funders, if the eligible provider has not been previously funded by OSSE AFE.	2.0	1.5	1.0	0.5	-
Total Points Awarded (out of 8 possible points)					
TOTAL POINTS AWARDED OUT OF 16 POSSIBLE POINTS:					
Since some questions in this section may not be applicable to all applicants, final scores will be converted into a percentage of possible, applicable points.					

B. Program Design (36 Points)					
1. Intent to Apply (2 points)					
The applicant:	**Very Good**	**Good**	**Fair**	**Poor**	**N/A**
a) Indicated the program model(s) to be implemented, the projected number of students to be served per program model and the total number of students to be served; **b)** Indicated the total amount of grant funds being requested; **c)** Specified the high-demand industry(ies) for which the eligible provider will align its IE&T program(s); **d)** Provided a rationale/justification for the program offering if "other" was selected for the industry, and **uploaded/submitted** evidence that supports the rationale/justification for the program offering, as applicable; and **e)** Completed and **uploaded/submitted** the Schedule of Program Offerings Workbook (excel) in EGMS.	2.0	1.5	1.0	0.5	-
Total Points Awarded (out of 2 possible points)					
2. IE&T Program Offerings (3 points)					
The applicant, for each IE&T program offering:	**Very Good**	**Good**	**Fair**	**Poor**	**N/A**
a) Indicated the name of the IE&T program(s); **b)** Indicated the high demand industry for which the IE&T program(s) are aligned; **c)** Provided a brief description of the IE&T program(s); **d)** Indicated the number of eligible individuals to be served in the IE&T program(s); **e)** Indicated the eligible provider's total cost per student; and **f)** Indicated the percentage (0-100%) and amount of OSSE funding that will be used to help defray the cost per student.	3.0	2.25	1.5	0.75	-
Total Points Awarded (out of 3 possible points)					
3. Program Entry Requirements (2 points)					
The applicant, for each IE&T program offering:	**Very Good**	**Good**	**Fair**	**Poor**	**N/A**
a) Specified the minimum Educational Functioning Level (EFL), CASAS Scale Score and Grade Level Equivalent (GLE) that students need to enter the program and their expected educational outcomes upon program completion for Reading and Math; **b)** Indicated any other requirements that are needed to enter the IE&T program; and **c)** Described the strategies that will be used to prepare, serve and/or refer students who do not meet the requirements for entrance into the program.	2.0	1.5	1.0	0.5	-
Total Points Awarded (out of 2 possible points)					
4. Career Paths (4 points)					
The applicant, for each IE&T program offering:	**Very Good**	**Good**	**Fair**	**Poor**	**N/A**
a) Indicated the primary industry of program North American Industry Classification System (NAICS) Code and description for the occupation(s) for which students are being prepared, and if more	2.0	1.5	1.0	0.5	-

	Very Good	Good	Fair	Poor	N/A
than one occupation is listed, included the NAICS for each primary occupation; **b)** Indicated the primary occupation(s) for the program/Standard Occupational Classification (SOC) Code and the Occupation Title(s), and if more than one occupation is listed, included the SOC for each primary occupation; and **c)** Indicated the entry occupation(s) for which students are being prepared and the prospective next step(s)/occupation(s) on their desired career path.					
d) Described the partnerships that are/will be in place to assist students in acquiring secondary, postsecondary education and/or training certifications, credentials or licenses needed to advance to the next step/occupation on their career path; **e)** Indicated the type of program/ Classification of Instructional Program (CIP) Code/Title/Definition, and if more than one occupation is listed, included the CIP codes for each occupation; **f)** Specified the eligible certification, credential or licensure exam or registry; **g)** Specified the certifying/licensing body or registry organization; **h)** Specified the provider programmatic or organizational accreditation, if applicable; and **i)** Specified the provider program approval, if applicable.	2.0	1.5	1.0	0.5	-
Total Points Awarded (out of 4 possible points)					

5. Occupational Competencies (2 points)

The applicant, for each IE&T program offering:	Very Good	Good	Fair	Poor	N/A
a) Used the Standard Occupational Code (SOC)(s) listed in the response for 4b. and O*NET and specified the tasks, knowledge, skills, including technology skills and abilities required for the primary occupation(s).	2.0	1.5	1.0	0.5	-
Total Points Awarded (out of 2 possible points)					

6. Single Set of Integrated Learning Objectives (8 points)

The applicant, for each IE&T program offering:	Very Good	Good	Fair	Poor	N/A
a) Described the adult education and literacy content that students will learn during their participation in the IE&T program; and **b)** Specified the name and address of the eligible provider/partner who will offer the adult education and literacy activities to students.	2.0	1.5	1.0	0.5	-
c) Described the workforce preparation activities that students will engage in during their participation in the IE&T program; and **d)** Specified the name and address of the eligible provider/partner who will offer the workforce preparation activities to students.	2.0	1.5	1.0	0.5	-
e) Described the workforce training competencies that students will be able to demonstrate during their participation in and/or upon completion of the IE&T program; and **f)** Specified the name and address of the eligible provider/partner who will offer workforce training to students.	2.0	1.5	1.0	0.5	-
g) Described the manner in which the three IE&T program components/activities are organized to function cooperatively so that students achieve their desired learning outcomes; **h)** Described the	2.0	1.5	1.0	0.5	-

process for staff collaboration, if the adult education and literacy, workforce preparation and workforce training services are provided by more than one instructor/trainer; and **i)** Listed the types of documentation that will be collected and maintained as evidence that the single set of integrated learning objectives have been achieved.					
Total Points Awarded (out of 8 possible points)					

7. Curriculum and Occupationally Relevant Materials (2 points)

The applicant, for each IE&T program offering:	Very Good	Good	Fair	Poor	N/A
a) Listed the curricula and occupationally relevant materials that will be used for each component of the IE&T program – 1) adult education and literacy, 2) workforce preparation, and 3) workforce training); and **b)** Described how the curricula and occupationally relevant materials will be used to provide instruction.	2.0	1.5	1.0	0.5	-
Total Points Awarded (out of 2 possible points)					

8. Program Enrollment, Participation and Completion (2 points)

The applicant, for each IE&T program offering:	Very Good	Good	Fair	Poor	N/A
a) Specified the enrollment options; **b)** For managed enrollment, specified the dates and/or periods in which the agency enrolls students in the program; **c)** For managed enrollment, specified the number of cohort(s) of students that will be enrolled in the program to achieve the enrollment target during the program year; and **d)** Specified the timeline for participation in and completion of the program.	2.0	1.5	1.0	0.5	-
Total Points Awarded (out of 2 possible points)					

9. Credential(s)/Certifications(s) (6 points)

The applicant, for each IE&T program offering:	Very Good	Good	Fair	Poor	N/A
a) Specified the credentials students are eligible to earn/obtain during their participation in and/or upon completion of the program; **b)** Specified whether practice tests are provided for the credential, certification or license; **c)** Specified whether the practice tests are available through the same publisher that provides the credential, certification or licensure exam; **d)** If yes, described and **uploaded/submitted** documentation, if available, that demonstrates how effective a predictor the practice test is of success on the credential, certification or licensure exam; and **e)** If no, specified whether the applicant has designed a practice test and/or used prior year data/research to evaluate the readiness of students to take the credential, certification or licensure exam.	2.0	1.5	1.0	0.5	-
f) Indicated the credential, certification or licensure exam fee; **g)** Specified the educational functioning level/grade level equivalent needed to successfully pass the exam per the test publisher's guidelines, if available and **uploaded/submitted** the evidence in EGMS, if available; **h)** Specified the educational functioning	2.0	1.5	1.0	0.5	-

level/grade level equivalent needed to successfully pass the credential, certification or licensure exam per the eligible provider's experience preparing eligible individuals to pass the exam; **i)** Specified the format of the credential, certification or licensure exam; **j)** Specified how much time is allotted for the exam; **k)** Described the certifying body's process for a student to apply for accommodations for the exam; and **l)** Indicated the link to the certifying body's website with instructions on how to apply for accommodations.					
m) Specified whether the certifying body has requirements for students to retake the credential, certification or licensure exam; **n)** Indicated the retake exam fee and whether it is paid by the eligible provider or the student; **o)** Specified whether there is a requirement of practicum before a student can receive his/her credential, certification or license; **p)** Described how the program intends to support student completion of a practicum; **q)** Specified whether the student receives a printed and/or electronic copy of the credential, certification or license; and **r) Uploaded/submitted** a sample credential, certification or license that students can earn in the program in EGMS.	**2.0**	**1.5**	**1.0**	**0.5**	-
Total Points Awarded (out of 6 possible points)					

10. Work-based Learning (3 points)					
The applicant, for each IE&T program offering:	**Very Good**	**Good**	**Fair**	**Poor**	**N/A**
a) Specified the types of work-based learning opportunities that will be offered to that students during and/or upon completion of the program; **b)** Listed the employer partners that will offer work-based learning opportunities to students in the program, including Registered Apprenticeship providers, if applicable and **uploaded/submitted** documentation of the partnership; **c)** Described the particular competencies that students will need to demonstrate during their work-based learning experience; **d)** Specified whether students will receive a *stipend during their participation in work-based learning activities, the amount of the stipend and level of frequency for which a stipend is provided; and **e)** Specified whether students will receive *incentives during their participation in work-based learning activities, the amount of the incentives and level of frequency for which an incentive is provided. *Only WIC Career Pathways funding may be used for stipends/incentives for students for successful demonstration of specific employment competencies during their participation in and/or completion of work-based learning.*	**3.0**	**2.25**	**1.5**	**0.75**	-
Total Points Awarded (out of 3 possible points)					

11. Student Incentives (2 points)					
The applicant, for each IE&T program offering:	**Very Good**	**Good**	**Fair**	**Poor**	**N/A**
a) Specified whether students will receive incentives for the achievement of specific benchmarks/outcomes (e.g. attendance,	**2.0**	**1.5**	**1.0**	**0.5**	-

progress, etc.) during their participation in the program, the amount of the incentives and level of frequency for which an incentive is provided; **b)** Specified whether student memberships to professional/industry organizations are provided to students for use during their participation in the program and/or upon completion of the program; **c)** Specified whether uniforms, tools or other occupational materials are provided to students for use during their participation in the program and/or upon completion of the program; **d)** Listed the specific items provided to students during their participation in the program, if applicable; and **e)** Listed the specific items provided to students upon completion of the program, if applicable.					
Total Points Awarded (out of 2 possible points)					
TOTAL POINTS AWARDED OUT OF 36 POSSIBLE POINTS:					
Since some questions in this section may not be applicable to all applicants, final scores will be converted into a percentage of possible, applicable points.					

C. Other Program Elements (38 Points)					
1. Student Assessment (2 points)					
The applicant:	**Very Good**	**Good**	**Fair**	**Poor**	**N/A**
a) Described the process used by the eligible provider to assess the educational, workforce preparation and workforce training needs of the eligible individuals; **b)** Specified the career inventory assessment tool(s) that will be administered to students in the program; and **c)** Specified the digital literacy assessment that will be administered to students in the program.	**2.0**	**1.5**	**1.0**	**0.5**	**-**
Total Points Awarded (out of 2 possible points)					
2. Instructional Program (8 points)					
The applicant:	**Very Good**	**Good**	**Fair**	**Poor**	**N/A**
a) Specified the Instructional delivery options; **b)** Described the adult education and literacy activities (e.g. reading, mathematics, writing, speaking, and English language acquisition instruction), workforce preparation, workforce training and other related activities and services, that will be offered by the eligible provider; and **c)** Described how these activities will be offered for the specific occupation or occupational cluster selected by the eligible provider, cooperatively and simultaneously within the scope of the program.	**2.0**	**1.5**	**1.0**	**0.5**	**-**
d) Described how the eligible provider will meet the state's requirement that students receive a minimum of 4 to 6 hours of direct instruction from an instructor per week; and **e)** Described how the eligible provider will meet the state's requirement that a minimum of 24 hours of instruction (classroom, tutoring, and/or blended learning) is offered to students per week.	**2.0**	**1.5**	**1.0**	**0.5**	**-**
f) Described whether the eligible provider's program is of sufficient intensity and quality and based on the most rigorous research available so that participants achieve substantial learning gains; **g)** Described whether the eligible provider uses instructional practices that include the essential components of reading instruction; and **h)** Described whether the activities, including reading, mathematics, writing, speaking and English Language acquisition instruction, as well as workforce preparation and workforce training, delivered by the eligible provider, are based on best practices derived from scientifically valid research and effective educational practices.	**2.0**	**1.5**	**1.0**	**0.5**	**-**
i) Described whether the eligible provider's activities provide learning in context through integrated education and training so that an individual acquires the skills needed to 1) transition to and complete postsecondary education and training programs, 2) obtain and advance in employment leading to economic self-sufficiency, and 3) exercise the rights and responsibilities of citizenship, if applicable.	**2.0**	**1.5**	**1.0**	**0.5**	**-**
Total Points Awarded (out of 8 possible points)					

3. Technology Integration (3 points)					
The applicant:	**Very Good**	**Good**	**Fair**	**Poor**	**N/A**
a) Listed the technology (computer hardware and software) that will be available for use by students in the program; **b)** Specified whether the eligible provider has a blended learning/distance education plan, and how long the eligible provider has been offering blended learning and/or distance education to eligible individuals; and **c)** Described the technology services and delivery systems, including blended learning and/or distance education, that are used by the eligible provider to address the needs of eligible individuals, increase the amount and quality of learning for eligible individuals, and that lead and/or have led to improved student performance.	3.0	2.25	1.5	0.75	-
Total Points Awarded (out of 3 possible points)					

4 Facilities, Equipment, Supplies and Materials (3 points)					
The applicant:	**Very Good**	**Good**	**Fair**	**Poor**	**N/A**
a) Described the educational/training facilities and how they support student learning (including the number of classrooms and whether students have access to a computer lab, onsite library, student lounge/lunch area, and other amenities); and if more than one site, describe all sites as applicable; **b) Uploaded/submitted** labeled pictures of the education/training facilities (e.g. classrooms, computer labs, onsite library, student lounge/lunch area); and **c)** Described whether the eligible provider has the proper industry specific equipment, supplies and authentic learning materials needed to support the specific training associated with the eligible provider's IE&T industry focus.	3.0	2.25	1.5	0.75	-
Total Points Awarded (out of 3 possible points)					

5. Supportive Services and Resources (3 points)					
The applicant:	**Very Good**	**Good**	**Fair**	**Poor**	**N/A**
a) Described the types of supportive services (e.g. counseling services; referral to social service agencies; assistance with applying for/accessing public benefits; linkages to community resources for food, clothing, health care, housing, childcare and/or transportation assistance, and other related services, if applicable) that will be offered to students in the program; and **b)** Described whether the eligible provider's activities offer the flexible schedules and coordination with Federal, State, and local support services (such as child care, transportation, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs.	3.0	2.25	1.5	0.75	-
Total Points Awarded (out of 3 possible points)					

6. Career Pathway Transition Services (6 points)					
The applicant:	Very Good	Good	Fair	Poor	N/A
a) Described how the eligible provider will meet the state's requirement that every student have an Individual Career Pathways Transition Plan that: 1) specifies the student's educational functioning level, learning needs, career interests, goals and plans for achieving economic self-sufficiency, 2) indicates the links to other resources and education and/or training, next steps on their career path, and 3) ensures seamless transitions from program to program, training and/or employment.	2.0	1.5	1.0	0.5	-
b) Described how the eligible provider coordinates with other available education, training, and social service resources in the community, such as by establishing strong links with secondary schools, postsecondary educational institutions, institutions of higher education, the DC WIC, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, in the development of career pathways.	2.0	1.5	1.0	0.5	-
c) Described the services that will be offered, including career counseling, to support students in progressing along their individual career path; d) Described the services that will be offered to assist students in transitioning to postsecondary education, training and/or advanced training; and e) Described the services that will be offered to assist students in transitioning to employment.	2.0	1.5	1.0	0.5	-
Total Points Awarded (out of 6 possible points)					
7. Partnerships, Consortia and Coalitions (3 points)					
The applicant:	Very Good	Good	Fair	Poor	N/A
a) Described the eligible provider's partners, coalition or consortium members, as applicable and described the key roles and responsibilities of each member agency in fulfilling the grant requirements, including a rationale for determining its partners; b) Uploaded/submitted a copy of the Memorandum of Agreement (MOA), Memorandum of Understanding (MOU) or other formal agreement with each partner, coalition or consortium member, including a brief description of the services and expenditures for each member agency, as applicable; c) Listed the adult education providers that the eligible provider will be partnering with to help students transition to the next level in the educational continuum; d) Listed the postsecondary education and/or training providers that the eligible provider will be partnering with to help students transition to postsecondary education, training and/or advanced training, if applicable; and e) Listed the employers/organizations that the eligible provider will be partnering with to help students engage in work-based learning opportunities and/or to obtain employment.	3.0	2.25	1.5	0.75	-

Total Points Awarded (out of 3 possible points)					
8. Marketing and Outreach (2 points)					
The applicant:	**Very Good**	**Good**	**Fair**	**Poor**	**N/A**
a) Indicated whether the eligible provider has a formal marketing and communications plan to increase program visibility, promote community awareness as well as outreach to potential students, partners and other stakeholders.	2.0	1.5	1.0	0.5	-
Total Points Awarded (out of 2 possible points)					
9. Key Personnel (3 points)					
The applicant:	**Very Good**	**Good**	**Fair**	**Poor**	**N/A**
a) Described whether the eligible provider's activities are delivered by instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, per the RFA, Section V: OSSE AFE Grant Requirements; **b)** Described whether the eligible provider's staff (e.g. instructors, intake specialists, counselors, and administrators) have access to high-quality professional development, including through electronic means; **c)** Completed and **uploaded/submitted** the Key Personnel Workbook (excel) in EGMS, that includes staff's years of experience and qualifications in performing the work described in the RFA; and **d)** **Uploaded**/**submitted** position descriptions, resumes and other related documents for all key personnel in EGMS.	3.0	2.25	1.5	0.75	-
Total Points Awarded (out of 3 possible points)					
10. Core Outcomes Team (3 points)					
The applicant, for each IE&T program outcome:	**Very Good**	**Good**	**Fair**	**Poor**	**N/A**
a) Described how it will use funds to establish a core outcomes team (e.g. Career counselor/navigator, student transition/success coach, employment specialist, etc.) to assist students in the achievement of core outcomes specified in Section VII – Primary Indicators of Performance - (National Reporting System (NRS) Table 5. The Core outcome team is expected to help facilitate: 1) Student attainment of education, training and career goals; 2) Student transition to the next step/level in the educational continuum; 3) Student participation in work-based learning opportunities; 4) Student attainment of employment, if unemployed at entry; 5) Secondary credential attainment and enrollment in postsecondary education or training; 6) Secondary credential attainment and entrance into employment; 7) Attainment of a postsecondary credential; 8) Attainment of any credential and other related core outcomes.	3.0	2.25	1.5	0.75	-
Total Points Awarded (out of 3 possible points)					

11. Data Collection, Management and Reporting (2 points)					
The applicant:	Very Good	Good	Fair	Poor	N/A
a) Describe whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes and to monitor program performance; and **b)** Described whether the eligible provider has 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 and use the DC Data Vault to facilitate the referral of participants to/from the eligible provider's agency to/from other organizations for education, training and other related services.	2.0	1.5	1.0	0.5	-
Total Points Awarded (out of 2 possible points)					
TOTAL POINTS AWARDED OUT OF 38 POSSIBLE POINTS:					
Since some questions in this section may not be applicable to all applicants, final scores will be converted into a percentage of possible, applicable points.					

D. Fiscal Management (10 Points)					
1. Organizational Policies and Procedures (4 points)					
The applicant:	**Very Good**	**Good**	**Fair**	**Poor**	**N/A**
a) Described the organization's procedures and practices for ensuring sound fiscal management, including but not limited to the planning, organizing, controlling and monitoring of financial resources.	**2.0**	**1.5**	**1.0**	**0.5**	-
b) Uploaded/submitted a copy of the organization's financial and/or accounting policies and procedures in EGMS; **c) Uploaded/submitted** a copy of the most recent organizational budget (revenues by source and expenditures by program and/or type of expense) in EGMS; and **d) Uploaded/submitted** the organization's 2019 annual financial audit or the 2018 financial audit accompanied by a 990-tax form with a statement explaining the status of the 2019 audit in EGMS.	**2.0**	**1.5**	**1.0**	**0.5**	-
Total Points Awarded (out of 4 possible points)					
2. Budget with Detailed Planned Expenditures (4 points)					
The applicant:	**Very Good**	**Good**	**Fair**	**Poor**	**N/A**
a) Completed the Budget workbook (excel), as applicable, listing allowable, allocable and reasonable expenditures based on the activities described in the program design and the projected number of students to be served; and **b) Uploaded/submitted** the Budget workbook (excel) in EGMS.	**2.0**	**1.5**	**1.0**	**0.5**	-
c) Completed a budget/detailed planned expenditure template in EGMS for each grant, as applicable and aligned the expenditures in the budget/detailed planned expenditure template for each grant, as applicable, with the expenditures in the Budget Workbook (excel).	**2.0**	**1.5**	**1.0**	**0.5**	-
Total Points Awarded (out of 4 possible points)					
3. Match Requirement and Program Income (2 points)					
The applicant:	**Very Good**	**Good**	**Fair**	**Poor**	**N/A**
a) Completed the Match workbook (excel) specifying how the eligible provider will meet the 25% Match requirement for the OSSE AFE grants, including a detailed description of each expenditure; **b) Uploaded/submitted** the Match workbook in EGMS; and **c)** Completed the Program Income Tab specifying whether the organization will collect income (tuition and fees) from students, including a detailed description of how the funds will be expended.	**2.0**	**1.5**	**1.0**	**0.5**	-
Total Points Awarded (out of 2 possible points)					
TOTAL POINTS AWARDED OUT OF 10 POSSIBLE POINTS:					
Since some questions in this section may not be applicable to all applicants, final scores will be converted into a percentage of possible, applicable points.					

Application Scoring Criteria Summary		Total Points Per Section	Total Points Awarded Per Section
Section A	Project Information	16	
Section B	Program Design	36	
Section C	Other Program Elements	38	
Section D	Fiscal Management	10	
	Total	**100**	

SECTION XIII: GRANT AWARDS[8]
Decision and Notification of Awards
In order to be awarded a grant, organizations must establish eligibility by submitting an application to OSSE in accordance with the relevant program statute(s) and this RFA. Each awarded applicant will receive a Grant Award Notification (GAN) generated through OSSE's electronic grant management system (EGMS) that will include the award amount, award agreement, terms and conditions of the award, and any supplemental information required. Once OSSE has fully approved the application and issued an official GAN, grantees may then receive payment for allowable expenditures for which obligation was made during the grant period. OSSE has implemented a reimbursement process for all grantees. Grant award payments are reimbursable on a monthly basis. Program costs must be paid by the grantee to the payee prior to requesting reimbursement; it is not sufficient for costs merely to be incurred. Compliance with programmatic and fiscal implementation and reporting will be considered in paying reimbursement requests. To receive reimbursement for grant program expenditures, OSSE grantees must complete and submit a reimbursement request electronically using EGMS.
Audit
At any time, or times, before final payment and during the required record retention period, the District and/or the federal government may audit the applicant's expenditure statements and source documentation.
Monitoring and Reporting
The recipient will cooperate with any evaluation of the program, such as providing OSSE requested data and access to records and pertinent staff. Monitoring efforts are designed, at the minimum, to determine the grantee's level of compliance with federal and/or District requirements and identify specifically whether the grantee's operational, financial and management systems and practices are adequate to account for program funds in accordance with federal and/or District requirements. Failure to maintain compliance with such requirements may result in payment suspension, disallowance of costs or termination of the grant. OSSE has a multi-tiered process for monitoring and evaluating local programs performance. Recipients are required to submit monthly statistical reports with evidence, quarterly narrative reports with evidence, and participate in all monitoring activities (e.g. local program site visits, check-in sessions at OSSE, desk reviews and self-assessment/final monitoring review, inclusive of the submission of evidence). Grantees shall be required to cooperate with all requirements and information requests by OSSE relating to evaluation of the program and the collection of data, information, and reporting on outcomes regarding the program and activities carried out with grant funds. Grantees shall be required to reply and acknowledge OSSE's information requests within 48 hours and to provide requested information within ten (10) business days. Throughout the program year, OSSE provides state, local program and student performance, progress and outcome data to key stakeholders. Recipients are required to collect, maintain and report data about program activities and student outcomes in Literacy, Adult and Community Education System and the OSSE Monitoring Tool in EGMS. Recipients are also required to use the D.C. Data Vault for service coordination purposes with the WIOA core partners and other key stakeholders.   Recipients must have computer(s) and Internet connectivity to utilize the Literacy, Adult and Community Education System, the D.C. Data Vault and the Enterprise Grants Management System.

[8] **The requirements identified in Section XIII are District-imposed requirements.**

Confidentiality
Except as otherwise provided by local or federal law, no recipient shall use or reveal any research, statistical, or personally identifiable information for any purpose other than that for which such information was obtained in accordance with this grant program. Such information, and any copy of such information shall be immune from legal process and shall not, without the consent of the person furnishing such information, be admitted as evidence or used for any purpose in any action, suit, or judicial, legislative, or administrative proceeding.
Non-Discrimination in the Delivery of Services
The grant recipient shall comply with the District of Columbia Human Rights Act of 1977, as amended, (D.C. Official Code § 2-1401.01 *et seq.*) which prohibits discrimination based on race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, matriculation, political affiliation, genetic information, source of income, disability, status as a victim of an interfamily offense, or place of residence or business, or credit information.
Appearance of a Conflict of Interest
The grant recipient shall ensure that no individual in a decision-making capacity will engage in any activity, including participation in the selection of a vendor, the administration of an award, or an activity supported by award funds, if the appearance of a conflict of interest would be involved. An appearance of a conflict of interest would arise when the individual, any member of the individual's immediate family, the individual's partner; or an organization that employs, or is about to employ, any of the aforementioned, has a financial or personal interest in the firm or organization selected for a contract.
Terms and Conditions
- Funding for this award is contingent on OSSE's continued availability of funds. The RFA does not commit OSSE to make an award.   - OSSE reserves the right to accept or deny any or all applications if OSSE determines it is its best interest to do so. OSSE shall notify the applicant if it rejects that applicant's proposal. OSSE may suspend or terminate an outstanding RFA pursuant to its own grant-making rule(s) or any applicable federal regulation or requirement.   - OSSE reserves the right to issue addenda and/or amendments subsequent to the issuance of the RFA, or to rescind the RFA.   - OSSE shall not be liable for any costs incurred in the preparation of applications in response to the RFA. Applicant agrees that all costs incurred in developing the application are the applicant's sole responsibility.   - OSSE may conduct pre-award on-site visits to verify information submitted in the application and to determine if the applicant's facilities are appropriate for the services intended.   - OSSE may enter into negotiations with an applicant and adopt a firm funding amount or other revision of the applicant's proposal that may result from negotiations.   - OSSE shall provide the citations to the statute and implementing regulations that authorize the grant; all applicable federal and District regulations; payment provisions identifying how the grantee will be paid for performing under the award; reporting requirements, including programmatic, financial and any special reports required by OSSE; and compliance conditions that must be met by the grantee.   - If there are any conflicts between the terms and conditions of the RFA and any applicable federal or local law or regulation, or any ambiguity related thereto, then the provisions of the applicable law or regulation shall control and it shall be the responsibility of the applicant to ensure compliance.

APPENDIX - ATTACHMENT A
OPTIONAL NOTICE OF INTENT TO APPLY FORM

The organization named below intends to submit an application for funding for program year 2020-21 in response to the OSSE AFE AEFLA, WIC Career Pathways and Gateway to Careers Consolidated Competitive Grant Request for Applications.

Applicant Agency Name:	
Partnership, Consortium or Coalition Member Agency Name(s), if applicable:	
Contact Person:	
Title:	
Address:	
Address of Program Site(s), if different:	
Telephone:	**Fax:**
E-Mail:	**Website:**

Check the applicable box.

☑	Type of Organization/Entity
	Local Education Agency (LEA)
	Community-Based Organization
	Faith-Based Organization
	Volunteer Literacy Organization
	Institution of Higher Education
	Library
	Public Housing Authority
	Public or private nonprofit agency that is not described above and has the ability to provide adult education and literacy activities, workforce preparation and workforce training to eligible individuals
	Any other organization or entity
	A consortium, of agencies, organizations, institutions, libraries or authorities described above
	Partnership between an employer and an entity type described above

Check the Program Model(s) the application will address. Check all that apply.

Program Model(s)
☐ Program Model #1 - Integrated Education and Training (Adult Basic Education/Grade Level Equivalents 1 to 8) - AEFLA 231 and WIC Career Pathways Grant Funding
☐ Program Model #2 - Integrated Education and Training (Adult Secondary Education/Grade Level Equivalents 9 to 12) - AEFLA 231 and WIC Career Pathways Grant Funding
☐ Program Model #3 - Integrated English Language Acquisition and Training (English as a Second Language/Grade Level Equivalents 1 to 8) - AEFLA 231 and WIC Career Pathways Grant Funding
☐ Program Model #4 - Integrated English Literacy and Civics Education (IELCE) and Training (English as a Second Language/Grade Level Equivalents 1 to 8) - AEFLA 243 and WIC Career Pathways Grant Funding
☐ Program Model #5 – Integrated Adult Basic Education and Training (Corrections Education and Other Education of Institutionalized Individuals) – (Adult Basic Education/Grade Level Equivalents 1 to 8 and Adult Secondary Education/Grade Level Equivalents 9 to 12) - AEFLA 225 and WIC Career Pathways Grant Funding
☐ Program Model #6 - Integrated Education and Workforce Preparation (Adult Basic Education/Grade Level Equivalents 1 to 5) – Gateway to Careers Grant Funding
☐ Program Model #7 - Integrated English Language Acquisition and Workforce Preparation (English as a Second Language/Grade Level Equivalents 1 to 5) – Gateway to Careers Grant Funding

Proposed level of funding being requested:	☐ $250,000	☐ $500,000	☐ Undecided at this time

Typed Name of Executive Director of the Applicant Organization:	
Signature of Executive Director of Applicant Organization:	**Date:**

APPENDIX – ATTACHMENT B

DEFINITION OF TERMS

Term	Definition	Source
ADMINISTRATIVE COSTS	The term "administrative costs" means expenditures incurred by grant recipients in the performance of administrative functions and in carrying out activities that are not related to the direct provision of adult education or workforce investment services (including services to participants and employers). Such costs include both personnel and non-personnel costs and both direct and indirect costs.	Modified from the Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014. Title II—Adult Education and Literacy

ADULT EDUCATION	The term ''adult education'' means academic instruction and education services below the postsecondary level that increase an individual's ability to—
	    (A) read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent;
	    (B) transition to postsecondary education and training; and
	    (C) obtain employment.
		Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014. Title II—Adult Education and Literacy.

ADULT EDUCATION AND LITERACY ACTIVITIES	The term ''adult education and literacy activities'' means programs, activities, and services that include adult education, literacy, workplace adult education and literacy activities, family literacy activities, English language acquisition activities, integrated English literacy and civics education, workforce preparation activities, or integrated education and training.	Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014.
ADULT EDUCATION STANDARDS	To ensure alignment with State-adopted challenging academic content standards, OSSE has adopted the Common Core State Standards (CCSS) and the College and Career Readiness Standards (CCRS) as the adult education content standards for the District of Columbia. Adult educators in OSSE AFE programs are also required to integrate the Comprehensive Adult Student Assessment System (CASAS) competencies and basic skills content standards in their lessons/programs.	
ADULT BASIC EDUCATION	The term "adult basic education" (ABE) refers to educational levels in the National Reporting System (NRS). The ABE levels in the NRS are generally equivalent to grades 1-8.	
APPRENTICESHIP	Apprenticeship is a proven approach for preparing workers for jobs while meeting the needs of business for a highly-skilled workforce. It is an employer-driven, "learn-while-you-earn" model that combines on-the-job training, provided by the employer that hires the apprentice, with job-related instruction in curricula tied to the attainment of national skills	U.S. Department of Labor Apprenticeship Toolkit – Frequently Asked Questions

	standards. The model also involves progressive increases in an apprentice's skills and wages. Apprenticeship is a flexible training strategy that can be customized to meet the needs of any business. Apprentices can be new hires, or businesses can select current employees who need skill upgrades to join the apprenticeship program. The apprenticeship model is leading the way in preparing American workers to compete in today's economy. Apprenticeship programs keep pace with advancing technologies and innovations in training and human resource development through the complete involvement of employers in the educational process. While it is used in traditional industries such as construction and manufacturing, apprenticeship is also instrumental for training and development in growing industries, such as health care, information technology, transportation and logistics, and energy.	

BASIC SKILLS DEFICIENT	The term ''basic skills deficient'' means, with respect to an individual—
	    (A) that the individual has English reading, writing, or computing skills at or below the 8P^thP grade level on a generally accepted standardized test; or
	    (B) that the individual is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual's family, or in society.
		Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014.

CAREER AWARENESS	The term "career awareness" refers to: • The degree to which an individual in the target populations is aware of the target field as a possibility for long term employment and growth; • Knowledge of possible career paths and job opportunities, as well as what is required to be successful in them; and • A set of activities that enables an adult to become aware of his/her career options and what is required to be successful in the particular fields thus informing his/her selection of a career pathway.	
CAREER EXPLORATION	The term "career exploration" refers to a set of activities to help a participant learn about, consider, and plan for a particular career pathway.	

CAREER PATHWAY	The term ''career pathway'' means a combination of rigorous and high-quality education, training, and other services that—
	    (A) aligns with the skill needs of industries in the economy of the State or regional economy involved;
	    (B) prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937 (commonly known as the ''National Apprenticeship Act''; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et
		Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014.

	seq.) (referred to individually in this Act as an ''apprenticeship'', except in section 171);
	    (C) includes counseling to support an individual in achieving the individual's education and career goals;
	    (D) includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
	    (E) organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;
	    (F) enables an individual to attain a secondary school diploma or its recognized equivalent, and at least one recognized postsecondary credential; and
	    (G) helps an individual enter or advance within a specific occupation or occupational cluster.	

CAREER PLANNING	The term ''career planning'' means the provision of a client-centered approach in the delivery of services, designed—
	    (A) to prepare and coordinate comprehensive employment plans, such as service strategies, for participants to ensure access to necessary workforce investment activities and supportive services, using, where feasible, computer-based technologies; and
	    (B) to provide job, education, and career counseling, as appropriate during program participation and after job placement.
		Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014.

COMMUNITY-BASED ORGANIZATION	The term ''community-based organization'' means a private nonprofit organization (which may include a faith-based organization), that is representative of a community or a significant segment of a community and that has demonstrated expertise and effectiveness in the field of adult education, workforce development, and/or provision of supportive services.	Modified from the Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014.
COMPREHENSIVE ADULT STUDENT ASSESSMENT SYSTEMS (CASAS)	The Comprehensive Adult Student Assessment Systems (CASAS) is the OSSE Adult and Family Education's state approved assessment system. Eligible providers funded by OSSE are required to use CASAS to assess learners at intake, measure learner progress and determine learner outcomes. CASAS is widely used for assessing adult basic reading, math, listening, comprehension, writing and speaking skills within a functional (life and work) context. It provides learner centered curriculum management, assessment, and evaluation systems in educational and training programs. The CASAS assessments are based on the critical competencies and skill areas required for success in the workplace, family, and community. The U.S. Department of Education, Office of Career, Technical and Adult Education (OCTAE) identifies the CASAS tests determined to be suitable for use in the National Reporting System in the Federal Register.	

CONSORTIUM	A consortium is made up of a group in which all members of the consortium are eligible providers and one member is designated as the lead member.	U.S. Department of Labor
CONTEXTUALIZED LEARNING	Contextualized learning, based on constructivist theory, is learning that occurs when students apply knowledge and skills and allows them to construct meaning based on their own experiences.	
COST REIMBURSABLE GRANT	A cost-reimbursable grant refers to a grant under which reasonable costs incurred by an eligible provider in the performance of the grant are reimbursed in accordance with the terms of the grant.	
DC DATA VAULT	The DC Data Vault: -Facilitates the shared intake, assessment, and referral of customers to and from OSSE and DOES for services (expansion plans include DHS, DDS/RSA, and UDC Community College); -Allows DOES staff to register customers for assessment services on a specific date/time at each American Job Center and refer customers to the OSSE onsite provider partner or another offsite OSSE provider for services; -Provides access to information and notifications to key staff at each agency about customers (i.e. registering for assessments, being referred to a specific provider for services, status/updates on customers); -Links customers to relevant programs and services; -Allows adult literacy provider staff and District of Columbia government agency staff to upload and maintain customer eligibility documents so that they can be accessed by each agency and eliminate the need for District residents to provide the same documentation to multiple agencies; -Links District residents to DC Networks to register in the Virtual One Stop system; -Tracks customer participation, performance, progress and outcomes; and -Facilitates cross agency communication, case management and collaboration of services for District residents.	
DIGITAL LITERACY	The term "digital literacy" refers to the knowledge and skills associated with using technology to enable users to find, evaluate, organize, create, and communicate information.	
DISTRICT RESIDENT	For the purposes of this RFA the term "District resident" means an individual who resides in the District of Columbia and verifies their residency by providing one of the following items that shows a DC home address in the name of the student: • A pay stub; • A Supplemental Security Income annual benefits notification; • A copy of Form D40 certified by the DC Office of Tax and Revenue; • A Military Housing Order; • An embassy letter; • Proof of financial assistance from the DC Government, in the form of either a:	

	o Temporary Assistance for Needy Families (TANF) verification of income notice or recertification approval letter; o Medicaid approval letter or recertification letter; o Housing assistance letter from a housing shelter, including contact name and phone number or a letter from the Housing Authority; or o Proof of receipt of financial assistance from another DC Government program. If none of the above items are available to verify residency, two of the following items are acceptable as proof of residency: • A valid unexpired DC motor vehicle registration; • A valid unexpired lease or rental agreement; • A valid unexpired DC motor vehicle operator's permit or other official non-driver identification; and • One utility bill (only gas, electric and water bills acceptable). If the student is residing with someone else and therefore none of these documents are available in the student's name the student can provide a letter from the individual with whom the student is residing and two copies of the above-mentioned documents in the name of the individual with whom the student is residing.	
DUAL ENROLLMENT	**Dual enrollment** programs for adult learners, designed using a career pathway model, provide adults who don't have a high school diploma or its equivalent with access to federal financial aid to support tuition or living costs by using the Higher Education Act's Ability to Benefit (ATB) provision. Career pathways models, plus the resources ATB can provide, allow students to more realistically visualize an academic goal beyond a high school equivalency and work toward college and credential attainment.	Center for Law and Social Policy (CLASP)
DUNS NUMBER	The Dun & Bradstreet D-U-N-SP®P Number is a unique nine-digit identifier for businesses. It is used to establish a business credit file, which is often referenced by lenders and potential business partners to help predict the reliability and/or financial stability of the company in question. D-U-N-S, which stands for data universal number system, is used to maintain accurate and timely information on +250 M global businesses.	Dun & Bradstreet
EDUCATIONAL FUNCTIONING LEVEL	The term "educational functioning levels" refers to the Adult Basic Education (ABE), Adult Secondary Education (ASE), and English as a Second Language (ESL) literacy levels, as provided in § 462.44, that describe a set of skills and competencies that students demonstrate in the National Reporting System (NRS) skill areas.	National Reporting System (NRS)
ELIGIBLE AGENCY	The term ''eligible agency'' means the sole entity or agency in a State or an outlying area responsible for administering or supervising policy for adult education and literacy activities in the State or outlying area,	Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014. Title II—

	respectively, consistent with the law of the State or outlying area, respectively.	Adult Education and Literacy.

ELIGIBLE INDIVIDUAL	The term ''eligible individual'' means an individual—
	(A) who has attained 18 years of age;
	(B) who is not enrolled or required to be enrolled in secondary school under State law; and
	(C) who—
	  (i) is basic skills deficient;
	  (ii) does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or
	  (iii) is an English language learner.
		[Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014](). Title II—Adult Education and Literacy.

ELIGIBLE PROVIDER	The term ''eligible provider'' means an organization that has demonstrated effectiveness in providing adult education and literacy activities that may include— (A) a local educational agency; (B) a community-based organization or faith-based organization; (C) a volunteer literacy organization; (D) an institution of higher education; (E) a public or private nonprofit agency; (F) a library; (G) a public housing authority; (H) a nonprofit institution that is not described in any of subparagraphs (A) through (G) and has the ability to provide adult education and literacy activities to eligible individuals; (I) any other organization or entity; (J) a consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described in any of subparagraphs (A) through (I); and (K) a partnership between an employer and an entity described in any of subparagraphs (A) through (J).	[Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014]().

ENGLISH LANGUAGE ACQUISITION PROGRAM	The term "English language acquisition program" means a program of instruction—
	(A) designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language; and
	(B) that leads to—
	  (i)(I) attainment of a secondary school diploma or its recognized equivalent; and
	    (II) transition to postsecondary education and training; or
	    (ii) employment.
		[Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014](). Title II—Adult Education and Literacy.

ENGLISH LANGUAGE LEARNER	The term ''English language learner'' when used with respect to an eligible individual, means an eligible individual who has limited ability in reading, writing, speaking, or comprehending the English language, and— (A) whose native language is a language other than English; or	[Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014](). Title II—

	(B) who lives in a family or community environment where a language other than English is the dominant language.	Adult Education and Literacy.
ENROLLMENT	The term "enrollment" refers to participants who have received twelve (12) or more hours of service per the National Reporting System (NRS). Participants who have received 12 or more hours of service are counted on the federal NRS data tables for state and local accountability.	National Reporting System (NRS)
EXIT	The term "exit" refers to the last day of service. The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services; services do not include self-service, information only services, activities, or follow-up services. This also requires that there are no plans to provide the participant with future services	U.S. Department of Education, Program Memorandum OCTAE 17-2
FAMILY LITERACY	The term ''family literacy activities'' means activities that are of sufficient intensity and quality, to make sustainable improvements in the economic prospects for a family and that better enable parents or family members to support their children's learning needs, and that integrate all of the following activities: (A) Parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency. (B) Interactive literacy activities between parents or family members and their children. (C) Training for parents or family members regarding how to be the primary teacher for their children and full partners in the education of their children. (D) An age-appropriate education to prepare children for success in school and life experiences.	Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014. Title II—Adult Education and Literacy.
FEDERAL EMPLOYEE IDENTIFICATION NUMBER	Federal Employee Identification Number (FEIN) is used to pull previously registered vendor information, or to activate New Vendor registration fields.	
IN-DEMAND INDUSTRY SECTOR OR OCCUPATION	(A) In general, —The term ''in-demand industry sector or occupation'' means— (i) an industry sector that has a substantial current or potential impact (including through jobs that lead to economic self-sufficiency and opportunities for advancement) on the State, regional, or local economy, as appropriate, and that contributes to the growth or stability of other supporting businesses, or the growth of other industry sectors; or (ii) an occupation that currently has or is projected to have a number of positions (including positions that lead to economic self-sufficiency and opportunities for advancement) in an industry sector so as to have a significant impact on the State, regional, or local economy, as appropriate. (B) Determination. —The determination of whether an industry sector or occupation is in-demand under this paragraph shall be made by the State board or local board, as appropriate, using State and regional business	Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014.

	and labor market projections, including the use of labor market information.	
INDIRECT COST RATE	The "indirect cost rate" represents the calculated benefit of indirect costs to all associated revenues from both Federal and State sources. It should be used for indirect cost claims under all Federal programs that permit reimbursement. This is true whether or not the grant is received from a State Education Agency, another State Agency or directly from a Federal agency. The rate must be current; meaning it is approved and covers the period coincident with grant activities.	U.S. Department of Education, Office of the Chief Financial Officer
INDIVIDUAL WITH A BARRIER TO EMPLOYMENT	The term ''individual with a barrier to employment'' means a member of 1 or more of the following populations: (A) Displaced homemakers. (B) Low-income individuals. (C) Indians, Alaska Natives, and Native Hawaiians, as such terms are defined in section 166. (D) Individuals with disabilities, including youth who are individuals with disabilities. (E) Older individuals. (F) Ex-offenders. (G) Homeless individuals (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e–2(6))), or homeless children and youths (as H.R.803—10 defined in section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2))). (H) Youth who are in or have aged out of the foster care system. (I) Individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers. (J) Eligible migrant and seasonal farmworkers, as defined in section 167(i). (K) Individuals within 2 years of exhausting lifetime eligibility under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.). (L) Single parents (including single pregnant women). (M) Long-term unemployed individuals. (N) Such other groups as the Governor involved determines to have barriers to employment.	Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014.
INDIVIDUAL WITH A DISABILITY	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 1 individual with a disability.	Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014.
INDIVIDUAL CAREER PATHWAY TRANSITION PLAN	The term "individual career pathway transition plan" means a plan that is developed by the OSSE provider, in collaboration with an adult student and that specifies the student's educational functioning level, learning needs, career interests, goals and plans for achieving economic self-sufficiency, indicates the links to other resources and education and/or training next steps on their career pathway and ensures seamless transitions from program to program (i.e. ABE to ASE or ASE to Postsecondary education, training, and/or employment). This plan should not only identify other resources and education and/or training next steps on the student's career pathway, but the plan should be shared with all relevant education and training providers along the pathway to ensure it is kept updated and education, training, and services can be coordinated based on the plan.	

INSTITUTION OF HIGHER EDUCATION	The term ''institution of higher education'' has the meaning given the term in section 101 of the Higher Education Act of 1965 (20 U.S.C. 1001).	[Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014](#).
INTEGRATED EDUCATION AND TRAINING	The term "integrated education and training" refers to a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.	[Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014](#).
INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION	The term ''integrated English literacy and civics education'' means education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation and may include workforce training.	[Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014](#). Title II—Adult Education and Literacy.
LITERACY	The term ''literacy'' means an individual's ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society.	[Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014](#). Title II—Adult Education and Literacy.
LOCAL EDUCATIONAL AGENCY	The term "a local educational agency (LEA)", as defined in ESEA, is a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties	[U.S. Department of Education Definitions](#)

	that is recognized in a State as an administrative agency for its public elementary schools or secondary schools.	
POSTSECONDARY EDUCATIONAL INSTITUTION	The term "postsecondary educational institution" means— (A) an institution of higher education that provides not less than a 2-year program of instruction that is acceptable for credit toward a bachelor's degree; (B) a tribally controlled college or university; or (C) a nonprofit educational institution offering certificate or apprenticeship programs at the postsecondary level.	Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014.
PRE-APPRENTICESHIP	Pre-apprenticeship is designed to prepare individuals to enter and succeed in a Registered Apprenticeship program. These programs promote a diverse and skilled workforce and prepare participants to meet the basic qualifications for entry into an apprenticeship, through: • An approved training curriculum based on industry standards, • Educational and pre-vocational services, • Hands-on training in a simulated lab experience or through volunteer opportunities, and • Assistance in applying to Apprenticeship programs. Pre-apprenticeship programs involve formal partnerships with at least one, if not more, Registered Apprenticeship program sponsors. For more information on pre-apprenticeship programs, please refer to Training and Employment Notice 13-12.	U.S. Department of Labor Apprenticeship Toolkit – Frequently Asked Questions

ONE STOP PARTNERS	Section 121(b)(1)(B) of WIOA identifies the entities that are required partners in the local one-stop delivery systems. The required partners are the entities responsible for administering the following programs and activities in the local area:
	
	(1) Programs authorized under title I of WIOA, including:
	  (i) Adults;
	  (ii) Dislocated workers;
	  (iii) Youth;
	  (iv) Job Corps;
	  (v) YouthBuild;
	  (vi) Native American programs; and
	  (vii) Migrant and seasonal farmworker programs;
	(2) The Wagner-Peyser Act Employment Service program authorized under the Wagner-Peyser Act (29 U.S.C. 49 *et seq.*), as amended by WIOA title III;
	(3) The Adult Education and Family Literacy Act (AEFLA) program authorized under title II of WIOA;
	(4) The Vocational Rehabilitation (VR) program authorized under title I of the Rehabilitation Act of 1973 (29 U.S.C. 720 *et seq.*), as amended by WIOA title IV;
		Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014.

	(5) The Senior Community Service Employment Program authorized under title V of the Older Americans Act of 1965 (42 U.S.C. 3056 *et seq.*); **(6)** Career and technical education programs at the postsecondary level authorized under the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 *et seq.*); **(7)** Trade Adjustment Assistance activities authorized under chapter 2 of title II of the Trade Act of 1974 (19 U.S.C. 2271 *et seq.*); **(8)** Jobs for Veterans State Grants programs authorized under chapter 41 of title 38, U.S.C.; **(9)** Employment and training activities carried out under the Community Services Block Grant (42 U.S.C. 9901 *et seq.*); **(10)** Employment and training activities carried out by the Department of Housing and Urban Development; **(11)** Programs authorized under State unemployment compensation laws (in accordance with applicable Federal law); **(12)** Programs authorized under sec. 212 of the Second Chance Act of 2007 (42 U.S.C. 17532); and **(13)** Temporary Assistance for Needy Families (TANF) authorized under part A of title IV of the Social Security Act (42 U.S.C. 601 *et seq.*), unless exempted by the Governor under § 678.405(b).	
REGION	The term ''region'', used without further description, means a region identified under section 106(a), subject to section 107(c)(4)(B)(i) and except as provided in section 106(b)(1)(B)(ii) of WIOA.	Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014.
REGISTERED APPRENTICESHIP	Apprenticeship is a proven approach for preparing workers for jobs while meeting the needs of business for a highly-skilled workforce. It is an employer-driven, "learn-while-you-earn" model that combines on-the-job training, provided by the employer that hires the apprentice, with job-related instruction in curricula tied to the attainment of national skills standards. The model also involves progressive increases in an apprentice's skills and wages. There are five components to typical apprenticeship programs. These include: • Business Involvement: Employers are the foundation of every apprenticeship program. They play an active role in building the program and remain involved every step of the way. Employers frequently work together through apprenticeship councils, industry associations, or other partnerships to share the administrative tasks involved in maintaining apprenticeship programs. • Structured On-the-Job Training: Apprenticeships always include an on-the-job training component. Apprentices receive hands-on training from an experienced mentor at the job site. On-the-job training	U.S. Department of Labor Apprenticeship Toolkit – Frequently Asked Questions

	focuses on the skills and knowledge an apprentice must learn during the program to be fully proficient on the job. This training is based on national industry standards, customized to the needs of the particular employer. • Related Instruction: One of the unique aspects of apprenticeships is that they combine on-the-job learning with related instruction on the technical and academic competencies that apply to the job. Education partners collaborate with business to develop the curriculum, which often incorporates established national-level skill standards. The related instruction may be provided by community colleges, technical schools, or apprenticeship training schools – or by the business itself. It can be delivered at a school, online, or at the job site. • Rewards for Skill Gains: Apprentices receive wages when they begin work, and receive pay increases as they meet benchmarks for skill attainment. This helps reward and motivate apprentices as they advance through their training. • Nationally-Recognized Credential: Every graduate of a Apprenticeship program receives a nationally-recognized credential. This is a portable credential that signifies to employers that apprentices are fully qualified for the job. For the District of Columbia, an Apprenticeship program must be registered with the DC Apprenticeship Council under the Department of Employment Services.	
SCALE SCORE	A scale score is a score that has been mathematically transformed from one set of numbers (i.e. the raw score) to another set of numbers in order to make them comparable in some way, for example, across different editions or test forms of the same test.	Educational Testing Service
SECONDARY SCHOOL	The term ''secondary school'' has the meaning given the term in section 9101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).	Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014.
STATE	The term ''State'' means each of the several States of the United States, the District of Columbia, and the Commonwealth of Puerto Rico.	Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014.
STATE BOARD	The term ''State board'' means a State workforce development board established under section 101 of WIOA. For the purposes of the District of Columbia the Workforce Investment Council acts as both the District's State and Local Workforce boards.	Modified from Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014.
STATE PLAN	The term ''State plan'', used without further description, means a unified State plan under section 102 or a combined State plan under section 103.	Workforce Innovation and Opportunity Act

		Public Law 113-128 – July 22, 2014.
STUDENT LEARNING OUTCOMES	Student learning outcomes statements clearly state the expected knowledge, skills, attitudes, competencies, and habits of mind that students are expected to acquire at an institution.	National Institute for the Learning Outcomes Assessment
SUPPORTIVE SERVICES	The term ''supportive services' means services such as transportation, child care, dependent care, housing, and needs-related payments, that are necessary to enable an individual to participate in activities authorized under this Act.	Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014.
SYSTEM FOR AWARD MANAGEMENT (SAM)	50TThe System for Award Management (SAM) 50Tis a web-based, government-wide application that collects, validates, stores, and disseminates business information about the federal government's trading partners in support of the contract awards, grants, and electronic payment processes.	Grants.gov
TRANSITION SERVICES	The term "transition services" as defined by 29 USCS § 705(37) [Title 29. Labor; Chapter 16. Vocational Rehabilitation and Other Rehabilitation Services; General Provisions] means a coordinated set of activities for a student, designed within an outcome-oriented process, that promotes movement from school to post school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based upon the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, community experiences, the development of employment and other post school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation. For the purposes of this grant, the provision of transition services is required for all students in the program.	https://definitions.uslegal.com/t/transition-services/
WORK-BASED LEARNING	The term "work-based learning" is an educational strategy that provides students with real-life work experiences where they can apply academic and technical skills and develop their employability." It is a series of educational courses which integrate the school or university curriculum with the workplace to create a different learning paradigm. "Work-based learning deliberately merges theory with practice and acknowledges the intersection of explicit and tacit forms of knowing. Work-based learning opportunities include the following: • Apprenticeship or internship or mentorship: involves the student working for an employer where he or she is taught and supervised by an experienced employee of the chosen organization. The student is periodically evaluated for progress as per the skills and knowledge acquired, and maybe granted wages accordingly. At the end of the	https://en.wikipedia.org/wiki/Work-based_learning

	course, the student receives a certificate of service. The student learns in a realistic environment and gets the opportunity to apply his or her knowledge in real-world scenarios. • Job shadowing: is a short term opportunity that introduces the student to a particular job or career by pairing the student with an employee of the workplace. By following or 'shadowing' the employee, the student gets familiar with the duties and responsibilities associates with that job. • Business/industry field trip: offer students insight in the latest technical advancements and business strategies of an enterprise. Students also gain awareness of the various career opportunities available and understand the driving forces of the community's economy. • Entrepreneurial experience: This includes setting up of specific business, right from the planning, organizing and managing stage to the risk control and management aspects of a business. • Cooperative education: In cooperative education, the work experience is planned in conjunction with the technical classroom instruction. This method is used by universities that do not have access to state-of-art equipment required to transact the technical course practically. • School-based enterprise: A school-based enterprise is a simulated or actual business run by the school. It offers students a learning experience by letting them manage the various aspects of a business • Service learning: This strategy combines community service with career, where students provide volunteer service to public and non-profit agencies, civic and government offices etc.	
WORKFORCE PREPARATION ACTIVITIES	The term ''workforce preparation activities'' means activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment.	Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014. Title II—Adult Education and Literacy.
WORKPLACE ADULT EDUCATION AND LITERACY ACTIVITIES	The term ''workplace adult education and literacy activities'' means adult education and literacy activities offered by an eligible provider in collaboration with an employer or employee organization at a workplace or an off-site location that is designed to improve the productivity of the workforce.	Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014. Title II—Adult Education and Literacy.