



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 31, 2025 (Paper-based Application)**

**Release Date: April 30, 2025 (OSSE's Enterprise Grants  
Management System - EGMS)**

**Due Date: May 21, 2025 by 3 p.m. in EGMS**

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## SECTION I: STATEMENT OF NEED

### Statement of Need

In the District of Columbia, a significant proportion of residents lack the basic literacy, numeracy, English language, civics, digital literacy, problem-solving and critical thinking skills needed to be successful in their career, family, and community roles.

### Educational Attainment

According to the Census Bureau, [2018-2022 American Community Survey \(ACS\)](#), an estimated 671,803 individuals reside in the District of Columbia.

Of the [61,935 District residents ages 18 to 24](#):

- **7.93% (n=\*4,914) have an educational attainment level of less than a high school diploma;**
- 25.81% (n=15,983) have a high school diploma or its equivalent;
- 36.68% (n=22,717) have some college or an associate's degree; and
- 29.58% (n=18,321) have a bachelor's degree or higher.

Of the [484,596 District residents 25 years of age and over](#):

- **3.01% (n=\*14,584) have less than a 9th grade education;**
- **4.29% (n=\*20,793) have an educational attainment level of 9<sup>th</sup> to 12<sup>th</sup> grade and no high school diploma;**
- 15.03% (n=72,816) have a high school diploma or its equivalent;
- 11.98% (n=58,037) have some college, but no degree;
- 3.06% (n=14,384) have an associate's degree;
- 25.77% (n=124,860) have a bachelor's degree; and
- 36.87% (n=178,672) have a graduate or professional degree.

In total, of the 546,531 District residents ages 18 and over,

- **\*40,291 do not have a high school diploma or its equivalent.**

Further review of the ACS educational attainment data during this time period shows disparities in the [median earnings](#) and [poverty rates](#) of individuals age 25 and over as follows:

#### Median Earnings

- \$29,851 for individuals with less than a high school diploma;
- \$36,093 for high school graduates (includes equivalent);
- \$47,196 for individuals with some college or an associate degree;
- \$86,371 for individuals with a bachelor's degree; and
- \$117,089 for individuals with a graduate or professional degree.

#### Poverty Rates

- 39.7% for individuals with a high school diploma;
- 26.1% for individuals with a high school diploma (includes equivalent);
- 16.9% for individuals with some college/associates degree; and
- 4.4% for individuals with a bachelor's degree or higher.

In addition to the above, two factors that impact District residents' ability to engage in adult education, workforce preparation, workforce training, and competitive employment so that they can realize their fullest earning potential include: 1) access to digital devices and internet service and 2) access to digital literacy and digital skills training.

Per the [2018-2022 American Community Survey \(ACS\)](#), of the 315,785 households in the District of Columbia, 5% (n=14,676) did not have a computing device (e.g., laptop, desktop, smartphone, tablet, or another wireless computer). Additionally, 31% (n=13,289) of the 43,147 households with income less than \$20,000 and 17% (n=13,148) of the 78,725 households with income between \$20,000 to \$74,999, did not have an internet subscription (e.g., broadband of any type, cellular data plan, or satellite internet service).

A survey conducted by TechTogether DC in 2021 revealed that District residents with low to moderate income not only need access to digital devices and internet service, but also need access to digital literacy and digital skills training to improve their readiness for accessing and applying for jobs, enhancing their basic life skills and job skills, and accessing essential government services and other resources.

By 2031, nearly 80% of all jobs in DC will require some postsecondary education or training, per the [Georgetown University, Center for Education and the Workforce](#). Of the potential 95,000 job openings that will be created annually in the District of Columbia by 2031 from new jobs and jobs that come open for other reasons, most frequently retirement, 80,000 of 95,000 annual job openings (%=84) will be for workers with postsecondary credentials; 10,000 of 95,000 annual job openings (%=11) will be for those with a high school diploma; and 4,000 of 95,000 annual job openings (%=4) will be for those with less than a high school diploma.

This information speaks directly to the need for adult education, workplace literacy, English language programs, family literacy, workforce preparation activities, workforce training, digital literacy and digital skills training for District residents to help them acquire the knowledge and skills needed to transition to college and careers and achieve economic self-sufficiency.

Additional data on the education and skill levels of D.C. residents can be found in the [District's WIOA Unified State Plan 2024-2027](#), Section II (A)(1)(B) - Labor Force and Unemployment, DC Subpopulation Differences in Labor Force and Employment, and Analysis of Target Populations.

## SECTION II. BACKGROUND INFORMATION

### District of Columbia Workforce Development System

#### Vision

The District of Columbia's workforce development system envisions a seamless statewide infrastructure that cultivates economic opportunity and sustainability for businesses and where residents can access robust career pathways to secure employment. 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 2024-2027](#) 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 wards are supported by coordinated, cohesive, and integrated government agencies and partners working to help communities thrive.

#### Goals

Through collaborative partnerships and evidence-based strategies, the Mayor, the WIC, the WIOA Core Partner Agencies and other stakeholders are committed to building a robust workforce infrastructure that meets the diverse needs of District residents and businesses. Together, agencies will chart a course toward a prosperous and sustainable future for all in the District of Columbia as outlined in the five goals below:

- Goal 1: Enhance training opportunities and ensure the quality of training programs for residents and students;
- Goal 2: Increase the talent pool available to businesses by developing targeted training programs and partnerships that directly align with industry needs, fostering a skilled workforce ready to fill employment opportunities and contribute to economic growth;
- Goal 3: Promote equitable outcomes by focusing efforts on residents with greater challenges and needs based on demographic characteristics and location;
- Goal 4: Create a unified and integrated workforce system ("One Workforce System") in the District, streamlining services and resources across agencies and organizations to provide residents and students with easier access to training, education, and employment opportunities; and
- Goal 5: Use data and clearly defined outcomes to measure success.

#### High-Demand Industries

As a result of an analysis of the District's labor market data, the WIC, in collaboration with the Mayor, WIOA core partners, and other key stakeholders, has designated the following sectors as high-demand industries in the District of Columbia:

- 1) Business and Office Administration,
- 2) Construction,
- 3) Education,
- 4) Healthcare,
- 5) Hospitality, Retail, Tourism, and Entertainment,
- 6) Information Technology,
- 7) Security and Law Enforcement, and
- 8) Transportation, Infrastructure and Utilities.

These designations indicate that federal and local workforce funding should be aligned with these areas, as well as other workforce programming for District residents at the entry, intermediate and advanced career levels including job training and apprenticeships, and education up to the associate degree level.

### 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 funding - WIOA Title II, Adult Education and Family Literacy Act (AEFLA) federal grant funds, AFE State, Local, Gateway to Careers and Connect2Tech DC local funds, and AFE Connect2Tech DC federal funds - through a competitive process to eligible providers of demonstrated effectiveness to offer Integrated Education and Training (IE&T), \*\*inclusive of digital literacy and digital skills training, to District residents. IE&T is 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 to students for the purpose of educational and career advancement.
- Facilitates state leadership activities including professional development, technical assistance, and monitoring.
- Provides pertinent information and resources to adult education, training and workforce providers and partners.
- Maintains and reports state and local program performance, progress and outcome data to the U.S. Department of Education, U.S. Department of Commerce, city officials and other key stakeholders to facilitate continuous improvement at the state and local program levels.

OSSE AFE works with the WIC, 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 District of Columbia Housing Authority, the University of the District of Columbia (UDC) and other partner agencies to achieve the strategic objectives outlined in the [District's WIOA Unified State Plan 2024-2027](#), including the alignment of adult education and literacy activities with other one-stop required partner activities.

#### **Special Notes:**

\* Awards are subject to OSSE's receipt of funding from the U.S. Department of Education, District of Columbia City Council and U.S. Department of Commerce.

\*\*District-imposed requirement.

### District Requirements

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.



## OSSE AFE Funding

### Funding Sources and Authorizing Statutes

\*OSSE AFE funding sources and the authorized statutes are listed below.

1. U.S. Department of Education (DoE), Office of Career, Technical and Adult Education (OCTAE) Federal Funding
  - Under this Request for Applications, eligible providers of demonstrated effectiveness may apply to receive federal funding to offer integrated education and training services, \*\*inclusive of digital literacy and digital skills training, to District residents:
    - AEFLA Section 231 – Adult Education and Literacy Activities
    - AEFLA Section 243 – Integrated English Literacy and Civics Education
    - AEFLA Section 225 – Corrections Education and Other Education of Institutionalized Individuals
  - Federal funding from the U.S. DoE, OCTAE is authorized by the Adult Education and Family Literacy Act (AEFLA), 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.
2. DC OSSE AFE Local Funding
  - Eligible providers of demonstrated effectiveness that receive AEFLA Section 231, 243 and 225 federal funding will also receive the AFE local funding to offer integrated education and training services plus digital literacy and digital skills training to District residents:
    - AFE State
    - AFE Local
    - \*\*\*AFE Gateway to Careers
    - AFE Connect2Tech DC Local
  - AFE State, Local, Gateway to Careers and Connect2Tech DC Local funding 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.
3. U.S. Department of Commerce (DoC) Federal Funding
  - Eligible providers may also receive AFE Connect2Tech DC federal funding to support the provision of digital literacy and digital skills training to District residents.
    - \*\*AFE Connect2Tech DC Federal
  - Federal funding from the U.S. Department of Commerce (DoC) is authorized by Section 60305 of the Infrastructure Investment and Jobs Act, Public Law 117-58, 135 Stat. 429 (November 15, 2021), also commonly known as the Bipartisan Infrastructure Law.

#### **Special Notes:**

\* Awards are subject to OSSE's receipt of funding from the U.S. Department of Education, District of Columbia City Council and U.S. Department of Commerce.

\*\*District-imposed requirement.

**\*\*\*Gateway to Careers local grant funds may only be used for the provision of integrated education and training for adult learners with low level literacy or numeracy skills at the Adult Basic Education (ABE) or English as a Second Language (ESL) Levels (1 to 3)/Grade Level Equivalents 1 to 5.**

### **Available Funding**

\*Based on the availability of funding, approximately \$5M to \$6.8M will be awarded by OSSE AFE in response to this RFA. This includes approximately \$1 million in AEFLA Federal funds, \$3.5 to \$4 million in AFE State, Local, Gateway to Careers, and Connect2Tech DC Local funds, and \$2.3 million in \*Connect2Tech DC Federal funds.

OSSE expects to award multiyear funding to up to ten eligible providers of demonstrated effectiveness to serve 100 to 125 students each (up to 1,000 students annually) at a cost of \$500,000 - \$680,000 per year, with a per customer amount of \$5,000 - \$6,800. Grant awards will be for one year (July 1, 2025 through June 30, 2026). 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, 2026 – June 30, 2027,
- July 1, 2027 – June 30, 2028, and
- July 1, 2028 – June 30, 2029.

The above timeline represents a four-year grant cycle. OSSE AFE will conduct a new grant competition in FY 2028-2029 for funding from the period of July 1, 2029 – June 30, 2034 (five-year grant cycle) to continue to implement IE&T+D program models, as applicable.

#### **Special Note:**

*\* Awards are subject to OSSE's receipt of funding from the U.S. Department of Education, District of Columbia City Council and U.S. Department of Commerce.*

### **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 continuous improvement plan, approved by OSSE and participate in technical assistance and monitoring follow-up activities. Further, OSSE may require a 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.

#### **Special Note:**

*\* Continuation funding is subject to OSSE's receipt of funding from the U.S. Department of Education, District of Columbia City Council and U.S. Department of Commerce.*

### **Cost Reimbursable Grants**

All funding is awarded to eligible providers as cost reimbursable grants. See Section XIII: Grant Awards.

### **SECTION III: OSSE AFE GRANT PROGRAMS**

#### **District Requirements**

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 Program**

OSSE AFE receives funding from the U.S. Department of Education (DoE), Office of Career, Adult and Technical Education (OCTAE) to administer the WIOA, Title II AEFLA Grant program. The AEFLA program 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.

#### **AEFLA Section 231 – Adult Education and Literacy Activities (AE)**

The AEFLA Grant program supports the activities outlined in Section 231 – Adult Education and Literacy Activities of Title II of WIOA. OSSE is responsible for funding eligible providers of demonstrated effectiveness to fulfill the requirements of Section 231 which include 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 C: Definition of Terms.*

### **AEFLA Section 243 – Integrated English Literacy and Civics Education (IELCE)**

The AEFLA Grant program supports the activities outlined in Section 243 – Integrated English Literacy and Civics Education of Title II of WIOA. OSSE is responsible for funding eligible providers of demonstrated effectiveness to fulfill the requirements of Section 243 which include 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.

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

### **AEFLA Section 225 – Programs for Corrections Education and the Education of Other Institutionalized Individuals (CE)**

The AEFLA Grant program supports the activities outlined in Section 225 – Programs for Corrections Education and the Education of Other Institutionalized Individuals of Title II of WIOA. OSSE is responsible for funding eligible providers of demonstrated effectiveness to fulfill the requirements of Section 225 which include 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.

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

### **AEFLA Funding Considerations**

OSSE will award grant funds to eligible providers of demonstrated effectiveness 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.

#### **AFE Connect2Tech DC**

OSSE AFE applied for funding from the Department of Commerce (DoC) for a new initiative – Connect2Tech DC. \*If received, OSSE AFE will award this funding, in addition to AEFLA federal and AFE local funding, to eligible providers of demonstrated effectiveness to build upon its successful IE&T program models to include \*\*digital literacy and digital skills training (IE&T+D).

#### ***Special Notes:***

*\* Awards are subject to OSSE's receipt of funding from the U.S. Department of Education, District of Columbia City Council and U.S. Department of Commerce.*

*\*\*District-imposed requirement.*

## AFE Connect2Tech DC Goals and Activities

\*OSSE will award grant funds to eligible providers of demonstrated effectiveness to:

**\*\*Goal 1: Make available equipment, instrumentation, networking capability hardware and software, or digital network technology for broadband services to eligible participants at low or no cost.**

**1A.** These activities include providing access to essential digital devices, such as laptops, tablets, and Chromebooks, alongside robust online learning platforms and software resources.

The specific activities to be performed by eligible providers must include:

- **Assessment of Technology Needs:** Completing an assessment of students' technology needs at the beginning of every cohort, as applicable, and at specific intervals during students' participation in the program.
- **Access to/Distribution of Devices:** Equipping participants with the necessary hardware (e.g., computers - laptops, chrome books, web-cams, headset with microphone) to ensure they can engage fully in digital literacy and digital skills training via all three modalities - in-person (synchronous), online (synchronous) and online (asynchronous).
- **Access to Online Learning Platforms:** Facilitating student entry to various digital learning platforms that offer in-person (synchronous), online (synchronous) and online (asynchronous) training modules.
- **Software Provision:** Providing necessary software tools that support digital skills development and enhance learning experiences.
- **Training Sessions:** Implementing both in-person and online training sessions, allowing participants to choose the format that best suits their needs.
- **Ongoing Support:** Offering continuous assistance to participants to ensure they can effectively use the provided devices and resources for their learning and development.

**1B. Digital Literacy Skills & Device Orientation Activities:** These activities involve providing digital literacy skills and device orientation, training, and ongoing technical support to eligible participants. This support is designed to enhance engagement and ensure persistence in learning.

The specific activities to be performed by eligible providers must include:

- **Orientation:** Introducing participants to the technology devices and platforms used in the programs.
- **Training:** Offering hands-on instruction to build familiarity with the tools.
- **Technical Support:** Assisting with the resolution of any technical issues that arise, ensuring participants can access and utilize the resources effectively.

**1C. Reliable Access to Broadband Internet/Wi-Fi Activities:** These activities aim to ensure that participants have reliable access to broadband internet or Wi-Fi services, which is essential for their engagement and persistence in digital literacy and skills training.

The specific activities to be performed by eligible providers must include:

- **Assessment of Internet Needs:** Conducting an initial assessment to identify participants' current internet access and any barriers they face in accessing broadband services.
- **Partnerships with Internet Service Providers (ISPs):** Collaborating with local ISPs to identify programs that offer subsidies or discounts for low-income participants, ensuring they can afford necessary internet services.
- **Subsidy Application Assistance:** Providing guidance and support to participants in applying for financial assistance or subsidies from ISPs or other related programs.
- **Resource Distribution:** Distributing informational materials that detail available broadband options, including local ISPs, pricing, and subsidy eligibility criteria.
- **Ongoing Support:** Offering continuous support to participants to troubleshoot any internet access issues and ensure they maintain their services throughout the training period.

**\*\*Goal 2: Implement training programs for eligible participants that cover basic, advanced, and/or applied skills or other workforce development programs, that address online safety, and work to prevent online harassment and abuse.**

**2A. Digital Literacy and Digital Skills Training Activities:** These activities aim to incorporate digital literacy instruction into existing IE&T programming to equip participants with the necessary digital skills and knowledge needed to succeed in their chosen fields, ultimately enhancing their employability and career advancement opportunities.

The specific activities to be performed by eligible providers must include:

- **Northstar Digital Literacy (NSDL) Module Completion:** Assessing participants digital literacy skill levels and engaging participants in basic digital literacy training and completion of NSDL modules tailored to various skill levels. The number of hours of digital skills training to be provided will be determined by students' NSDL assessment results. Eligible providers must refer to the Northstar Digital Literacy Skill Level correlation chart for DC providers with the recommended number of instructional hours based on the number of Standards to Improve (STI) per the NSDL test items. The chart must be referenced by instructors to determine the time needed for digital literacy skills instruction based on students' DC DLS Levels.
- **ED2Go and/or other Career Trainings:** Engaging participants in ED2Go and/or other offerings, including fundamental and advanced career training courses in computer applications and information technology that align with the O\*NET Technology Skills critical for success in their specific target occupation.
- **Academic Preparation:** Providing participants with IE&T+D instruction aimed at improving their literacy, numeracy, and/or English language skills while preparing them for the attainment of a secondary credential.
- **Certification Preparation:** Preparing participants to pass occupational or technical skills exams for entry-level credentials and industry-recognized certifications related to their career goals.
- **Interactive Learning:** Engaging participants in interactive learning that includes hands-on activities and assessments to reinforce learning and ensure participants can apply their digital literacy skills effectively.



- Support: Providing ongoing support to students, including support from experienced professionals to assist participants in navigating their career paths and utilizing their newly acquired skills.
- Earning Badges and Incentives: Upon completing the NSDL modules or Ed2go and/or other course offerings, generating and awarding badges, entry-level credentials, industry-recognized certifications, and other related incentives, recognizing participants' achievements and encouraging continued engagement in digital literacy and skill development.

**2B: Work-Based Learning Activities:** These activities involve participants engaging in work-based learning (WBL) activities focused on digital literacy and digital skills that align with their chosen occupations through the OSSE AFE Career Up DC program.

The specific activities to be performed by eligible providers must include:

- Participation in WBL Activities: Coordinating participants' engagement in hands-on, real-world experiences that enhance their digital skills while providing insights into their targeted careers.
- Alignment with Career Goals: Facilitating participants' engagement in activities specifically designed to support the skills and competencies needed for the occupations students are pursuing.
- \*Stipend/Incentive: Providing financial incentives or stipends to participants for their involvement, engagement, persistence, and commitment to the learning process.
- Post-Exit Employment: Collaborating with employer partners to place students in unsubsidized employment upon their completion of the IE&T+D program requirements.

***\*Only AFE Local funding may be used for work-based learning stipends/incentives. Please note that AFE IE&T+D providers must allocate and expend \$22,000 in AFE Local funding for Career Up DC stipends/incentives for students engaging in work-based learning.***

**2C: Career Pathway Transition Planning Activities:** These activities involve participants exploring and connecting to various career, advanced training, and postsecondary education options, along with supportive and transition services offered through multiple programs through the supported creation of an individual career pathways transition plan.

The specific activities to be performed by eligible providers must include:

- Career Exploration: Engaging participants in exploratory activities to investigate different career pathways and opportunities available to them.
- Access to Advanced Training/Postsecondary Options: Providing information and guidance on advanced training programs and educational institutions that align with participants' IE&T+D Career Pathway.
- Support/Transition Services: Connecting participants to resources such as public benefits, postsecondary scholarship programs (i.e. Mayor's Scholars Undergraduate Program and the DC Tuition Assistance Grant Program), and online career resources (i.e. the District of Columbia Workforce Investment Council's Career Pathway Maps, Career Coach DC, My

Journey DC and DC Networks, etc. to explore career options in high-demand, high wage industries and to access programs and services).

- Plan Creation: Providing personalized support to participants on navigating available options and making informed decisions about their future through the development of a personalized Career Pathway Transition Plan that outlines participants' career goals and the support services/resources, education, and training opportunities needed to achieve them.

**Special Notes:**

*\* Awards are subject to OSSE's receipt of funding from the U.S. Department of Education, District of Columbia City Council and U.S. Department of Commerce.*

*\*\*District-imposed requirement.*

## SECTION IV: 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 2024-2027](#), services associated with the AEFLA 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.

### Eligible Providers

Only eligible providers of demonstrated effectiveness in providing adult education and literacy activities may apply for AEFLA grant funding. See Section VII: 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), Community-Based Organizations and other eligible providers may only use AEFLA, AFE State, AFE Local, AFE Gateway to Careers, and Connect2Tech DC Federal and Local 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*. These 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<sup>1</sup>**

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: Application Process for more information on the District-imposed matching requirement.

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

<sup>1</sup> The requirements identified under "Geographic Requirement" are District-imposed requirements.

**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.

**Special Notes:**

\* *District-imposed requirement.*

### SECTION V: OSSE ADULT AND FAMILY EDUCATION (AFE) DISTRICT-IMPOSED GRANT REQUIREMENTS

Eligible providers must direct their efforts toward the fulfillment of the following District-imposed 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 perform the key responsibilities of the grant:
  - 2a. Academic instructors must have a bachelor's degree in Education or other related area and two years of 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 of experience teaching adults is preferred.
  - 2b. 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).
  - 2c. Academic and vocational instructors must have sufficient digital skills and competency to integrate digital skills into their Integrated Education & Training + Digital (IE&T+D) lessons. At a minimum, instructors must earn 85% or higher to demonstrate mastery on the three required Northstar Digital Literacy assessments that students are required to take (Basic Computer Skills, Internet Basics, and Using Email). If an instructor does not demonstrate mastery on all three assessments (Basic Computer Skills, Internet Basics, and Using Email) instructors will practice the digital literacy skills/standards needed using the Northstar Online Learning activities, the Digital Skills Library, Ed2Go courses, and/or other related supports to remediate needed skills prior to taking a post-test. Additionally, academic and vocational instructors are encouraged to earn badges for additional Northstar Digital Literacy assessments (Windows, Mac OS, Microsoft Word, Microsoft Excel, Microsoft Word, Microsoft PowerPoint, Google Docs, Social Media, Information Literacy, Career Search Skills, Accessing Telehealth Appointments, Your Digital Footprint, and Supporting K-12 Distance Learning), as applicable to their work environments, so that they can support students' acquisition of skills on additional Northstar Digital Literacy assessments and enroll in Ed2Go courses and earn certificates, as appropriate.
  - 2d. 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).
  - 2e. Program Administration/Management,
  - 2f. Fiscal Accountability,
  - 2g. Student Recruitment/Retention,
  - 2h. Orientation/Intake/Assessment/Goal Setting/Individualized Planning,
  - 2i. Instruction/ Integrated Education/Training,
  - 2j. Digital Literacy and Digital Skills Training,
  - 2k. Data Management and Reporting.
3. Have a process in place to recruit, orient, enroll, assess, instruct and retain students in the program through completion.
4. Adhere to the [DC Assessment Policy for Workforce Innovation Opportunity Act \(WIOA\) Providers and Core Partners](#) that provides guidance on the administration of the Comprehensive Adult Student Assessment Systems (CASAS) locators/appraisals, pre- and post-tests, National Reporting System (NRS) approved test series, and other assessment requirements.

5. Ensure that a minimum of two staff members participate in CASAS Implementation and eTest Coordinator and Proctor training and earn a CASAS eTest Coordinator Certification and CASAS eTest Proctor Certification to be able administer CASAS assessments.
6. Administer a Comprehensive Adult Student Assessment Systems (CASAS) eTest locator and pre- test in Reading and Math to all students as part of the intake process, prior to their enrollment in a class.
7. 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.
8. Provide CASAS, Northstar Digital Literacy, career, and other related assessment results to each student and to teachers to incorporate the CASAS competencies, CASAS basic skill content standards, College and Career Readiness Standards (CCRS), Northstar Digital Literacy standards, career and industry-specific and other related standards and students' goals into their instructional program offerings and lesson plans.
9. Ensure that staff members responsible for the administration of Northstar Digital Literacy assessments have completed the Northstar Proctor training for the Northstar system to issue a Proctor Personal Identification Number (PIN).
10. Administer and proctor the three required Northstar Digital Literacy assessments, (1) Basic Computer Skills, (2) Internet Basics, (3) Using Email and (4) Phone, Keyboard Basics and Logging In - as a pre-test to all students as part of the intake process and administer the Northstar Information Literacy assessment to students who score 85% or higher on the Basic Computer Skills, Internet Basics, and Using Email pre-test.
11. Provide instructional intervention(s) (e.g., 1 – 2 hours of self-directed learning, one-to-one teacher/tutor-led instruction, or classroom instruction using the Northstar Online Learning (NSOL) modules and practice activities, and/or other supplemental resources) for each standard for which the student did not demonstrate mastery by achieving a score of 85% or higher on the assessment.
12. Generate and/or award to students, upon completion of the Northstar Digital Literacy modules, Ed2go and/or vocational training course offerings, badges, entry-level credentials, industry-recognized certifications, and other related incentives, recognizing their achievements and encouraging continued engagement in digital literacy and skill development.
13. Offer integrated education and training (IE&T+D) services to District residents.
14. Integrate digital skills enhancement and opportunities for students to build digital resilience into the IE&T+D classes by ensuring edtech integration - provision of distance, blended, and HyFlex classes, edtech instructional routines, and individualized instruction and practice using instructional software products.
15. After 70 to 100 hours of instruction, but not less than 50 hours, 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.
16. 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.

17. 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.
18. Refer students for further assessment to the Department on Disability Services/Rehabilitation Services Administration (DDS/RSA), and/or other related service providers, if and when needed, and make the necessary instructional and reasonable accommodations for students.
19. As part of the intake process, administer a career assessment to students using Career Coach DC, O\*NET, DISC, and/or other assessments.
20. 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).
21. 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.
22. Collect, enter, maintain, and update student, staff and program data/files/records in Literacy, Adult and Community Education System (LACES) weekly.
23. 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.
24. Conduct routine student folder checks.
25. Conduct follow-up activities for all students who exited the program during the appropriate follow-up period.
26. Generate monthly diagnostic search reports and resolve errors to ensure the validity and accuracy of data in the Literacy, Adult and Community Education System (LACES).
27. Update local program data in My Journey DC, Back on Track DC, and other applicable platforms to receive and make referrals of students seeking adult education and literacy, workforce preparation, workforce training and/or other related services to the appropriate agencies and providers for services.
28. Develop and conduct student, staff and employer feedback and/or satisfaction surveys, as applicable.
29. Submit monthly/quarterly reports to OSSE by the requested deadlines.
30. Submit monthly cost reimbursement requests with required evidence and documentation in EGMS.
31. Submit a Grant Modification Request Form for program/staff/ budget changes and an amended application and/or budget in EGMS, when applicable.
32. Participate in mandatory \*professional development (including but not limited to Mini-Professional Development Institutes, \*Action Research Distance Learning (ARDL) Project activities, digital skill building training, edtech integration workshops, and Ed2go courses, technical assistance \*meetings, and other events, including provider fairs, research symposiums, and other activities designed to make District residents aware of OSSE AFE funded programs and services. (\*May be required of staff at all levels including Executive Directors and Program Managers).



33. Participate in all OSSE AFE monitoring activities and demonstrate continuous improvement. Monitoring requirements may be adjusted based on sub-grantee performance.

***\*Only AFE Local funding may be used Action Research Distance Learning Project activities. Please note that AFE IE&T+D providers must allocate and expend \$10,500 in AFE Local funding for Action Research Distance Learning activities. Please see the sample AFE Local budget in the FY26 AFE Budget and Finance Tracker workbook.***

The grant recipient will direct its efforts towards the achievement of the following AEFLA and \*District-imposed 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/distance/HyFlex learning) per week;
2. District residents make measurable skill gains as evidenced by:
  - 2a. achievement of at least one educational functioning level,
  - 2b. attainment of a secondary diploma/recognized equivalent,
  - 2c. a secondary/postsecondary education transcript,
  - 2d. progress toward milestones (e.g. participation in work-based learning - on the job training, internships, apprenticeships, job shadowing, employment), and/or
  - 2e. 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 and acquire entry level workforce certifications (e.g. CPR, First Aid, ServSafe Food Handler, OSHA 10, Flagger, etc.) and/or industry recognized certifications, credentials, or professional licenses (e.g. Child Development Associate, Microsoft Office Specialist, National Center for Construction Education and Research, Registered Medical Assistant, 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;
4. \*District residents demonstrate progress and skill acquisition as evidenced by Northstar Digital Literacy assessment point gains on pre- and post- assessments and student portfolios, and acquire Northstar Digital Literacy Badges, Ed2go and/or other related digital literacy/computer application entry-level and/or industry-recognized credentials. A copy of the credentials or certifications must be uploaded in OSSE's management information system, Literacy, Adult and Community Education System and maintained in students' files/records;
5. District residents demonstrate persistence and are retained in the program long enough for educational advancement and goal achievement; and
6. \*District residents' transition to the next step in the educational continuum, postsecondary education, training, and/or employment.

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

***Special Note:***

*\*District-imposed outcomes.*

## SECTION VI: PROGRAM DESIGN

### AFE Program Models

In alignment with the spirit of WIOA, OSSE AFE is seeking eligible providers to be innovative and creative in the design and implementation of one or more, or a combination of the six (6) IE&T+D program models.

The three required components of an Integrated Education and Training Program are:

1. Adult education and literacy activities as described in 34 CFR §463.30.
2. Workforce preparation activities as described in 34 CFR §463.34.
3. Workforce training for a specific occupation or occupational cluster which can be any one of the training services defined in §134(c)(3)(D) of WIOA (29 U.S.C. §3174(c)(3)(D) including:
  - a) occupational skills training, including training for nontraditional employment;
  - b) on-the-job training;
  - c) incumbent worker training in accordance with subsection 134(d)(4) of WIOA;
  - d) programs that combine workplace training with related instruction, which may include cooperative education programs;
  - e) training programs operated by the private sector;
  - f) skill upgrading and retraining;
  - g) entrepreneurial training;
  - h) transitional jobs in accordance with sub-section (d)(5);
  - i) job readiness training provided in combination with services described in any of clauses a through h;
  - j) adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with services described in any clauses a through g; and
  - k) customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.

For the three components to be considered Integrated Education and Training, services must be provided concurrently and contextually such that:

- Within the overall scope of a particular integrated education and training program, the adult education and literacy activities, workforce preparation activities and workforce training are **each of sufficient intensity and quality, and based on the most rigorous research available, particularly with respect to improving reading, writing, mathematics, and English proficiency of eligible individuals; occur simultaneously;** and use occupationally relevant instructional materials.
- The integrated education and training program has a single set of learning objectives that identifies specific adult education content, workforce preparation activities, and workforce training competencies, and the program activities are organized to function cooperatively.

Additionally, OSSE AFE is imposing a district requirement that all IE&T+D program models include the integration of digital literacy and digital skills training for District residents (IE&T+D).

AFE IE&T+D program offerings must align with the WIC's High-Demand Sectors as follows:

- 1) Business and Office Administration,
- 2) Construction,
- 3) Education,
- 4) Healthcare,
- 5) Hospitality, Retail, Tourism, and Entertainment,
- 6) Information Technology
- 7) Security and Law Enforcement,
- 8) Transportation, Infrastructure and Utilities.

Consideration will be granted toward funding program models that improve students' understanding of other career paths/sectors/high demand occupations 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 on the Program Model 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.

***Special Note:***

*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 program offerings in future funding years with the WIC's newly designated sectors.*

**Program Model #1****Program Model #1: AEFLA 231 - Integrated Adult Basic Education (IABE) and Training, inclusive of Digital Literacy and Digital Skills Training (IE&T+D)**

| Adult Basic Education (ABE) |                                       |                              |
|-----------------------------|---------------------------------------|------------------------------|
| Academic Subject            | National Reporting System (NRS) Level | Grade Level Equivalent (GLE) |
| Reading                     | 1 to 4                                | K to 8                       |
| Math                        | 1 to 5                                | K to 8                       |

*Please reference Attachment A - Comprehensive Adult Student Assessment Systems (CASAS) Correlation Chart for Adult Basic Education (ABE) and Adult Secondary Education for additional information about the assessments for the National Reporting System (NRS) Levels.*

**Program Model #2****Program Model #2: AEFLA 231 - Integrated Adult Secondary Education (IASE) and Training, inclusive of Digital Literacy and Digital Skills Training (IE&T+D)**

| Adult Secondary Education (ASE) |                                       |                              |
|---------------------------------|---------------------------------------|------------------------------|
| Academic Subject                | National Reporting System (NRS) Level | Grade Level Equivalent (GLE) |
| Reading                         | 5 to 6                                | 9 to 12                      |
| Math                            | 6                                     | 9 to 12                      |

*Please reference Attachment A - Comprehensive Adult Student Assessment Systems (CASAS) Correlation Chart for Adult Basic Education and Adult Secondary Education for additional information about the assessments for the National Reporting System (NRS) Levels.*

**Program Model #3****Program Model #3: AEFLA 243 - Integrated English Language Acquisition (IELA) and Training, inclusive of Digital Literacy and Digital Skills Training (IE&T+D)**

| Adult Secondary Education (ASE) |                                       |                              |
|---------------------------------|---------------------------------------|------------------------------|
| Academic Subject                | National Reporting System (NRS) Level | Grade Level Equivalent (GLE) |
| Reading                         | 5 to 6                                | 9 to 12                      |
| Math                            | 6                                     | 9 to 12                      |

*Please reference Attachment B - Comprehensive Adult Student Assessment Systems (CASAS) Correlation Chart for English Language Acquisition (ELA)/English Language Learners (ELA) for additional information about the assessments for the National Reporting System (NRS) Levels.*

**Program Model #4**

**Program Model #4: AEFLA 243 - Integrated English Literacy and Civics Education (IELCE) and Training, inclusive of Digital Literacy and Digital Skills Training (IE&T+D)**

| English as a Second Language (ESL) |                                       |                              |
|------------------------------------|---------------------------------------|------------------------------|
| Academic Subject                   | National Reporting System (NRS) Level | Grade Level Equivalent (GLE) |
| Reading                            | 1 to 6                                | K to 8                       |
| Math                               | 1 to 5                                | K to 8                       |

*Please reference Attachment B - Comprehensive Adult Student Assessment Systems (CASAS) Correlation Chart for English Language Acquisition (ELA)/English Language Learners (ELA) for additional information about the assessments for the National Reporting System (NRS) Levels.*

**Program Model #5**

**Program Model #5: AEFLA 225 – Integrated Adult Basic Education (IABE) and Training/Corrections Education and the Education of Other Institutionalized Individuals, inclusive of Digital Literacy and Digital Skills Training (IE&T+D)**

| Adult Basic Education (ABE) |                                       |                              |
|-----------------------------|---------------------------------------|------------------------------|
| Academic Subject            | National Reporting System (NRS) Level | Grade Level Equivalent (GLE) |
| Reading                     | 1 to 4                                | K to 8                       |
| Math                        | 1 to 5                                | K to 8                       |

*Please reference Attachment A - Comprehensive Adult Student Assessment Systems (CASAS) Correlation Chart for Adult Basic Education (ABE) and Adult Secondary Education for additional information about the assessments for the National Reporting System (NRS) Levels.*

**Program Model #6**

**Program Model #6: AEFLA 225 - AEFLA 225 – Integrated Adult Secondary Education (IASE) and Training/Corrections Education and the Education of Other Institutionalized Individuals, inclusive of Digital Literacy and Digital Skills Training (IE&T+D)**

| Adult Secondary Education (ASE) |                                       |                              |
|---------------------------------|---------------------------------------|------------------------------|
| Academic Subject                | National Reporting System (NRS) Level | Grade Level Equivalent (GLE) |
| Reading                         | 5 to 6                                | 9 to 12                      |
| Math                            | 6                                     | 9 to 12                      |

*Please reference Attachment A - Comprehensive Adult Student Assessment Systems (CASAS) Correlation Chart for Adult Basic Education and Adult Secondary Education for additional information about the assessments for the National Reporting System (NRS) Levels.*

### \*Digital Integration Requirements for All Program Models

**\*All program models must include digital literacy and digital skills training for students at the following DC DLS levels:**

| District of Columbia (DC) Digital Literacy Skill (DLS) Levels<br>Northstar Digital Literacy Assessments |                         |                    |              |
|---|-------------------------|--------------------|--------------|
| Digital Literacy Skill (DLS) Levels   |                         | Scale Score Ranges | Score Levels |
| A   | Pre-Beginning Basic DLS | 0.0 - 24.9         | 1 to 5       |
| B   | Beginning Basic DLS     | 25.0 - 49.9        | 6 to 10      |
| C   | Intermediate Basic DLS  | 50.0 - 84.9        | 11 - 15      |
| D   | Advanced Basic DLS      | 85.0 - 100         | 16 - 20      |

**Special Note:**

*\*District-imposed requirement.*

### Integrated Education and Training (IE&T+D) Program models must include<sup>2</sup>:

- Adult education and literacy, concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster, and digital literacy and digital skills training 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/distance/\*Hyflex learning) 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, includes information and 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);

<sup>2</sup> The requirements detailed in this section are District-imposed.

- Transportation (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 institutions or training providers to assist students in transitioning to college 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
    - 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, entry-level and industry-recognized credential attainment, etc.) during their participation in an integrated education and training program.
- Work-based learning opportunities for students;
  - \*Incentives/stipends for students for successful demonstration of specific employment competencies during their participation in and/or completion of work-based learning.  
***\*Only AFE Local funding may be used for work-based learning stipends/incentives. Please note that AFE IE&T+D providers must allocate and expend \$22,000 in AFE Local funding for Career Up DC stipends/incentives for students engaging in work-based learning;*** 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 VI: Program Design > Primary Indicators of Performance - (National Reporting System (NRS) Table 5.
  - 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.

- 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 2<sup>nd</sup> and 4<sup>th</sup> 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 – 2<sup>nd</sup> and 4<sup>th</sup> 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 scholarship via the [Mayor’s Scholars Undergraduate Program](#) or a [DC Tuition Assistance Grant](#) (DCTAG) to pursue an associate or bachelor’s degree at a postsecondary education institution; and
  - Enhance partnerships with employers, training providers and postsecondary institutions.

**\*AFE IE&T+D Providers are expected to pilot/offer at least one HyFlex course.**

### Primary Indicators of Performance

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

| National Reporting System (NRS Table 4) |   |
|---|---|
| <b>Measurable Skill Gains</b>           | <p>Eligible providers are expected to report the percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains, defined as documented academic, technical, occupational, or other forms of progress, towards such a credential or employment.</p> <p>Depending on the type of education or training program, documented progress of measurable skill gains is defined as one of the following:</p> <p><b>MSG Type 1:</b> Documented achievement of at least one educational functioning level of a participant who is receiving instruction below the postsecondary education level.</p> <p>This gain may be measured in one of three ways:</p> <p>a) Compare the participant’s initial educational functioning level, as measured by a pre-test and post-test using an approved USDE</p> |



|  |  |   |  |
|--|--|---|--|
|  |  | <p>assessment system that meets the National Reporting System (NRS) accountability and reporting requirements, with the participant's educational functioning level;</p> <p>b) Award credits or Carnegie units through an adult high school program that leads to a secondary school diploma or its recognized equivalent; or</p> <p>c) Report an educational functioning level gain for participants who exit a program below the postsecondary level and enroll in postsecondary education and training during the program year. A program below the postsecondary level applies to participants enrolled in a basic education program.</p> <p><b>o MSG Type 2:</b> Documented attainment of a DC State Diploma issued by OSSE.</p> <p><b>o MSG Type 3:</b> Secondary or postsecondary transcript or report card for a sufficient number of credit hours that shows a participant is meeting the State unit's academic standards.</p> <p><b>o MSG Type 4:</b> Satisfactory or better progress report, towards established milestones, such as completion of on-the-job training (OJT) or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training.</p> <p><b>MSG Type 5:</b> Successful passage of an exam that is required for a particular occupation or progress in attaining technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams.</p> |  |
|  | <b>Secondary Credential Attainment</b>                   | 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.  |  |
| <b>National Reporting System (NRS Table 5)</b> |  |   |  |
|  | <b>Employment 2<sup>nd</sup> Quarter after exit</b>      | 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.   |  |
|  | <b>Employment 4<sup>th</sup> Quarter after exit</b>      | 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.   |  |
|  | <b>Median Earnings 2<sup>nd</sup> Quarter after exit</b> | Eligible providers are expected to collect wage data and report the median earnings of participants who are in unsubsidized employment in the second quarter after exit from the program.   |  |
|  | <b>Attained a Secondary School Diploma/</b>              | Eligible providers are expected to collect follow-up data and report on the number and percentage of participants who attained a second   |  |

|  |   |
|--|---|
| <b>Recognized Equivalent and Employed or Enrolled in Postsecondary Education or Training within one year of exit</b> | school diploma/recognized equivalent <u>and</u> became employed enrolled <u>or</u> enrolled in postsecondary education or training within one year after exit from the program.   |
| <b>Attained a Postsecondary Credential while enrolled or within one year of exit</b>                                 | 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 <u>or</u> within one year after exit from the program. |
| <b>Attained any credential while enrolled or within of year of exit (unduplicated)</b>                               | Eligible providers are expected to collect follow-up data and report on the number and percentage of participants who attained any credential while enrolled <u>or</u> within one year after exit from the program.             |

**Core outcome data must be collected and maintained in the Literacy, Adult and Community Education System (LACES), 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 and/or quarterly throughout the grant period.**

#### **AFE Connect2Tech DC Outputs and Outcomes<sup>3</sup>**

**In addition to the above primary indicators of performance, AFE's Connect2Tech DC output targets and outcomes for each year of the grant period include:**

- 100% of enrolled students' technology needs are assessed and students have access to and support in using digital devices, broadband internet and/or Wi-Fi service, and online learning platforms.
- At least 50% of the students who complete one of the three OSSE AFE required NSDL assessments and engage in the NSDL modules and/or classroom instruction, achieve at least one Digital DLS level gain via a pre- to post-test in one of three NSDL skill areas in each year of the grant.
- At least 40% of the students who engage in Ed2go training, earn a certificate, or credential each program year.
- At least 60% of enrolled students achieve measurable skill gains via a pre- to post-test on the eCASAS assessment.
- At least 35% of students who complete the workforce training component earn a digital skills entry-level or industry-recognized credential, while enrolled in or within six months after exiting an AFE IE&T+D program.
- At least 60% of students who participate in WBL report, via survey, feeling more confident in their knowledge, career readiness, and use of digital skills as a result of their engagement in WBL.
- At least 80% of students report, via survey, being informed of career pathways, advanced training, postsecondary education, supportive and transition services, and public benefits.

<sup>3</sup> The requirements detailed in this section are District-imposed.

- At least 80% of students report via survey feeling more confident in their knowledge and use of their digital literacy skills to access career pathways resource, advance training, postsecondary education, supportive and transition services, public benefits, and services.
- 100% of students will have developed a career pathway transition plan.

**AFE's Connect2Tech DC short-term, intermediate, and long-term outcomes include:**

- Short Term: Increased access and familiarity with technology devices and the internet.
- Intermediate: Increased literacy, numeracy, digital literacy, career readiness and occupational skills.
- Long term: Increased postsecondary enrollment and/or employment and earnings.

**AFE Connect2Tech DC output targets and 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 and/or quarterly throughout the grant period.**

## SECTION VII: 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 which is a district-imposed requirement. 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/or industry-recognized credential; 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: Application Process 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.

| <b>Applicant Background Information</b><br><i>(Section to be completed by all eligible providers) <sup>4</sup></i>  |  |  |
|---|--|--|
| <b>Complete the chart below for the two most recent Program Years (PYs) for which the eligible provider rendered services to DC residents.</b>  |  |  |
| <b>Applicant Agency Name:</b>   |  |  |
|   | Year 1   | Year 2   |
| <b>Indicate the two most recent Program Years (PYs) in which services were rendered to DC residents: <i>(Check one per year.)</i></b><br><br><i>(e.g. Program Year 2022-2023 could encompass services provided July 1, 2022 to June 30, 2023 or October 1, 2022 to September 30, 2023.)</i> | <input type="checkbox"/> PY 2022-2023<br><input type="checkbox"/> Other, please specify below:<br>_____<br><br>_____   | <input type="checkbox"/> PY 2023-2024<br><input type="checkbox"/> Other, please specify below:<br>_____<br><br>_____   |
| <b>Indicate the range/total number of students served: <i>(Check one.)</i></b>  | <input type="checkbox"/> 1- 25<br><input type="checkbox"/> 26-50<br><input type="checkbox"/> 51-75<br><input type="checkbox"/> 76-100<br><input type="checkbox"/> 101+   | <input type="checkbox"/> 1- 25<br><input type="checkbox"/> 26-50<br><input type="checkbox"/> 51-75<br><input type="checkbox"/> 76-100<br><input type="checkbox"/> 101+   |
| <b>Indicate the characteristics of students served: <i>(Check all that apply.)</i></b>  | <input type="checkbox"/> Individuals with low level literacy and numeracy skills<br><input type="checkbox"/> English language learners<br><input type="checkbox"/> Individuals with learning and/or other disabilities<br><input type="checkbox"/> Individuals with low income, including TANF and SNAP Recipients<br><input type="checkbox"/> People experiencing or with recent histories of homelessness<br><input type="checkbox"/> Youth (18 to 24 years of age)<br><input type="checkbox"/> Youth in Foster Care<br><input type="checkbox"/> Older individuals (55+)<br><input type="checkbox"/> Returning citizens and individuals in a prison, jail, reformatory, work farm, detention center, or halfway house, community-based rehabilitation center, or other similar institution for the confinement or rehabilitation of criminal offenders<br><input type="checkbox"/> Long-term unemployed residents and displaced homemakers | <input type="checkbox"/> Individuals with low level literacy and numeracy skills<br><input type="checkbox"/> English language learners<br><input type="checkbox"/> Individuals with learning and/or other disabilities<br><input type="checkbox"/> Individuals with low income, including TANF and SNAP Recipients<br><input type="checkbox"/> People experiencing or with recent histories of homelessness<br><input type="checkbox"/> Youth (18 to 24 years of age)<br><input type="checkbox"/> Youth in Foster Care<br><input type="checkbox"/> Older individuals (55+)<br><input type="checkbox"/> Returning citizens and individuals in a prison, jail, reformatory, work farm, detention center, or halfway house, community-based rehabilitation center, or other similar institution for the confinement or rehabilitation of criminal offenders<br><input type="checkbox"/> Long-term unemployed residents and displaced homemakers |

<sup>4</sup> The provision of this background information is a District-imposed requirement.

|   |   |   |
|---|---|---|
|   | <input type="checkbox"/> Other, please specify below:<br>_____  | <input type="checkbox"/> Other, please specify below:<br>_____  |
| <b>Indicate the name(s) of educational assessments administered to students: (Check all that apply.)</b>  | <input type="checkbox"/> Comprehensive Adult Student Assessment Systems (CASAS)<br><input type="checkbox"/> Tests of Adult Basic Education (TABE)<br><input type="checkbox"/> BEST Plus<br><input type="checkbox"/> Other, please specify below:<br>_____   | <input type="checkbox"/> Comprehensive Adult Student Assessment Systems (CASAS)<br><input type="checkbox"/> Tests of Adult Basic Education (TABE)<br><input type="checkbox"/> BEST Plus<br><input type="checkbox"/> Other, please specify below:<br>_____   |
| <b>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.)</b>                 | <input type="checkbox"/> Locator/Appraisal<br><input type="checkbox"/> Pre-Test<br><input type="checkbox"/> Post-Test<br><input type="checkbox"/> Other, please specify below:<br>_____   | <input type="checkbox"/> Locator/Appraisal<br><input type="checkbox"/> Pre-Test<br><input type="checkbox"/> Post-Test<br><input type="checkbox"/> Other, please specify below:<br>_____   |
| <b>Indicate the name(s) of digital literacy assessments administered to students, if applicable: (Check all that apply.)</b>  | <input type="checkbox"/> Northstar Digital Literacy<br><input type="checkbox"/> Other, please specify below:<br>_____   | <input type="checkbox"/> Northstar Digital Literacy<br><input type="checkbox"/> Other, please specify below:<br>_____   |
| <b>Indicate the type of digital literacy assessments administered to students to determine skill level(s) and learning needs at entry and to measure progress, if applicable: (Check all that apply.)</b> | <input type="checkbox"/> Digital Literacy Pre-Test<br><input type="checkbox"/> Digital Literacy Post-Test<br><input type="checkbox"/> Other, please specify below:<br>_____   | <input type="checkbox"/> Digital Literacy Pre-Test<br><input type="checkbox"/> Digital Literacy Post-Test<br><input type="checkbox"/> Other, please specify below:<br>_____   |
| <b>Name of Program Offering(s): (Specify all.)</b>  |   |   |
| <b>Industry/Sector Focus: (Check all that apply.)</b>   | <input type="checkbox"/> Business and Office Administration<br><input type="checkbox"/> Construction<br><input type="checkbox"/> Education<br><input type="checkbox"/> Healthcare<br><input type="checkbox"/> Hospitality, Retail, Tourism, and Entertainment<br><input type="checkbox"/> Information Technology<br><input type="checkbox"/> Security and Law Enforcement<br><input type="checkbox"/> Transportation, Infrastructure, and Utilities<br><input type="checkbox"/> Other, please specify below:<br>_____ | <input type="checkbox"/> Business and Office Administration<br><input type="checkbox"/> Construction<br><input type="checkbox"/> Education<br><input type="checkbox"/> Healthcare<br><input type="checkbox"/> Hospitality, Retail, Tourism, and Entertainment<br><input type="checkbox"/> Information Technology<br><input type="checkbox"/> Security and Law Enforcement<br><input type="checkbox"/> Transportation, Infrastructure, and Utilities<br><input type="checkbox"/> Other, please specify below:<br>_____ |

|  |   |   |
|--|---|---|
| <b>Occupations for which students were being prepared to pursue: (Specify all.)</b>  |   |   |
| <b>Entry-level credentials students can attain as a result of their participation in/completion of the program: (Specify all.)</b>   |   |   |
| <b>Industry-recognized credential, certifications, and professional licenses students can attain as a result of their participation in/completion of the program: (Specify all.)</b> |   |   |
| <b>Type of services provided: (Check all that apply.)</b><br><br><i>Grade Level Equivalency (GLE)</i>  | <p><b><u>Integrated Education and Training</u></b></p> <p><input type="checkbox"/> Integrated Adult Basic Education (IABE) and Training (GLE 0-8)</p> <p><input type="checkbox"/> Integrated Adult Secondary Education (IASE) and Training (GLE 9-12)</p> <p style="padding-left: 40px;"><input type="checkbox"/> General Educational Development (GED)</p> <p style="padding-left: 40px;"><input type="checkbox"/> National External Diploma Program (NEDP)</p> <p><input type="checkbox"/> Integrated English Language Acquisition (IELA) and Training (GLE 0-8)</p> <p><input type="checkbox"/> Integrated English Literacy and Civics Education (IELCE) and Training</p> <p><b><u>Adult Education</u></b></p> <p><input type="checkbox"/> Adult Basic Education and Literacy (GLE 0-8)</p> <p><input type="checkbox"/> Adult Secondary Education (GLE 9-12) – General Educational Development (GED)</p> <p><input type="checkbox"/> Adult Secondary Education (GLE 9-12) - National External Diploma Program (NEDP)</p> <p><input type="checkbox"/> English Language Acquisition (GLE 0-8)</p> <p><input type="checkbox"/> English Literacy and Civics Education (GLE 0-8)</p> <p><input type="checkbox"/> Other, please specify below:<br/>_____</p> | <p><b><u>Integrated Education and Training</u></b></p> <p><input type="checkbox"/> Integrated Adult Basic Education (IABE) and Training (GLE 0-8)</p> <p><input type="checkbox"/> Integrated Adult Secondary Education (IASE) and Training (GLE 9-12)</p> <p style="padding-left: 40px;"><input type="checkbox"/> General Educational Development (GED)</p> <p style="padding-left: 40px;"><input type="checkbox"/> National External Diploma Program (NEDP)</p> <p><input type="checkbox"/> Integrated English Language Acquisition (IELA) and Training (GLE 0-8)</p> <p><input type="checkbox"/> Integrated English Literacy and Civics Education (IELCE) and Training</p> <p><b><u>Adult Education</u></b></p> <p><input type="checkbox"/> Adult Basic Education and Literacy (GLE 0-8)</p> <p><input type="checkbox"/> Adult Secondary Education (GLE 9-12) – General Educational Development (GED)</p> <p><input type="checkbox"/> Adult Secondary Education (GLE 9-12) - National External Diploma Program (NEDP)</p> <p><input type="checkbox"/> English Language Acquisition (GLE 0-8)</p> <p><input type="checkbox"/> English Literacy and Civics Education (GLE 0-8)</p> <p><input type="checkbox"/> Other, please specify below:<br/>_____</p> |

|  |   |   |
|--|---|---|
|  | <p><b><u>Workforce Preparation/Workforce Training</u></b></p> <p><input type="checkbox"/> Workforce Preparation Services</p> <p><input type="checkbox"/> Workforce/ Vocational/ Occupational Skills Training</p> <p><input type="checkbox"/> Other, please specify below:<br/>_____</p>   | <p><b><u>Workforce Preparation/Workforce Training</u></b></p> <p><input type="checkbox"/> Workforce Preparation Services</p> <p><input type="checkbox"/> Workforce/ Vocational/ Occupational Skills Training</p> <p><input type="checkbox"/> Other, please specify below:<br/>_____</p>   |
|  | <p><b><u>Supportive/Transition Services</u></b></p> <p><input type="checkbox"/> Supportive Services</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Career Counseling</li> <li><input type="checkbox"/> Referral to social service agencies</li> <li><input type="checkbox"/> Coordination and follow-up on students' acquisition of social services/public welfare benefits</li> <li><input type="checkbox"/> Linkages to community resources (food banks, clothing banks, health care providers, health and wellness information, housing, childcare and/or transportation assistance)</li> <li><input type="checkbox"/> Other, please specify</li> </ul> <p><input type="checkbox"/> Transition Services</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Secondary Education</li> <li><input type="checkbox"/> Postsecondary Education</li> <li><input type="checkbox"/> Training/Advanced Training</li> <li><input type="checkbox"/> Employment</li> </ul> <p><input type="checkbox"/> Other, please specify below:<br/>_____</p> | <p><b><u>Supportive/Transition Services</u></b></p> <p><input type="checkbox"/> Supportive Services</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Career Counseling</li> <li><input type="checkbox"/> Referral to social service agencies</li> <li><input type="checkbox"/> Coordination and follow-up on students' acquisition of social services/public welfare benefits</li> <li><input type="checkbox"/> Linkages to community resources (food banks, clothing banks, health care providers, health and wellness information, housing, childcare and/or transportation assistance)</li> <li><input type="checkbox"/> Other, please specify</li> </ul> <p><input type="checkbox"/> Transition Services</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Secondary Education</li> <li><input type="checkbox"/> Postsecondary Education</li> <li><input type="checkbox"/> Training/Advanced Training</li> <li><input type="checkbox"/> Employment</li> </ul> <p><input type="checkbox"/> Other, please specify below:<br/>_____</p> |



| <b>Table 1: Demonstrated Effectiveness Outcome Data from Applicants<br/>Currently/Previously Funded under the Adult Education and Family Literacy Act (AEFLA)</b>   |                            |   |  |                            |   |  |
|---|----------------------------|---|--|----------------------------|---|--|
| <p><b>Table 1 must be completed by applicants currently or previously funded under the Adult Education and Family Literacy Act (AEFLA) using National Reporting System (NRS) data 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 or number exited, the number achieving the outcome or median earnings value, <u>and</u> the percent achieving the outcome during their participation in the program and/or upon completion of the program, as applicable.</b></p> <p><b>Supporting documentation for outcome data reported below must be uploaded/submitted in OSSE's Enterprise Grants Management System (EGMS.) 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.</b></p> |                            |   |  |                            |   |  |
| <b>Measurable Skill Gains<br/>(MSG) Outcomes<br/>(NRS Table 4)</b>  | <b>2022-2023</b>           |   |  | <b>2023-2024</b>           |   |  |
|   | <b>Number<br/>Enrolled</b> | <b>Number<br/>Achieving<br/>Outcome</b> | <b>Percent<br/>Achieving<br/>Outcome</b> | <b>Number<br/>Enrolled</b> | <b>Number<br/>Achieving<br/>Outcome</b> | <b>Percent<br/>Achieving<br/>Outcome</b> |
| 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   |                            |   |  |                            |   |  |
| <b>ABE TOTAL(S)</b>   |                            |   |  |                            |   |  |
| 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   |                            |   |  |                            |   |  |
| <b>ESL TOTAL(S)</b>   |                            |   |  |                            |   |  |
| <b>GRAND TOTAL(S)</b>   |                            |   |  |                            |   |  |

| Employment Outcomes<br>(NRS Table 5)   | 2022-2023     |   |                           | 2023-2024     |   |                           |
|--|---------------|---|---------------------------|---------------|---|---------------------------|
|  | Number Exited | Number Achieving Outcome or Median Earnings Value | Percent Achieving Outcome | Number Exited | Number Achieving Outcome or Median Earnings Value | Percent Achieving Outcome |
| Employed in the 2 <sup>nd</sup> quarter after exiting the program  |               |   |                           |               |   |                           |
| Employed in the 4 <sup>th</sup> quarter after exiting the program  |               |   |                           |               |   |                           |
| Median Earnings 2 <sup>nd</sup> quarter after exiting the program  |               |   | N/A                       |               |   | N/A                       |
| Credential Attainment Outcomes<br>(NRS Table 5)  | 2022-2023     |   |                           | 2023-2024     |   |                           |
|  | Number Exited | Number Achieving Outcome                          | Percent Achieving Outcome | Number Exited | Number Achieving Outcome                          | Percent Achieving Outcome |
| Attained a Recognized Secondary (High School Diploma – GED/NEDP) or Postsecondary (Training/Education) Credential (Unduplicated)   |               |   |                           |               |   |                           |
| 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. <sup>5</sup> |               |   |                           |               |   |                           |
| Year 1:  |               |   | Year 2:                   |               |   |                           |
| List the file name(s) for the outcome data supporting documentation. <sup>6</sup>  |               |   |                           |               |   |                           |
|  |               |   |                           |               |   |                           |
| <b>Upload/submit</b> this table and the outcome data supporting documentation in OSSE's Enterprise Grants Management System (EGMS).  |               |   |                           |               |   |                           |

<sup>5</sup> This is a District-imposed requirement.

<sup>6</sup> This is a District-imposed requirement.

**Table 2: Demonstrated Effectiveness Outcome Data from New Applicants**

**Table 2 must be completed by new applicants who have not been previously funded under the Adult Education and Family Literacy Act (AEFLA) and do not have National Reporting System (NRS) data 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 or number exited, the number achieving the outcome or median earnings value, and the percent achieving the outcome during their participation in the program and/or upon completion of the program, as applicable. Supporting documentation for outcome data reported below must be uploaded/submitted in OSSE's Enterprise Grants Management System (EGMS.) 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.**

| Measurable Skill Gains (MSG)/Grade Level Equivalent (GLE) Outcomes   | 2022-2023       |                          |                           | 2023-2024       |                          |                           |
|--|-----------------|--------------------------|---------------------------|-----------------|--------------------------|---------------------------|
|  | Number Enrolled | Number Achieving Outcome | Percent Achieving Outcome | Number Enrolled | Number Achieving Outcome | Percent Achieving Outcome |
| <b>Adult learners for whom English is their 1<sup>st</sup> language<br/>Adult Basic Education (ABE) and Adult Secondary Education (ASE) Students</b> |                 |                          |                           |                 |                          |                           |
| 0-1 GLE  |                 |                          |                           |                 |                          |                           |
| 2-3 GLE  |                 |                          |                           |                 |                          |                           |
| 4-5 GLE  |                 |                          |                           |                 |                          |                           |
| 6-8 GLE  |                 |                          |                           |                 |                          |                           |
| 9-10 GLE   |                 |                          |                           |                 |                          |                           |
| 11-12 GLE  |                 |                          |                           |                 |                          |                           |
| <b>TOTAL(S)</b>  |                 |                          |                           |                 |                          |                           |
| <b>Adult learners for whom English is their 2<sup>nd</sup> language<br/>English as a Second Language (ESL) Students</b>                              |                 |                          |                           |                 |                          |                           |
| 0-1 GLE  |                 |                          |                           |                 |                          |                           |
| 2-3 GLE  |                 |                          |                           |                 |                          |                           |
| 4-5 GLE  |                 |                          |                           |                 |                          |                           |
| 6-8 GLE  |                 |                          |                           |                 |                          |                           |
| <b>TOTAL(S)</b>  |                 |                          |                           |                 |                          |                           |
| <b>GRAND TOTAL(S)</b>  |                 |                          |                           |                 |                          |                           |

| Employment Outcomes  | 2022-2023     |   |                           | 2023-2024     |   |                           |
|--|---------------|---|---------------------------|---------------|---|---------------------------|
|  | Number Exited | Number Achieving Outcome or Median Earnings Value | Percent Achieving Outcome | Number Exited | Number Achieving Outcome or Median Earnings Value | Percent Achieving Outcome |
| Employed in the 2 <sup>nd</sup> quarter after exiting the program  |               |   |                           |               |   |                           |
| Employed in the 4 <sup>th</sup> quarter after exiting the program  |               |   |                           |               |   |                           |
| Median Earnings 2 <sup>nd</sup> quarter after exiting the program  |               |   | N/A                       |               |   | N/A                       |
| Credential Attainment Outcomes   | 2022-2023     |   |                           | 2023-2024     |   |                           |
|  | Number Exited | Number Achieving Outcome                          | Percent Achieving Outcome | Number Exited | Number Achieving Outcome                          | Percent Achieving Outcome |
| Attained a Recognized Secondary (High School Diploma – GED/NEDP) or Postsecondary (Training/Education) Credential (Unduplicated)   |               |   |                           |               |   |                           |
| 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. <sup>7</sup> |               |   |                           |               |   |                           |
| Year 1:  |               |   | Year 2:                   |               |   |                           |
| List the file name(s) for the outcome data supporting documentation. <sup>8</sup>  |               |   |                           |               |   |                           |
|  |               |   |                           |               |   |                           |
| <b>Upload/submit</b> this table and the outcome data supporting documentation in OSSE's Enterprise Grants Management System (EGMS).  |               |   |                           |               |   |                           |

<sup>7</sup> This is a District-imposed requirement.

<sup>8</sup> This is a District-imposed requirement.

## SECTION VIII: PRE-APPLICATION PROCESS

To access to OSSE Enterprise Grants Management System (EGMS) to apply for AEFLA 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. <https://grants.osse.dc.gov/info/credentials>
  - 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://www.irs.gov/businesses/small-businesses-self-employed/get-an-employer-identification-number>).*
  - If your organization is **NOT** registered/listed, the **New Vendor** fields will appear. Refer to the “New Vendor” section for next steps.  
*Special Note: The request may take up to 2 business days to complete. Please plan appropriately.*
  - 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: The request may also take up to 2 business days to complete. Please plan appropriately.*

### 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 will not 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. [Get Your D-U-N-S Number & Access Company Information](#) 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: [Get Your D-U-N-S Number & Access Company Information](#). 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 as soon as possible.*

|  |
|--|
| <b>Request a SAM Expiration Date</b>   |
| <ul style="list-style-type: none"> <li>● <b>Request a System for Award Management (SAM) Expiration Date</b><br/> Once a DUNS Number is obtained, the eligible provider should request a Unique Entity Identification (UEI) and SAM Expiration Date using the following link<br/> <a href="https://sam.gov/entity-registration">https://sam.gov/entity-registration</a> <ul style="list-style-type: none"> <li>○ Search for your organization. (No log-in is needed to access the Entity Overview).</li> <li>○ Locate your organization in the search results.</li> <li>○ Click the View Details button which will direct you to the Entity Overview page.</li> </ul> </li> <li>● <b>Upload and save a screenshot or pdf of your organization’s UEI and SAM Expiration Date from the sam.gov portal so that you can upload it in the Central Data tab in EGMS.</b> <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ 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.</li> <li>○ Upload the document in the space provided.</li> </ul> </li> </ul> <p>SAVE the page so that it can be uploaded as evidence in the Central Data tab of EGMS.</p> |
| <b>Obtain/Upload/Submit a Clean Hands Certificate</b>  |
| <ul style="list-style-type: none"> <li>● <b>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</b><br/> <a href="https://otr.cfo.dc.gov/page/certificate-clean-hands">https://otr.cfo.dc.gov/page/certificate-clean-hands</a>. </li> <li>● <b>Check the box – 5. Compliance with Tax and Other Payments.</b></li> </ul> <p>Upload/submit the Clean Hands Certificate in <b>Central Data</b> on the Certifications Tab.</p>   |
| <b>Obtain/Upload/Submit a Good Standing Certificate</b>  |
| <ul style="list-style-type: none"> <li>● <b>Obtain a Good Standing Certificate from the District of Columbia Department of Licensing and Consumer Protection (DCLCP) verifying that the applicant (registered domestic entity or registered foreign entity) meets the regulatory requirements of the DCLCPs, using the following link</b> <a href="https://dlcp.dc.gov/page/corporations-division-business-registration-faqs">https://dlcp.dc.gov/page/corporations-division-business-registration-faqs</a>.</li> <li>● <b>Check the Box – 6. Acknowledgement of Accuracy.</b></li> </ul> <p>Upload/submit the Good Standing Certificate in <b>Central Data</b> on the Certifications Tab.</p>   |
| <b>Technical Assistance</b>  |
| <ul style="list-style-type: none"> <li>● Instructional videos on the processes above are available at the EGMS website.</li> <li>● 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 <u>may not</u> create, complete and submit an application in EGMS until Central Data has been approved. (See the EGMS User’s Manual).</li> <li>● 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.</li> </ul>   |

For technical assistance, log into EGMS and click on the following link to create an EGMS Support Ticket <https://osse.mtwgms.org/WDCosseGMSWeb/StaticPages/Menulist.aspx>. 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.

#### Grant Application Release Date

The OSSE Adult and Family Education Consolidated Competitive Grant Request for Applications (RFA), paper-based application, and other applicable documents will be released on the OSSE AFE website on Monday, March 31, 2025 at noon.

The OSSE Adult and Family Education Consolidated Competitive Grant Application will be released in OSSE's Enterprise Grants Management System (EGMS) on **Wednesday, April 30, 2025**.

#### Pre-Application Conference

A pre-application conference will be held on **Thursday, April 3, 2025 from 1-2:30 p.m. and Monday, May 5, 2025 from 10-11:30 a.m.** 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 and register for one of the conferences by clicking on the link below.

- **Thursday, April 3, 2025 from 1-2:30 p.m. REGISTER\***

To join the meeting, click on this link – [https://bit.ly/April\\_3\\_2025\\_Pre-AppConference](https://bit.ly/April_3_2025_Pre-AppConference)

- **Monday, May 5, 2025 from 10-11:30 a.m. REGISTER\***

To join the meeting, click on this Link: [https://bit.ly/May\\_5\\_2025\\_Pre-AppConference](https://bit.ly/May_5_2025_Pre-AppConference)

**\*Please register prior to attending a pre-application conference to receive reminders and updates.**

**The pre-application conferences will be recorded and posted on the OSSE AFE website 3-5 business days after each session.**

#### 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](http://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 by clicking on this link <https://osseafe.wufoo.com/forms/q4jg7og16sxex6/> beginning **Monday, March 31, 2025** (Release date of the RFA, paper-based application and other applicable documents on the [OSSE AFE website](#). Questions submitted in writing will be accepted through **Wednesday, April 23, 2025 at 3 p.m.** When you submit a question, you will automatically receive a confirmation notification indicating that your question(s) has been received by OSSE.
- OSSE will post responses to the questions received between **Monday, March 31, 2025** (Release date of the RFA, paper-based application and other applicable documents on the OSSE AFE

website) and **Wednesday, April 23, 2025** 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 2, 2025**.

#### Optional Notice of Intent to Apply Form

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

If you would like to submit an Optional Notice of Intent to Apply, please complete the form online by **3 p.m. on Friday, May 9, 2025** at <https://osseafe.wufoo.com/forms/q1xhsbdl1cmmv7p/>.

Please note that an applicant must apply for the OSSE Adult and Family Education Consolidated Competitive Grant in OSSE's Enterprise Grants Management System (EGMS) by the due date of **Wednesday, May 21, 2025 by 3 p.m.** regardless of whether an Optional Notice of Intent to Apply was submitted.

#### 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 submit their application in OSSE's Enterprise Grants Management System (EGMS) by 3 p.m. on Wednesday, May 21, 2025.**
- 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 outcome data supporting documentation,
  - ✓ OSSE AFE Budget and Finance Workbook with Tracker, Certification of Single Audit Tab, Match Tab, and Program Income Tab (Excel),
  - ✓ Key Personnel Workbook (Excel),
  - ✓ Schedule of Program Offerings Workbook (Excel), and
  - ✓ Other required documents.
- 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 3 to 5 days in advance of the Wednesday, May 21, 2025 due date to ensure that they meet the deadline.**

#### Grant Application Pre-Screening for Evidence of Demonstrated Effectiveness

- See Section VII: Grant Application Pre-Screening for Evidence of Demonstrated Effectiveness.
- OSSE AFE will pre-screen the applications from **Thursday, May 22, 2025 through Tuesday, May 27, 2025**.
- **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 AFE will announce the awardees by Monday, June 30, 2025.** 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.

| <b>SECTION IX: APPLICATION PROCESS</b>   |  |
|--|--|
| <b>Enterprise Grants Management System (EGMS)</b>  |  |
| <b>Grant Application (Creation, Completion and Submission)</b>   |  |
| <ul style="list-style-type: none"> <li>Eligible providers must <b>“create, complete and submit”</b> an application in OSSE’s Enterprise Grants Management System (EGMS).</li> </ul>  |  |
| <b>Overview</b>  |  |
| <b>Background Information</b>  |  |
| <ul style="list-style-type: none"> <li>Review the Background Information in EGMS.</li> </ul>   |  |
| <b>Application Review and Scoring</b>  |  |
| <ul style="list-style-type: none"> <li>Includes information about the review process, scoring of applications and selection of applications for funding. Also includes the scoring criteria, rubric and summary.</li> </ul>  |  |
| <b>Funding Distribution</b>  |  |
| <ul style="list-style-type: none"> <li>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.</li> </ul>  |  |
| <b>Contact Information</b>   |  |
| <ul style="list-style-type: none"> <li>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.</li> </ul>   |  |
| <b>Board of Directors</b>  |  |
| <ul style="list-style-type: none"> <li>Enter the contact information for each member of the Board of Directors in EGMS.</li> </ul>   |  |
| <b>Program Profile</b>   |  |
| <ul style="list-style-type: none"> <li>Complete the Program Profile in EGMS.</li> </ul>  |  |
| <b>Program Design</b>  |  |
| <b>Program Models Overview</b>   |  |
| <ul style="list-style-type: none"> <li>Review the descriptions of program models.</li> </ul>   |  |
| <b>Program Model</b>   |  |
| <ul style="list-style-type: none"> <li>Indicate the program models/services for which the eligible provider is seeking funding and the number of eligible participants to be served.</li> </ul>  |  |
| <b>Grant Application(s)</b>  |  |
| <ul style="list-style-type: none"> <li>Complete and <b>upload/submit</b> the <b>AFE Consolidated Competitive Grant application (paper-based)</b> as a Microsoft Word document on this tab in EGMS. <b>Please provide the requested information for each Integrated Education and Training + Digital (Literacy and Skills Training) (IE&amp;T+D) Program Offering (e.g. 1) Business and Office Administration, 2) Construction, 3) Education, 4) Healthcare, 5) Hospitality, Retail, Tourism and Entertainment, 6) Information Technology, 7) Security and Law Enforcement, and 8) Transportation, Infrastructure and Utilities, etc.)</b></li> </ul> |  |
| <b>Attachments</b>   |  |
| <ul style="list-style-type: none"> <li><b>Upload/submit</b> the required and other applicable attachments to the application on this tab in EGMS.</li> </ul>   |  |

|  |
|--|
| <b>Detailed Planned Expenditures</b>   |
| <ul style="list-style-type: none"> <li>• Complete the <b>AFE Consolidated Competitive Grant Budget and Finance Workbook with Tracker (Excel)</b> and <b>upload/submit</b> the workbook in EGMS.</li> <li>• Using the <b>AFE Consolidated Competitive Grant Budget and Finance Workbook with Tracker (Excel)</b>, complete the <b>Detailed Planned Expenditures Tabs</b> including Salaries and Benefits, Professional Services, Equipment, Supplies and Materials, Fixed Property Costs and Other Objects for each applicable grant in EGMS.</li> <li>• The Budget Summary Tab will automatically fill in as information is entered on each of the tabs in the budget in EGMS.</li> </ul>  |
| <b>AEFLA Federal Administrative Cost Limits</b>  |
| <ul style="list-style-type: none"> <li>• Not more than five percent (5%) of federal funds awarded to an eligible provider can be expended to administer a grant under Title II, AEFLA of WIOA. The five percent (5%) cap includes both direct administrative costs and indirect costs.</li> <li>• 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.</li> <li>• In cases where the five percent (5%) limitation is too restrictive to allow for these activities, the eligible provider may negotiate with OSSE to determine an adequate level of funds to be used for non-instructional purposes.</li> </ul>                       |
| <b>OSSE AFE State, Local and Gateway to Careers Administrative Cost Limits<sup>9</sup></b>   |
| <ul style="list-style-type: none"> <li>• OSSE imposes the following caps on the direct and indirect administrative costs: <ul style="list-style-type: none"> <li>○ Five percent (5%) cap on AFE State funds as these funds are used to meet the OSSE AFE's U.S. DoE, OCTAE non-federal Maintenance of Effort (MOE) and Match requirements and are, therefore, subject to the same five percent (5%) cap restriction for the AEFLA Federal Grant funds.</li> <li>○ Fifteen percent (15%) cap on AFE Local and Gateway to Career local funding.</li> </ul> </li> </ul>   |
| <b>Indirect Cost Rates</b>   |
| <ul style="list-style-type: none"> <li>• 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 eight percent (8%).</li> </ul>  |
| <b>OSSE AFE Match Requirement<sup>10</sup></b>   |
| <ul style="list-style-type: none"> <li>• When completing the OSSE AFE Budget and Finance Workbook with Tracker, the applicant must describe clearly and specifically how the match is being provided on the Match tab in the workbook.</li> <li>• OSSE requires eligible providers to meet a twenty-five percent (25%) match requirement to ensure that eligible providers, if funded, can 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. AFE grant funds cannot be used to fully support a program. Eligible providers funded under this grant must provide evidence of the twenty-five percent (25%) non-federal match from other funding sources for the total amount of the grant funds requested. For</li> </ul> |

<sup>9</sup> The requirements identified under “OSSE AFE State, Local and Gateway to Careers Administrative Cost Limits” are District-imposed.

<sup>10</sup> The requirements identified under “OSSE AFE Match Requirement” are District-imposed.

example, an organization requesting a total grant of \$500,000 must provide \$125,000 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.

#### **AFE Connect2Tech DC Federal Administrative and Indirect Cost Limits<sup>11</sup>**

- Not more than nine percent (9%) of federal funds awarded to an eligible provider can be expended to administer the AFE Connect2Tech DC grant. 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.

#### **AFE Connect2Tech DC Local Cost Limits<sup>12</sup>**

- OSSE imposes the following cap on the direct and indirect administrative costs:
  - Nine percent (9%) cap on AFE Connect2Tech DC Local funds as these funds are used to meet OSSE AFE's DoC non-federal match requirement and are, therefore, subject to the same nine percent (9%) cap restriction as the AFE Connect2Tech DC Federal funds.

#### **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 Wednesday, May 21, 2025.**
- **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, which is located in the Adult and Family Education Consolidated Competitive Grant Budget and Finance Workbook with Tracker, to OSSE AFE 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**

<sup>11</sup> The requirements identified under "OSSE AFE Match Requirement" are District-imposed.

<sup>12</sup> The requirements identified under "OSSE AFE Connect2Tech DC Local Cost Limits" are District-imposed.

- An applicant may request a PDF copy of all or parts of the grant application. Requested prints will be processed every hour, starting at 6:01 a.m. and ending at 9:01 p.m., every day of the week. Requests entered before the next print run will be included when that upcoming run is executed (Example: A print requested at 2:48 p.m. will be processed with the run at 3:01 p.m. Another request submitted at 3:02 p.m. will not be processed until the next run at 4:01 p.m. ).
- 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.
- Please click the "Request Print" button only once. Each press of the button will send an additional request to the system. Completed print request links will remain on the page for 7 days. After that time, the document will be removed. If you would like to retain a copy beyond 7 days, please save the PDF to your local computer.

### 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 Kirstin Hansen, State Complaints Manager at [Kirstin.hansen@dc.gov](mailto:Kirstin.hansen@dc.gov) 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.

|  |
|--|
| <b>SECTION X: SAMPLE PAPER-BASED GRANT APPLICATION</b>   |
| <b>(DO NOT COMPLETE AND SUBMIT THIS SAMPLE DOCUMENT<br/>AS IT IS INTENDED FOR INFORMATIONAL PURPOSES ONLY)</b>   |
| <b>Please complete and submit the Adult and Family Education Consolidated Competitive Grant Application (paper-based MS Word document) that is conveniently available for your use, on the <a href="http://osse.dc.gov">osse.dc.gov</a> website.</b>   |
| <b>A. Project Information (16 Points)</b>  |
| <b>Please respond to the questions below.</b>  |
| <b>1. Proposal Summary (2 points)</b>  |
| a) Provide a brief summary of the proposal including the services that will be offered by the eligible provider to the eligible individuals.   |
| <b>2. Organization Mission and Goals (2 points)</b>  |
| 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 a whole.   |
| c) Describe how the organization and the educational/training unit, if applicable, assesses its progress in achieving its mission and goals.   |
| <b>3. Statement of Need (2 points)</b>   |
| a) Describe whether the ward(s) 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, inclusive of digital literacy and digital skills training, for individuals with low levels of literacy/basic education skills, if applicable.   |
| b) Describe whether the ward(s) 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, inclusive of digital literacy and digital skills training, for English Language Learners, if applicable.   |
| <b>4. Alignment with the District's WIOA Unified State Plan (2 points)</b>   |
| 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 1) adult education and literacy activities, 2) workforce preparation, 3) workforce training services, 4) digital literacy and digital skills training, 5) supportive services, and 6) transition services for 1) individuals who have low levels of literacy and numeracy skills, 2) English language learners, 3) individuals with learning and other disabilities and individuals that comprise other covered populations. |

- 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, and other related District state plans, inclusive of activities and services of the American Job Center (AJC) one-stop partners.

#### 5. Organizational Capability and Past Performance (8 points)

- a) Describe the organization's capacity to support IE&T+D programming, inclusive of digital literacy and digital skills training, 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, inclusive of digital literacy and digital skills training, 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 eligible individuals/students' adult education (literacy and numeracy), workforce preparation, workforce training, and digital literacy and digital skills, as applicable, 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>B: Program Design (38 points)</b>   |  |
|--|--|
| <b>Please respond to the questions below.</b>  |  |
| <b>1. Program Models (2 points)</b>  |  |
| 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. <i>(Check all that apply) Please refer to the Program Model Review Tab in EGMS.</i> |  |
| Program Model(s)   | Projected number of students to be served: |
| Program Model #1: AEFLA 231 - Integrated Adult Basic Education (IABE) and Training, inclusive of Digital Literacy and Digital Skills Training (IE&T+D)   |  |
| Program Model #2: AEFLA 231 - Integrated Adult Secondary Education (IASE) and Training, inclusive of Digital Literacy and Digital Skills Training (IE&T+D)   |  |
| Program Model #3: AEFLA 243 - Integrated English Language Acquisition (IELA) and Training, inclusive of Digital Literacy and Digital Skills Training (IE&T+D)  |  |
| Program Model #4: AEFLA 243 - Integrated English Literacy and Civics Education (IELCE) and Training, inclusive of Digital Literacy and Digital Skills Training (IE&T+D)  |  |
| Program Model #5: AEFLA 225 – Integrated Adult Basic Education (IABE) and Training/Corrections Education and the Education of Other Institutionalized Individuals, inclusive of Digital Literacy and Digital Skills Training (IE&T+D)                  |  |
| Program Model #6: AEFLA 225 - AEFLA 225 – Integrated Adult Secondary Education (IASE) and Training/Corrections Education and the Education of Other Institutionalized Individuals, inclusive of Digital Literacy and Digital Skills Training (IE&T+D)  |  |
| <i>*All program models must include digital literacy and digital skills training for students at all DC Digital Literacy Skill (DLS) Levels.</i>   |  |
| Total students:  | (Total should be 100 or 125)               |
| 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+D program(s).  
(Check all that apply)

- Business and Office Administration
- Construction
- Education
- Healthcare
- Hospitality, Retail, Tourism and Entertainment
- Information Technology
- Security and Law Enforcement
- Transportation, Infrastructure and Utilities
- 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 – **Integrated Education and Training + Digital (Literacy and Skills Training) (IE&T+D)** Program Offering through 11 – Student Incentives for each of your IE&T+D Program Offerings, as needed.

Please note that the total amount of points available for Section B: Program Design, inclusive of question 1. Program Model through 11. Student Incentives is 38 points. Therefore, the grant readers will review and assign a total score for each criterion after evaluating all the program offerings collectively.

#### 2. Program Offering #1 (3 points)

**a)** Indicate the name of the IE&T+D program.

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

**c)** Provide a brief description of the program. *This description will be included in the OSSE AFE IE&T+D Program Guide.*

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

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

**f)** Indicate the percentage (0-100%) and amount of OSSE AFE 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 IE&T+D 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+D 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 IE&T+D program.

### 4. Career Paths (4 points)

- a) Using [O\\*NET](#), 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) Using [O\\*NET](#), 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. <i>(Some industries do not have accreditation but may offer other designation such Program Approval).</i>  |
| <b>5. Occupational Competencies (2 points)</b>  |
| a) Using <a href="#">My Next Move</a> , generate and upload/submit the summary of knowledge, skills, abilities, personality, technology, education, and job outlook for the SOC/Occupational Title(s) listed in the response for 4b. in EGMS.         |
| b) Using <a href="#">O*NET</a> , specify the Hot Technology Skills for the SOC/Occupational Title(s) listed in the response for 4b. <i>(Add additional rows, if needed.)</i>  |
| SOC/Occupational Title #1:  |
| <b>The Hot Technology Skills for this occupation include:</b>   |
| SOC/Occupational Title #2:  |
| <b>The Hot Technology Skills for this occupation include:</b>   |
| <b>6. Single Set of Integrated Learning Objectives (10 points)</b>  |
| a) Describe the adult education (literacy and numeracy) content that students will learn during their participation in the IE&T+D 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 digital literacy and digital skills content standards that students will learn during their participation in the IE&T+D program.  |
| d) Specify the name and address of the eligible provider/partner who will offer the digital literacy activities to students.  |

e) Describe the workforce preparation activities that students will engage in during their participation in the IE&T+D program.

f) Specify the name and address of the eligible provider/partner who will offer the workforce preparation activities to students.

g) Describe the workforce training competencies that students will be able to demonstrate during their participation in and/or upon completion of the IE&T+D program.

h) Specify the name and address of the eligible provider/partner who will offer workforce training to students.

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

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

k) 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 for IE&T+D.

#### 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+D program – 1) adult education and literacy, 2) workforce preparation, 3) workforce training and 4) digital literacy and digital skills training activities. *(Add additional rows, if needed)*

##### Adult Education (Literacy and Numeracy)

| Name of Curriculum/<br>Occupationally Relevant<br>Material. | Publisher of the<br>Curriculum | Grade Level<br>Equivalent (GLE)<br>of the<br>Curriculum (as<br>specified by the<br>publisher) | Website of the<br>Curriculum | Use of the Curriculum/<br>Occupationally Relevant<br>Material <i>(Check one)</i> |
|---|--------------------------------|---|------------------------------|--|
|   |                                |   |                              | <input type="checkbox"/> Entirety  |
|   |                                |   |                              | <input type="checkbox"/> Segments  |
|   |                                |   |                              | <input type="checkbox"/> Entirety  |
|   |                                |   |                              | <input type="checkbox"/> Segments  |
|   |                                |   |                              | <input type="checkbox"/> Entirety  |
|   |                                |   |                              | <input type="checkbox"/> Segments  |

| Workforce Preparation  |                                |  |                              |  |
|--|--------------------------------|--|------------------------------|--|
| Name of Curriculum/<br>Occupationally Relevant<br>Material.  | Publisher of the<br>Curriculum | Grade Level<br>Equivalent (GLE)<br>of the<br>Curriculum (as<br>specified by the<br>publisher)    | Website of the<br>Curriculum | Use of the Curriculum/<br>Occupationally Relevant<br>Material ( <i>Check one</i> ) |
|  |                                |  |                              | <input type="checkbox"/> Entirety<br><input type="checkbox"/> Segments             |
|  |                                |  |                              | <input type="checkbox"/> Entirety<br><input type="checkbox"/> Segments             |
|  |                                |  |                              | <input type="checkbox"/> Entirety<br><input type="checkbox"/> Segments             |
| Workforce Training   |                                |  |                              |  |
| Name of Curriculum/<br>Occupationally Relevant<br>Material.  | Publisher of the<br>Curriculum | Grade Level<br>Equivalent<br>(GLE) of the<br>Curriculum<br>(as specified<br>by the<br>publisher) | Website of the<br>Curriculum | Use of the Curriculum/<br>Occupationally Relevant<br>Material ( <i>Check one</i> ) |
|  |                                |  |                              | <input type="checkbox"/> Entirety<br><input type="checkbox"/> Segments             |
|  |                                |  |                              | <input type="checkbox"/> Entirety<br><input type="checkbox"/> Segments             |
|  |                                |  |                              | <input type="checkbox"/> Entirety<br><input type="checkbox"/> Segments             |
| Digital Literacy and Digital Skills Training   |                                |  |                              |  |
| Name of Curriculum/<br>Occupationally Relevant<br>Material.  | Publisher of the<br>Curriculum | Grade Level<br>Equivalent (GLE)<br>of the<br>Curriculum (as<br>specified by the<br>publisher)    | Website of the<br>Curriculum | Use of the Curriculum/<br>Occupationally Relevant<br>Material ( <i>Check one</i> ) |
|  |                                |  |                              | <input type="checkbox"/> Entirety<br><input type="checkbox"/> Segments             |
|  |                                |  |                              | <input type="checkbox"/> Entirety<br><input type="checkbox"/> Segments             |
|  |                                |  |                              | <input type="checkbox"/> Entirety<br><input type="checkbox"/> Segments             |
| <b>b)</b> Describe how the curricula and occupationally relevant materials will be used to provide IE&T+D 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 IE&T+D program.

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

d) Specify the timeline for participation in and completion of the IE&T+D program.

Start Date:

End Date:

Total number of hours of the program:

Length of IE&T+D program by number of weeks or months:

State the typical timeframe needed to complete the IE&T+D 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 entry-level and industry-recognized credentials students are eligible to earn/obtain during their participation in and/or upon completion of the IE&T+D 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) or Credential(s) (e.g. Northstar Digital Literacy Badges, ED2Go Fundamental Training, CPR, First Aid, ServSafe Food Handlers, OSHA 10, Flaggers, etc.)

Industry-Recognized Credential(s) (e.g. ED2Go Advanced Training, 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 students during and/or upon completion of the IE&T+D program, inclusive of internships, externships, practicum, etc. that assist students in advancing their specialized industry knowledge and digital proficiency.

- 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 IE&T+D program, including Registered Apprenticeship providers, if applicable and **upload/submit** documentation of the partnership.

c) Describe the 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 AFE Local funding may be used for work-based learning stipends/incentives. Please note that AFE IE&T+D providers must allocate and expend \$22,000 in AFE Local funding for Career Up DC stipends/incentives for students engaging in work-based learning.*

e) Specify 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 AFE Local funding may be used for work-based learning stipends/incentives. Please note that AFE IE&T+D providers must allocate and expend \$22,000 in AFE Local funding for Career Up DC stipends/incentives for students engaging in 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 IE&T+D 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 and/or upon completion of the IE&T+D 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 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 IE&T+D program, if applicable.

**e)** List the specific items provided to students upon completion of the IE&T+D program, if applicable.

| <b>C. Other Program Elements (38 Points)</b>  |   |
|---|---|
| <b>Please respond to the questions below based on all your IE&amp;T+D Program Offerings collectively.</b> |   |
| <b>1. Student Assessment (2 points)</b>   |   |
| <b>a)</b>   | Describe the process used by the eligible provider will assess the educational, workforce preparation, workforce training and digital literacy needs of the eligible individuals.   |
| <b>b)</b>   | Specify the career inventory assessment tool(s) that will be administered to students in the program.<br><input type="checkbox"/> O*NET Interest Profiler™ (O*NET IP)<br><input type="checkbox"/> Other, please state: _____  |
| <b>c)</b>   | Specify the digital literacy assessment that will be administered to students in the program.<br><input type="checkbox"/> Northstar Digital Literacy Assessment<br><input type="checkbox"/> Other, please state: _____  |
| <b>2. Instructional Program (8 points)</b>  |   |
| <b>a)</b>   | Specify the Instructional delivery options. <i>(Check all that apply)</i><br><input type="checkbox"/> Classroom-based<br><input type="checkbox"/> Blended/Hybrid (Classroom-based and Distance Learning)<br><input type="checkbox"/> HyFlex in-person (synchronous), online (synchronous) and online (asynchronous)<br><input type="checkbox"/> Tutoring<br><input type="checkbox"/> Distance Learning<br><input type="checkbox"/> Work-based-Learning activities (e.g., practicum, internships, externships, apprenticeships, etc.)<br><input type="checkbox"/> Other, please specify: _____ |
| <b>b)</b>   | Describe the adult education and literacy activities (e.g. reading, mathematics, writing, speaking, and English language acquisition instruction), workforce preparation, and workforce training, inclusive of digital literacy and digital skills training, that will be offered by the eligible provider.   |
| <b>c)</b>   | 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 IE&T+D program.   |
| <b>d)</b>   | 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.   |
| <b>e)</b>   | Describe how the eligible provider will meet the state's requirement that a minimum of 24 hours of instruction (classroom, tutoring, blended/distance/HyFlex learning) is offered to students per week.   |
| <b>f)</b>   | Describe whether the eligible provider's IE&T+D 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 inclusive of digital literacy and digital skills 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, inclusive of digital literacy and digital skills 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, as applicable.

### **3. Technology Integration (3 points)**

**a)** List the technology (computer hardware, software and Learning Management System) that will be available for use by students in the IE&T+D program. *(Add additional rows, if needed)*

Computer Hardware:

Computer Software:

Name of Learning Management System (LMS) used by students access course materials, webinar recordings, homework assignments and other related information:

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

**c)** Describe the technology services and delivery systems, including blended/HyFlex 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, digital devices for in-person (synchronous), online (synchronous), online (asynchronous) learning, 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-D 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 advanced 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 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 |
|------------------------------------|-------------------------------|--|---|
|                                    |                               | <input type="checkbox"/> Yes <input type="checkbox"/> No |   |
|                                    |                               | <input type="checkbox"/> Yes <input type="checkbox"/> No |   |

**d)** List the postsecondary education and/or advanced 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 |
|------------------------------------|-------------------------------|--|---|
|                                    |                               | <input type="checkbox"/> Yes <input type="checkbox"/> No |   |
|                                    |                               | <input type="checkbox"/> Yes <input type="checkbox"/> 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 |
|------------------------------------|-------------------------------|--|---|
|                                    |                               | <input type="checkbox"/> Yes <input type="checkbox"/> No |   |
|                                    |                               | <input type="checkbox"/> Yes <input type="checkbox"/> 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 academic and vocational instructors, counselors, supportive staff members 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 and/or support a core outcomes team (e.g. Career counselor, digital support staff/digital navigator, student transition/success coach, employment specialist, etc.) to assist students in the achievement of core outcomes specified in Section VI: Program Design > Primary Indicators of Performance - (National Reporting System (NRS) Table 5 and AFE's Connect2Tech DC Outcomes and Outputs. 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 entry-level and industry-recognized credentials, including digital literacy credentials, and 9) Attainment of AFE's Connect2Tech DC Outcomes and Outputs.

#### **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 My Journey DC to facilitate the referral of customers to and from the eligible provider's agency for education, training, and other related services.

| <b>D. Fiscal Management (8 Points)</b>  |  |
|---|--|
| <b>Please respond to the questions below.</b>   |  |
| <b>1. Organizational Policies and Procedures (4 points)</b>                                   |  |
| <b>a)</b>   | 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>b)</b>   | <b>Upload/submit</b> a copy of the organization's financial and/or accounting policies and procedures in EGMS.   |
| <b>c)</b>   | <b>Upload/submit</b> the most recent organizational budget (revenues by source and expenditures by program and/or type of expense) in EGMS.  |
| <b>d)</b>   | <b>Upload/submit</b> the organization's most recent year-end annual financial audit in EGMS.   |
| <b>2. Budget and Finance Workbook   Detailed Planned Expenditures Tabs in EGMS (4 points)</b> |  |
| <b>a)</b>   | Complete the OSSE AFE Budget and Finance Workbook (excel), as applicable, listing allowable, allocable and reasonable expenditures on the applicable tabs based on the activities described in the program design and the projected number of students to be served.                   |
| <b>b)</b>   | Complete the Certification of Single Audit tab specifying the eligible provider's expenditure of federal funding (type and amount) in the prior year.  |
| <b>c)</b>   | Complete the Match tab specifying how the 25% Match requirement for the OSSE AFE grants would be met, including a detailed description of each expenditure.  |
| <b>d)</b>   | 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.  |
| <b>e)</b>   | 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 OSSE AFE Budget and Finance Workbook (excel). |
| <b>f)</b>   | <b>Upload/submit</b> the OSSE AFE Budget and Finance Workbook (excel) in EGMS.   |

## 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 XII. Below are 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. |  |
| <b>Site Visits</b>   |   |  |   |  |
| 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. |   |  |   |  |

| <b>SECTION XII: APPLICATION SCORING RUBRIC</b>  |                  |             |             |             |            |
|---|------------------|-------------|-------------|-------------|------------|
| <b>A. Project Information (16 Points)</b>   |                  |             |             |             |            |
| <b>1. Proposal Summary (2 points)</b>   |                  |             |             |             |            |
| <b>The applicant:</b>   | <b>Very Good</b> | <b>Good</b> | <b>Fair</b> | <b>Poor</b> | <b>N/A</b> |
| <b>a)</b> Provided a brief summary of the proposal including the services that will be offered by the eligible provider to the eligible individuals.  | <b>2.0</b>       | <b>1.5</b>  | <b>1.0</b>  | <b>0.5</b>  | <b>-</b>   |
| Total Points Awarded (out of 2 possible points)   |                  |             |             |             |            |
| <b>2. Organization Mission and Goals (2 points)</b>   |                  |             |             |             |            |
| <b>The applicant:</b>   | <b>Very Good</b> | <b>Good</b> | <b>Fair</b> | <b>Poor</b> | <b>N/A</b> |
| <b>a)</b> Stated the organization's mission and goals; <b>b)</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 <b>c)</b> Described how the organization and the education/training unit, if applicable, assesses its progress in achieving its mission and goals.  | <b>2.0</b>       | <b>1.5</b>  | <b>1.0</b>  | <b>0.5</b>  | <b>-</b>   |
| Total Points Awarded (out of 2 possible points)   |                  |             |             |             |            |
| <b>3. Statement of Need (2 points)</b>  |                  |             |             |             |            |
| <b>The applicant:</b>   | <b>Very Good</b> | <b>Good</b> | <b>Fair</b> | <b>Poor</b> | <b>N/A</b> |
| <b>a)</b> Described whether the ward(s) 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, inclusive of digital literacy and digital skills training, for individuals with low levels of literacy/basic education skills, if applicable; and <b>b)</b> Described whether the ward(s) 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, inclusive of digital literacy and digital skills training, for English Language Learners, if applicable. | <b>2.0</b>       | <b>1.5</b>  | <b>1.0</b>  | <b>0.5</b>  | <b>-</b>   |
| Total Points Awarded (out of 2 possible points)   |                  |             |             |             |            |

| 4. Alignment with the District's WIOA Unified State Plan and Other District State Plans (2 points)  |           |      |      |      |     |
|---|-----------|------|------|------|-----|
| The applicant:  | Very Good | Good | Fair | Poor | N/A |
| <p><b>a)</b> 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 1) adult education and literacy activities, 2) workforce preparation activities, 3) workforce training, 4) digital literacy and digital skills training, 5) supportive services, and 6) transition services for 1) individuals who have low levels of literacy and numeracy skills, 2) English language learners, and 3) individuals with learning and other disabilities and individuals that comprise other covered populations; and <b>b)</b> Described 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 and other related District state plans, as applicable, inclusive of activities and services of the American Job Center (AJC) one-stop partners.</p> | 2.0       | 1.5  | 1.0  | 0.5  | -   |
| 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 |
| <p><b>a)</b> Described the organization's capacity to support IE&amp;T+D programming, inclusive of digital literacy and digital skills training, for District residents, including whether it has sufficient fiscal, human and material resources needed to support the program; <b>b)</b> Described whether the organization has had difficulties or deficiencies in providing such resources within the past 24 months, if applicable; <b>c)</b> Indicated how the difficulty or deficiency was managed or resolved to maintain the program offerings, if applicable; <b>d)</b> Indicated whether the organization is licensed, certified and/or accredited, if applicable; and <b>e)</b> <b>Uploaded/submitted</b> the applicable license, certification or accreditation in EGMS.</p>   | 2.0       | 1.5  | 1.0  | 0.5  | -   |
| <p><b>f)</b> 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 <b>g)</b> <b>Uploaded/submitted</b> 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.</p>  | 4.0       | 3.00 | 2.00 | 1.00 | -   |

|  |     |     |     |     |   |
|--|-----|-----|-----|-----|---|
| <b>h)</b> Described the degree to which the improvements in eligible individuals/students' adult education (literacy and numeracy), workforce preparation, workforce training, and digital literacy and digital skills, as applicable, 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)  |     |     |     |     |   |
| <b>TOTAL POINTS AWARDED OUT OF 16 POSSIBLE POINTS:</b>   |     |     |     |     |   |
| <i>*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.</i>   |     |     |     |     |   |

| B. Program Design (38 Points)  |           |      |      |      |     |
|--|-----------|------|------|------|-----|
| 1. Program Models (2 points)   |           |      |      |      |     |
| The applicant:   | Very Good | Good | Fair | Poor | N/A |
| a) Indicated the IE&T+D 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+D program(s); d) Provided a rationale/justification for the IE&T+D program offering if “other” was selected for the industry, and <b>uploaded/submitted</b> evidence that supports the rationale/justification for the program offering, as applicable; and e) Completed and <b>uploaded/submitted</b> 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+D program offering:   | Very Good | Good | Fair | Poor | N/A |
| a) Indicated the name of the IE&T+D program(s); b) Indicated the high demand industry for which the IE&T+D program(s) are aligned; c) Provided a brief description of the IE&T+D program(s); d) Indicated the number of eligible individuals to be served in the IE&T+D program(s); e) Indicated the eligible provider’s total cost per student; and f) Indicated the percentage (0-100%) and amount of OSSE AFE 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+D 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 IE&T+D 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+D 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)  |           |      |      |      |     |

| <b>4. Career Paths (4 points)</b>  |                  |             |             |             |            |
|--|------------------|-------------|-------------|-------------|------------|
| <b>The applicant, for each IE&amp;T+D program offering:</b>  | <b>Very Good</b> | <b>Good</b> | <b>Fair</b> | <b>Poor</b> | <b>N/A</b> |
| <b>a)</b> Used <a href="#">O*NET</a> and 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 than one occupation is listed, included the NAICS for each primary occupation; <b>b)</b> Used <a href="#">O*NET and</a> 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 <b>c)</b> Indicated the entry occupation(s) for which students are being prepared and the prospective next step(s)/occupation(s) on their desired career path.  | 2.0              | 1.5         | 1.0         | 0.5         | -          |
| <b>d)</b> 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; <b>e)</b> 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; <b>f)</b> Specified the eligible certification, credential or licensure exam or registry; <b>g)</b> Specified the certifying/licensing body or registry organization; <b>h)</b> Specified the provider programmatic or organizational accreditation, if applicable; and <b>i)</b> Specified the provider program approval, if applicable. | 2.0              | 1.5         | 1.0         | 0.5         | -          |
| Total Points Awarded (out of 4 possible points)  |                  |             |             |             |            |
| <b>5. Occupational Competencies (2 points)</b>   |                  |             |             |             |            |
| <b>The applicant, for each IE&amp;T+D program offering:</b>  | <b>Very Good</b> | <b>Good</b> | <b>Fair</b> | <b>Poor</b> | <b>N/A</b> |
| <b>a)</b> Used <a href="#">My Next Move</a> and generated and <b>uploaded/submitted</b> the summary of knowledge, skills, abilities, personality, technology, education, and job outlook for the SOC/Occupational Title(s) listed in the response for 4b. in EGMS; and <b>b)</b> Used <a href="#">O*NET</a> and specified the Hot Technology Skills for each of the SOC/Occupational Title(s) listed in the response for 4b.   | 2.0              | 1.5         | 1.0         | 0.5         | -          |
| Total Points Awarded (out of 2 possible points)  |                  |             |             |             |            |
| <b>6. Single Set of Integrated Learning Objectives (10 points)</b>   |                  |             |             |             |            |
| <b>The applicant, for each IE&amp;T+D program offering:</b>  | <b>Very Good</b> | <b>Good</b> | <b>Fair</b> | <b>Poor</b> | <b>N/A</b> |
| <b>a)</b> Described the adult education (literacy and numeracy) content that students will learn during their participation in the IE&T+D program; and <b>b)</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         | -          |

|   |           |      |      |      |     |
|---|-----------|------|------|------|-----|
| <b>c)</b> Described the digital literacy and digital skills content standards that students will learn during their participation in the IE&T+D program; and <b>d)</b> Specified the name and address of the eligible provider/partner who will offer the digital literacy and digital literacy skills training activities to students.   | 2.0       | 1.5  | 1.0  | 0.5  | -   |
| <b>e)</b> Described the workforce preparation activities that students will engage in during their participation in the IE&T+D program; and <b>f)</b> 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  | -   |
| <b>g)</b> Described the workforce training competencies that students will be able to demonstrate during their participation in and/or upon completion of the IE&T+D program; and <b>h)</b> 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  | -   |
| <b>i)</b> Described the manner in which the IE&T+D program components/activities are organized to function cooperatively so that students achieve their desired learning outcomes; <b>j)</b> Described the process for staff collaboration, if the adult education (literacy and numeracy), workforce preparation and workforce training services, and digital literacy and digital skills training, are provided by more than one instructor/trainer; and <b>k)</b> Listed the types of documentation that will be collected and maintained as evidence that the single set of integrated learning objectives have been achieved for IE&T+D. | 2.0       | 1.5  | 1.0  | 0.5  | -   |
| Total Points Awarded (out of 10 possible points)  |           |      |      |      |     |
| <b>7. Curriculum and Occupationally Relevant Materials (2 points)</b>   |           |      |      |      |     |
| <b>The applicant, for each IE&amp;T+D program offering:</b>   | Very Good | Good | Fair | Poor | N/A |
| <b>a)</b> Listed the curricula and occupationally relevant materials that will be used for each component of the IE&T+D program – 1) adult education and literacy, 2) workforce preparation, 3) workforce training and 4) digital literacy and digital skills training activities; and <b>b)</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)   |           |      |      |      |     |
| <b>8. Program Enrollment, Participation and Completion (2 points)</b>   |           |      |      |      |     |
| <b>The applicant, for each IE&amp;T+D program offering:</b>   | Very Good | Good | Fair | Poor | N/A |
| <b>a)</b> Specified the enrollment options; <b>b)</b> For managed enrollment, specified the dates and/or periods in which the agency enrolls students in the IE&T+D program; <b>c)</b> For managed enrollment, specified the number of cohort(s) of students that will be enrolled in the IE&T+D program to achieve the enrollment target during the program year; and <b>d)</b> Specified the timeline for participation in and completion of the IE&T+D program.  | 2.0       | 1.5  | 1.0  | 0.5  | -   |
| Total Points Awarded (out of 2 possible points)   |           |      |      |      |     |

| <b>9. Credential(s)/Certifications(s) (6 points)</b>   |                  |             |             |             |            |
|--|------------------|-------------|-------------|-------------|------------|
| <b>The applicant, for each IE&amp;T+D program offering:</b>  | <b>Very Good</b> | <b>Good</b> | <b>Fair</b> | <b>Poor</b> | <b>N/A</b> |
| <b>a)</b> Specified the entry level and industry-recognized credentials students are eligible to earn/obtain during their participation in and/or upon completion of the IE&T+D program; <b>b)</b> Specified whether practice tests are provided for the credential, certification or license; <b>c)</b> Specified whether the practice tests are available through the same publisher that provides the credential, certification or licensure exam; <b>d)</b> If yes, described and <b>uploaded/submitted</b> documentation, if available, that demonstrates how effective a predictor the practice test is of success on the credential, certification or licensure exam; and <b>e)</b> 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         | -          |
| <b>f)</b> Indicated the credential, certification or licensure exam fee; <b>g)</b> Specified the educational functioning level/grade level equivalent needed to successfully pass the exam per the test publisher's guidelines, if available and <b>uploaded/submitted</b> the evidence in EGMS, if available; <b>h)</b> Specified 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; <b>i)</b> Specified the format of the credential, certification or licensure exam; <b>j)</b> Specified how much time is allotted for the exam; <b>k)</b> Described the certifying body's process for a student to apply for accommodations for the exam; and <b>l)</b> Indicated the link to the certifying body's website with instructions on how to apply for accommodations. | 2.0              | 1.5         | 1.0         | 0.5         | -          |
| <b>m)</b> Specified whether the certifying body has requirements for students to retake the credential, certification or licensure exam; <b>n)</b> Indicated the retake exam fee and whether it is paid by the eligible provider or the student; <b>o)</b> Specified whether there is a requirement of practicum before a student can receive his/her credential, certification or license; <b>p)</b> Described how the program intends to support student completion of a practicum; <b>q)</b> Specified whether the student receives a printed and/or electronic copy of the credential, certification or license; and <b>r)</b> <b>Uploaded/submitted</b> 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)  |                  |             |             |             |            |
| <b>10. Work-based Learning (3 points)</b>  |                  |             |             |             |            |
| <b>The applicant, for each IE&amp;T+D program offering:</b>  | <b>Very Good</b> | <b>Good</b> | <b>Fair</b> | <b>Poor</b> | <b>N/A</b> |
| <b>a)</b> Specified the types of work-based learning opportunities that will be offered to students during and/or upon completion of the IE&T+D  | 3.0              | 2.25        | 1.5         | 0.75        | -          |



|   |                  |             |             |             |            |
|---|------------------|-------------|-------------|-------------|------------|
| <p>program, inclusive of internships, externships, practicum, etc. that assist students in advancing their specialized industry knowledge and digital proficiency; <b>b)</b> Listed the employer partners that will offer work-based learning opportunities to students in the IE&amp;T+D program, including Registered Apprenticeship providers, if applicable and <b>uploaded/submitted</b> documentation of the partnership; <b>c)</b> Described the competencies that students will need to demonstrate during their work-based learning experience; <b>d)</b> 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 <b>e)</b> 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. * <i>Only AFE Local 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.</i></p> |                  |             |             |             |            |
| Total Points Awarded (out of 3 possible points)   |                  |             |             |             |            |
| <b>11. Student Incentives (2 points)</b>  |                  |             |             |             |            |
| <b>The applicant, for each IE&amp;T+D program offering:</b>   | <b>Very Good</b> | <b>Good</b> | <b>Fair</b> | <b>Poor</b> | <b>N/A</b> |
| <p><b>a)</b> Specified whether students will receive incentives for the achievement of specific benchmarks/outcomes (e.g. attendance, progress, etc.) during their participation in the IE&amp;T+D program, the amount of the incentives and level of frequency for which an incentive is provided; <b>b)</b> Specified whether student memberships to professional/industry organizations are provided to students for use during their participation in and/or upon completion of the IE&amp;T+D program; <b>c)</b> Specified whether uniforms, tools or other occupational materials are provided to students for use during their participation in and/or upon completion of the program; <b>d)</b> Listed the specific items provided to students during their participation in the program, if applicable; and <b>e)</b> Listed the specific items provided to students upon completion of the IE&amp;T+D program, if applicable.</p>   | <b>2.0</b>       | <b>1.5</b>  | <b>1.0</b>  | <b>0.5</b>  | <b>-</b>   |
| Total Points Awarded (out of 2 possible points)   |                  |             |             |             |            |
| <b>TOTAL POINTS AWARDED OUT OF 38 POSSIBLE POINTS:</b>  |                  |             |             |             |            |
| <b><i>*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.</i></b>   |                  |             |             |             |            |

| <b>C. Other Program Elements (38 Points)</b>   |                  |             |             |             |            |
|--|------------------|-------------|-------------|-------------|------------|
| <b>1. Student Assessment (2 points)</b>  |                  |             |             |             |            |
| <b>The applicant:</b>  | <b>Very Good</b> | <b>Good</b> | <b>Fair</b> | <b>Poor</b> | <b>N/A</b> |
| <b>a)</b> Described the process used by the eligible provider to assess the educational, workforce preparation, workforce training and digital literacy needs of the eligible individuals; <b>b)</b> Specified the career inventory assessment tool(s) that will be administered to students in the program; and <b>c)</b> Specified the digital literacy assessment(s) that will be administered to students in the program.  | <b>2.0</b>       | <b>1.5</b>  | <b>1.0</b>  | <b>0.5</b>  | <b>-</b>   |
| Total Points Awarded (out of 2 possible points)  |                  |             |             |             |            |
| <b>2. Instructional Program (8 points)</b>   |                  |             |             |             |            |
| <b>The applicant:</b>  | <b>Very Good</b> | <b>Good</b> | <b>Fair</b> | <b>Poor</b> | <b>N/A</b> |
| <b>a)</b> Specified the Instructional delivery options; <b>b)</b> Described the adult education and literacy activities (e.g. reading, mathematics, writing, speaking, and English language acquisition instruction), workforce preparation, workforce training, digital literacy and digital skills training and other related activities and services, that will be offered by the eligible provider; and <b>c)</b> 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 IE&T+D program.   | <b>2.0</b>       | <b>1.5</b>  | <b>1.0</b>  | <b>0.5</b>  | <b>-</b>   |
| <b>d)</b> 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 <b>e)</b> Described how the eligible provider will meet the state's requirement that a minimum of 24 hours of instruction (classroom, tutoring, blended/distance/HyFlex learning) is offered to students per week.  | <b>2.0</b>       | <b>1.5</b>  | <b>1.0</b>  | <b>0.5</b>  | <b>-</b>   |
| <b>f)</b> Described whether the eligible provider's IE&T+D program is of sufficient intensity and quality and based on the most rigorous research available so that participants achieve substantial learning gains; <b>g)</b> Described whether the eligible provider uses instructional practices that include the essential components of reading instruction; and <b>h)</b> Described whether the activities, including reading, mathematics, writing, speaking and English Language acquisition instruction, as well as workforce preparation and workforce training, inclusive of digital literacy and digital skills training activities, delivered by the eligible provider, are based on best practices derived from scientifically valid research and effective educational practices. | <b>2.0</b>       | <b>1.5</b>  | <b>1.0</b>  | <b>0.5</b>  | <b>-</b>   |

|   |           |      |      |      |     |
|---|-----------|------|------|------|-----|
| i) Described whether the eligible provider’s activities provide learning in context through integrated education and training, inclusive of digital literacy and digital skills training activities, 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, as applicable.  | 2.0       | 1.5  | 1.0  | 0.5  | -   |
| Total Points Awarded (out of 8 possible points)   |           |      |      |      |     |
| <b>3. Technology Integration (3 points)</b>   |           |      |      |      |     |
| <b>The applicant:</b>   | Very Good | Good | Fair | Poor | N/A |
| a) Listed the technology (computer hardware, software and Learning Management System) that will be available for use by students in the IE&T+D program; b) Specified whether the eligible provider has a blended/HyFlex learning/distance education plan, and how long the eligible provider has been offering blended/HyFlex learning and/or distance education to eligible individuals; and c) Described the technology services and delivery systems, including blended/HyFlex 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)   |           |      |      |      |     |
| <b>4 Facilities, Equipment, Supplies and Materials (3 points)</b>   |           |      |      |      |     |
| <b>The applicant:</b>   | 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, digital devices for in-person (synchronous), online (synchronous), online (asynchronous) learning, onsite library, student lounge/lunch area, and other amenities); and if more than one site, describe all sites as applicable; b) <b>Uploaded/submitted</b> 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+D industry focus. | 3.0       | 2.25 | 1.5  | 0.75 | -   |
| Total Points Awarded (out of 3 possible points)   |           |      |      |      |     |

| <b>5. Supportive Services and Resources (3 points)</b>   |                  |             |             |             |            |
|--|------------------|-------------|-------------|-------------|------------|
| <b>The applicant:</b>  | <b>Very Good</b> | <b>Good</b> | <b>Fair</b> | <b>Poor</b> | <b>N/A</b> |
| <b>a)</b> 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>b)</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)  |                  |             |             |             |            |
| <b>6. Career Pathway Transition Services (6 points)</b>  |                  |             |             |             |            |
| <b>The applicant:</b>  | <b>Very Good</b> | <b>Good</b> | <b>Fair</b> | <b>Poor</b> | <b>N/A</b> |
| <b>a)</b> 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 advanced 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>b)</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         | -          |
| <b>c)</b> Described the services that will be offered, including career counseling, to support students in progressing along their individual career path; <b>d)</b> Described the services that will be offered to assist students in transitioning to postsecondary education and/or advanced training; and <b>e)</b> 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)  |                  |             |             |             |            |

| <b>7. Partnerships, Consortia and Coalitions (3 points)</b>  |                  |             |             |             |            |
|--|------------------|-------------|-------------|-------------|------------|
| <b>The applicant:</b>  | <b>Very Good</b> | <b>Good</b> | <b>Fair</b> | <b>Poor</b> | <b>N/A</b> |
| <b>a)</b> 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>b) Uploaded/submitted</b> 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; <b>c)</b> 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; <b>d)</b> Listed the postsecondary education and/or training providers that the eligible provider will be partnering with to help students transition to postsecondary education and/or advanced training, if applicable; and <b>e)</b> 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)  |                  |             |             |             |            |
| <b>8. Marketing and Outreach (2 points)</b>  |                  |             |             |             |            |
| <b>The applicant:</b>  | <b>Very Good</b> | <b>Good</b> | <b>Fair</b> | <b>Poor</b> | <b>N/A</b> |
| <b>a)</b> 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)  |                  |             |             |             |            |
| <b>9. Key Personnel (3 points)</b>   |                  |             |             |             |            |
| <b>The applicant:</b>  | <b>Very Good</b> | <b>Good</b> | <b>Fair</b> | <b>Poor</b> | <b>N/A</b> |
| <b>a)</b> Described whether the eligible provider's activities are delivered by academic and vocational instructors, counselors, supportive staff members, and administrators who meet any minimum qualifications established by the State, where applicable, per the RFA, Section V: OSSE AFE Grant Requirements; <b>b)</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; <b>c)</b> Completed and <b>uploaded/submitted</b> 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 <b>d) Uploaded/submitted</b> 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)  |                  |             |             |             |            |

| <b>10. Core Outcomes Team (3 points)</b>   |                  |             |             |             |            |
|--|------------------|-------------|-------------|-------------|------------|
| <b>The applicant:</b>  | <b>Very Good</b> | <b>Good</b> | <b>Fair</b> | <b>Poor</b> | <b>N/A</b> |
| <b>a)</b> Described how it will use funds to establish and/or support 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 VI: Program Design > Primary Indicators of Performance - (National Reporting System (NRS) Table 5 and the AFE's Connect2Tech DC Outcomes and Outputs. 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 entry-level and industry-recognized credentials, including digital literacy credentials, and 9) Attainment of AFE's Connect2Tech DC Outcomes and Outputs. | <b>3.0</b>       | <b>2.25</b> | <b>1.5</b>  | <b>0.75</b> | <b>-</b>   |
| Total Points Awarded (out of 3 possible points)  |                  |             |             |             |            |
| <b>11. Data Collection, Management and Reporting (2 points)</b>  |                  |             |             |             |            |
| <b>The applicant:</b>  | <b>Very Good</b> | <b>Good</b> | <b>Fair</b> | <b>Poor</b> | <b>N/A</b> |
| <b>a)</b> 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>b)</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 My Journey DC to facilitate the referral of participants to/from the eligible provider's agency to/from other organizations for education, training and other related services.   | <b>2.0</b>       | <b>1.5</b>  | <b>1.0</b>  | <b>0.5</b>  | <b>-</b>   |
| Total Points Awarded (out of 2 possible points)  |                  |             |             |             |            |
| <b>TOTAL POINTS AWARDED OUT OF 38 POSSIBLE POINTS:</b>   |                  |             |             |             |            |
| <b><i>*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.</i></b>  |                  |             |             |             |            |

| D. Fiscal Management (8 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) <b>Uploaded/submitted</b> a copy of the organization's financial and/or accounting policies and procedures in EGMS; c) <b>Uploaded/submitted</b> a copy of the most recent organizational budget (revenues by source and expenditures by program and/or type of expense) in EGMS; and d) <b>Uploaded/submitted</b> the organization's most recent year-end annual financial audit in EGMS.   | 2.0       | 1.5  | 1.0  | 0.5  | -   |
| Total Points Awarded (out of 4 possible points)   |           |      |      |      |     |
| 2. Budget and Finance Workbook   Detailed Planned Expenditures in EGMS (4 points)   |           |      |      |      |     |
| The applicant:  | Very Good | Good | Fair | Poor | N/A |
| a) Completed the OSSE AFE Budget and Finance Workbook (excel), as applicable, listing allowable, allocable and reasonable expenditures on the applicable tabs based on the activities described in the program design and the projected number of students to be served; b) Completed the Certification of Single Audit tab specifying the eligible provider's expenditure of all federal funding (type and amount) in the prior year; c) Completed the Match tab specifying how the 25% Match requirement for the OSSE AFE grants would be met, including a detailed description of each expenditure; and d) 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, if applicable. | 2.0       | 1.5  | 1.0  | 0.5  | -   |
| e) 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 OSSE AFE Budget and Finance Workbook (excel) and f) <b>Uploaded/submitted</b> the OSSE AFE Budget and Finance Workbook (excel) in EGMS.  | 2.0       | 1.5  | 1.0  | 0.5  | -   |
| Total Points Awarded (out of 4 possible points)   |           |      |      |      |     |
| TOTAL POINTS AWARDED OUT OF 8 POSSIBLE POINTS:  |           |      |      |      |     |
| <i>*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.</i>  |           |      |      |      |     |

| <b>Application Scoring Criteria Summary</b> |                        |                                     |   |
|---|------------------------|-------------------------------------|---|
|   |                        | <b>Total Points<br/>Per Section</b> | <b>Total Points<br/>Awarded Per<br/>Section</b> |
| <b>Section A</b>                            | Project Information    | 16                                  |   |
| <b>Section B</b>                            | Program Design         | 38                                  |   |
| <b>Section C</b>                            | Other Program Elements | 38                                  |   |
| <b>Section D</b>                            | Fiscal Management      | 8                                   |   |
|   | <b>Total</b>           | <b>100</b>                          |   |



### SECTION XIII: GRANT AWARDS<sup>13</sup>

#### **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 quarterly statistical reports with evidence, quarterly narrative reports with evidence, and participate in all monitoring activities (e.g. local program site visits and classroom observations, technical assistance check-in sessions, desk reviews, self-assessments, when applicable and final monitoring reviews, 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 24 to 48 hours and to provide requested information within five (5) to ten (10) business days, when applicable.

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 AFE Quarterly and Year-End Reporting Workbook. Recipients are also required to use My Journey DC for service coordination purposes with the WIOA core partners and other key stakeholders. Recipients must

<sup>13</sup> The requirements identified in Section XIII are District-imposed requirements.

have computer(s) and Internet connectivity to utilize the Literacy, Adult and Community Education System (LACES), My Journey DC and the Enterprise Grants Management System (EGMS).

#### **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

**Comprehensive Adult Student Assessment Systems (CASAS) Correlation Chart  
For Adult Basic Education (ABE) and Adult Secondary Education (ASE)**

| <b>CASAS CORRELATION CHARTS</b>   |  |  |   |
|---|--|--|---|
| <b>CASAS Reading GOALS Series</b>   |  |  |   |
| National Reporting System (NRS) Levels, CASAS Scale Score Ranges and Grade Level Equivalents (GLEs) |  |  |   |
| <b>NRS Levels (A)</b>   | <b>Adult Basic Education (ABE)/<br/>Adult Secondary Education (ASE) Levels (B)</b> | <b>Scale Score Ranges<br/>CASAS Reading GOALS Series (C)</b> | <b>Grade Level Equivalents (GLEs) (D)</b> |
| 1   | Beginning ABE Literacy   | 193 and below  | K   |
|   |  | 194 - 203  | 1   |
| 2   | Beginning Basic Education  | 204 - 210  | 2   |
|   |  | 211 - 216  | 3   |
| 3   | Low Intermediate Basic Education   | 217 - 222  | 4   |
|   |  | 223 - 227  | 5   |
| 4   | High Intermediate Basic Education  | 228 - 230  | 6   |
|   |  | 231 - 234  | 7   |
|   |  | 235-238  | 8   |
| 5   | Low Adult Secondary Education  | 239-243  | 9   |
|   |  | 244 - 248  | 10  |
| 6   | High Adult Secondary Education   | 249 - 253  | 11  |
|   |  | 254 and above  | 12  |

| <b>CASAS CORRELATION CHARTS</b>  |  |  |  |
|--|--|--|--|
| <b>CASAS Math GOALS 2 Series</b>   |  |  |  |
| National Reporting System (NRS) Levels, CASAS Scale Score Ranges and Grade Level Equivalent (GLEs) |  |  |  |
| <b>NRS Levels (A)</b>  | <b>Adult Basic Education (ABE)/ Adult Secondary Education (ASE) Levels (B)</b> | <b>Scale Score Ranges CASAS Reading GOALS Series (C)</b> | <b>Grade Level Equivalent (GLEs) (D)</b> |
| 1  | Beginning ABE Literacy   | 183 and below  | K  |
|  |  | 184 - 192  | 1  |
| 2  | Beginning Basic Education  | 193 - 198  | 2  |
|  |  | 199 - 203  | 3  |
| 3  | Low Intermediate Basic Education   | 204 - 208  | 4  |
|  |  | 209 - 213  | 5  |
| 4  | Middle Intermediate Basic Education  | 214 - 220  | 6  |
|  |  | 221 - 224  | 7  |
| 5  | High Intermediate Basic Education  | 225 - 228  | 7  |
|  |  | 229 - 235  | 8  |
| 6  | Adult Secondary Education  | 236 - 240  | 9  |
|  |  | 241 - 244  | 10                                       |
|  |  | 245 - 248  | 11                                       |
|  |  | 249 and above  | 12                                       |

**Source(s): [CASAS Website > WIOA and NRS Compliance > Scale Scores, NRS Educational Functioning Levels \(EFLs\), and Grade Level Equivalent](#)**

## APPENDIX – ATTACHMENT B

**Comprehensive Adult Student Assessment Systems (CASAS) Correlation Chart  
for English as a Second Language (ESL)/English Language Learners (ELL)**

| <b>CASAS CORRELATION CHARTS</b>  |  |  |   |
|--|--|--|---|
| <b>CASAS Reading STEPS Series</b>  |  |  |   |
| National Reporting System (NRS) Levels, CASAS Scale Score Ranges and Grade Level Equivalents (GLEs)  |  |  |   |
| <b>NRS Levels<br/>(A)</b>  | <b>English as a Second<br/>Language (ESL) Levels<br/>(B)</b> | <b>Scale Score Ranges<br/>CASAS Reading STEPS Series<br/>(C)</b>   | <b>Grade Level<br/>Equivalents (GLEs)<br/>(D)</b> |
| 1  | Beginning ESL Literacy                                       | 183 and below  | K   |
| 2  | Low Beginning ESL  | 184 – 189  | K   |
|  |  | 190 – 196  | 1   |
| 3  | High Beginning ESL   | 197 – 206  | 1   |
| 4  | Low Intermediate ESL   | 207 – 211  | 2   |
|  |  | 212 - 216  | 3   |
| 5  | High Intermediate ESL  | 217 – 222  | 4   |
|  |  | 223 - 227  | 5   |
| 6  | Advanced ESL   | 228 – 230  | 6   |
|  |  | 231 - 234  | 7   |
|  |  | 235 - 238  | 8   |
|  | (Exit Advanced ESL)  | *239 and above   | 9+  |
| *English as a Second Language (ESL) students who score 239 or above on a CASAS Reading STEPS assessment should be administered a CASAS Reading GOALS assessment as the next assigned test. |  |  |   |
| <b>CASAS Listening STEPS Series</b>  |  |  |   |
| National Reporting System (NRS) Levels, CASAS Scale Score Ranges and Grade Level Equivalents (GLEs)  |  |  |   |
| <b>NRS Levels<br/>(A)</b>  | <b>English as a Second<br/>Language (ESL) Levels<br/>(B)</b> | <b>Scale Score Ranges<br/>CASAS Listening STEPS Series<br/>(C)</b> | <b>Grade Level<br/>Equivalents (GLEs)<br/>(D)</b> |
| 1  | Beginning ESL Literacy                                       | 181 and below  | K   |
| 2  | Low Beginning ESL  | 182 – 186  | K   |
|  |  | 187 - 191  | 1   |
| 3  | High Beginning ESL   | 192 – 201  | 1   |
| 4  | Low Intermediate ESL   | 202 – 206  | 2   |
|  |  | 207 - 211  | 3   |
| 5  | High Intermediate ESL  | 212 - 216  | 4   |
|  |  | 217 - 221  | 5   |
| 6  | Advanced ESL   | 222 - 224  | 6   |
|  |  | 225 - 227  | 7   |
|  |  | 228 - 231  | 8   |
|  | Exit Advanced ESL  | 232 and above  | 9+  |

| <b>CASAS CORRELATION CHARTS</b>  |  |   |  |
|--|--|---|--|
| <b>CASAS Math GOALS 2 Series</b>   |  |   |  |
| National Reporting System (NRS) Levels, CASAS Scale Score Ranges and Grade Level Equivalent (GLEs) |  |   |  |
| <b>NRS Levels (A)</b>  | <b>Adult Basic Education (ABE)/ Adult Secondary Education (ASE) Levels (B)</b> | <b>Scale Score Ranges CASAS Math GOALS 2 Series (C)</b> | <b>Grade Level Equivalent (GLEs) (D)</b> |
| 1  | Beginning ABE Literacy   | 183 and below   | K  |
|  |  | 184 - 192   | 1  |
| 2  | Beginning Basic Education  | 193 - 198   | 2  |
|  |  | 199 - 203   | 3  |
| 3  | Low Intermediate Basic Education   | 204 - 208   | 4  |
|  |  | 209 - 213   | 5  |
| 4  | Middle Intermediate Basic Education  | 214 - 220   | 6  |
|  |  | 221 - 224   | 7  |
| 5  | High Intermediate Basic Education  | 225 - 228   | 7  |
|  |  | 229 - 235   | 8  |
| 6  | Adult Secondary Education  | 236 - 240   | 9  |
|  |  | 241 - 244   | 10                                       |
|  |  | 245 - 248   | 11                                       |
|  |  | 249 and above   | 12                                       |

Please note that, in addition to the administration of the CASAS Reading STEPS Series and CASAS Listening STEPS Series, ESL/ELL students must be administered a CASAS Math GOALS 2 Series pre-test and post-test.

**Source(s): [CASAS Website > WIOA and NRS Compliance > Scale Scores, NRS Educational Functioning Levels \(EFLs\), and Grade Level Equivalent](#)**

## APPENDIX – ATTACHMENT C

## DEFINITION OF TERMS

| Term  | Definition  | Source  |
|---|---|---|
| <b>ACTION RESEARCH DISTANCE LEARNING (ARDL) PROJECT</b> | <p>The Action Research Distance Learning (ARDL) Project supports AFE sub-grantees in expanding their capacity to offer Integrated Education and Training + Digital (Literacy and Skills Training) (IE&amp;T+D) to adult learners through distance education, blended learning, hybrid learning and the *HyFlex learning model.</p> <p>The project provides teachers with an opportunity to:</p> <ul style="list-style-type: none"> <li>• plan and pilot a HyFlex class, reflect on their class experiences, identify problems or issues, and develop strategies to address them.</li> <li>• develop industry-specific, contextualized lesson plans that include the O*NET competencies, industry standards, digital literacy standards and College and Career Readiness Standards for inclusion in OSSE AFE’s new repository of IE&amp;T+D lesson plans.</li> <li>• collaborate with other adult educators in industry-focused Communities of Practice and contribute to the discourse on meeting the changing needs of adult learners in IE&amp;T+D programs.</li> <li>• use tools and techniques to boost student learning, persistence, and outcomes on National Reporting System (NRS) Tables 4, 4C, 5, and 5A with an emphasis on increased student attainment of measurable skill gains, digital literacy skill gains and entry-level and industry-recognized credentials.</li> </ul> <p>The project also enables the state to work in collaboration with its sub-grantees/local program providers to build a repertoire of research-based promising practices on the integration of distance education, blended learning, hybrid learning, and HyFlex learning into IE&amp;T+D programs models in the District of Columbia.</p> <p>*AFE IE&amp;T+D Providers are expected to pilot/offer at least one HyFlex course.</p> |   |
| <b>ADMINISTRATIVE COSTS</b>                             | <p>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.</p>   | <a href="#">Workforce Innovation and Opportunity Act (WIOA) Laws, Regulations, &amp; Guidance</a> |

|  |  |   |
|--|--|---|
| <b>ADULT EDUCATION</b>                         | <p>The term “adult education” means academic instruction and education services below the postsecondary level that increase an individual’s ability to—</p> <p>(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;</p> <p>(B) transition to postsecondary education and training; and</p> <p>(C) obtain employment.</p>   | <a href="#">Workforce Innovation and Opportunity Act (WIOA) Laws, Regulations, &amp; Guidance</a> |
| <b>ADULT EDUCATION AND LITERACY ACTIVITIES</b> | <p>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.</p>   | <a href="#">Workforce Innovation and Opportunity Act (WIOA) Laws, Regulations, &amp; Guidance</a> |
| <b>ADULT EDUCATION STANDARDS</b>               | <p>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.</p>  |   |
| <b>ADULT BASIC EDUCATION</b>                   | <p>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.</p>   |   |
| <b>APPRENTICESHIP</b>                          | <p>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.</p> <p>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.</p> | <a href="#">U.S. Department of Labor - Apprenticeship</a>   |



|                               |   |   |
|-------------------------------|---|---|
| <b>BASIC SKILLS DEFICIENT</b> | <p>The term “basic skills deficient” means, with respect to an individual—</p> <p>(A) that the individual has English reading, writing, or computing skills at or below the 8P<sup>th</sup>P grade level on a generally accepted standardized test; or</p> <p>(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.</p>   | <a href="#">Workforce Innovation and Opportunity Act (WIOA) Laws, Regulations, &amp; Guidance</a> |
| <b>CAREER AWARENESS</b>       | <p>The term “career awareness” refers to:</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• Knowledge of possible career paths and job opportunities, as well as what is required to be successful in them; and</li> <li>• 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.</li> </ul>   |   |
| <b>CAREER COACH DC</b>        | <p><a href="#">Career Coach DC</a> is designed to help users find and connect to a career pathway by providing the most current information on employment opportunities, salaries, job postings and related education and training. Career Coach users gain information about national, regional, local high-demand industries as well as the occupations and skills associated with these industries. With Career Coach, users can look at the transferability of skills between occupations, see local employers’ needs and analyze career paths.</p>   |   |
| <b>CAREER EXPLORATION</b>     | <p>The term “career exploration” refers to a set of activities to help a participant learn about, consider, and plan for a particular career pathway.</p>   |   |
| <b>CAREER PATHWAY</b>         | <p>The term “career pathway” means a combination of rigorous and high-quality education, training, and other services that—</p> <p>(A) aligns with the skill needs of industries in the economy of the State or regional economy involved;</p> <p>(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 seq.) (referred to individually in this Act as an “apprenticeship”, except in section 171);</p> <p>(C) includes counseling to support an individual in achieving the individual’s education and career goals;</p> <p>(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;</p> <p>(E) organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the</p> | <a href="#">Workforce Innovation and Opportunity Act (WIOA) Laws, Regulations, &amp; Guidance</a> |

|   |   |   |
|---|---|---|
|   | <p>educational and career advancement of the individual to the extent practicable;</p> <p>(F) enables an individual to attain a secondary school diploma or its recognized equivalent, and at least one recognized postsecondary credential; and</p> <p>(G) helps an individual enter or advance within a specific occupation or occupational cluster.</p>  |   |
| <b>CAREER PLANNING</b>  | <p>The term “career planning” means the provision of a client-centered approach in the delivery of services, designed—</p> <p>(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</p> <p>(B) to provide job, education, and career counseling, as appropriate during program participation and after job placement.</p>   | <a href="#">Workforce Innovation and Opportunity Act (WIOA) Laws, Regulations, &amp; Guidance</a> |
| <b>CAREER UP DC</b>   | <p>Career Up DC provides students who are nearing the completion of their secondary education, an entry-level or industry-recognized credential, or an OSSE AFE IE&amp;T+D program with the chance to earn a stipend (minimum wage) or incentive while participating in a work-based learning activity such as an internship, externship, practicum, or apprenticeship. The initiative also helps youth and adults to stay engaged in IE&amp;T+D programs, facilitate their acquisition and application of new knowledge and skills through work-based learning, and support their possible transition to competitive employment. AFE IE&amp;T+D providers maintain, develop, and/or expand upon their employer partnerships, and receive guidance or technical assistance from AFE state staff on how to strengthen their capacity to offer work-based learning for students.</p> <p>Also see the definition of Work-Based Learning below.</p> |   |
| <b>COMMUNITY-BASED ORGANIZATION</b>                           | <p>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.</p>  | <a href="#">Workforce Innovation and Opportunity Act (WIOA) Laws, Regulations, &amp; Guidance</a> |
| <b>COMPREHENSIVE ADULT STUDENT ASSESSMENT SYSTEMS (CASAS)</b> | <p>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.</p>  |   |

|   |   |   |
|---|---|---|
|   | 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.  |   |
| <b>CONSORTIUM</b>                             | 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.   |   |
| <b>CONTEXTUALIZED LEARNING</b>                | 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.  |   |
| <b>COST REIMBURSABLE GRANT</b>                | 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.   |   |
| <b>DC DIGITAL LITERACY SKILL (DLS) LEVELS</b> | <p>OSSE AFE, in collaboration with Literacy Minnesota, established DC Digital Literacy Skill (DLS) Levels for Northstar assessments being administered by DC providers and partners. Northstar is a program of Literacy Minnesota whose mission is to share the power of learning through education, community building and advocacy.</p> <p>The DC DLS levels include Level A – Beginning DLS, Level B – High Beginning DLS, Level C – Intermediate DLS and Level D – Advanced DLS. Each of these levels (A, B, C and D) also encompasses metrics that allow OSSE AFE and DC providers and partners to track, monitor and report on student progression. Student attainment of Northstar score (percentage point) gains within each level (e.g., Level C – 54.2% [pre-test] to 58.5% [post-test], as well as student progression from one DC DLS level to the next (e.g., Level A to B, B to C, or C to D) per the administration of proctored Northstar pre- and post-assessments can be monitored.</p> | <p><a href="#">OGL-AFE 1-2024 Northstar Digital Literacy Assessment Implementation v. 1.0 2.29.24.pdf</a></p> <p><a href="#">DC Digital Literacy Skill Levels &amp; Correlation Chart for Rec. Instr. Hrs. for Academic Intervention Printable 3.4.24.pdf</a></p> |
| <b>DC TUITION ASSISTANCE GRANT</b>            | The DC Tuition Assistance Grant (DCTAG) is a student-level grant program that provides grants of up to \$10,000 toward the difference between in-state and out-of-state tuition at public colleges and universities (two-year and four-year) throughout the US, Guam, and Puerto Rico. DCTAG also provides up to \$2,500 per academic year toward tuition at private colleges in the Washington, DC Metropolitan area and private Historically Black Colleges and Universities (HBCUs) nationwide.  | <a href="#">DC Tuition Assistance Grant</a>   |
| <b>DIGITAL LITERACY</b>                       | 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.   |   |

|                                |   |   |
|--------------------------------|---|---|
| <b>DIGITAL SKILLS TRAINING</b> | <p>The term “digital skills training” refers to the acquisition of abilities to use digital devices, communication applications and networks to access and manage information. Digital skills enable people to create and share content, communicate and collaborate, and solve problems for effective and creative self-fulfillment in life, learning, work, and social activities at large. Basic digital literacy skills are essential for navigating everyday tasks, such as accessing information online, using productivity tools, and communicating digitally.</p>   |   |
| <b>DISTRICT RESIDENT</b>       | <p>For the purposes of this RFA the term “District resident” means an individual who resides in the District of Columbia and <u>verifies</u> their residency by providing one of the following items that shows a DC home address in the name of the student:</p> <ul style="list-style-type: none"> <li>• A pay stub;</li> <li>• A Supplemental Security Income annual benefits notification;</li> <li>• A copy of Form D40 certified by the DC Office of Tax and Revenue;</li> <li>• A Military Housing Order;</li> <li>• An embassy letter;</li> <li>• Proof of financial assistance from the DC Government, in the form of either a: <ul style="list-style-type: none"> <li>○ Temporary Assistance for Needy Families (TANF) verification of income notice or recertification approval letter;</li> <li>○ Medicaid approval letter or recertification letter;</li> <li>○ Housing assistance letter from a housing shelter, including contact name and phone number or a letter from the Housing Authority; or</li> <li>○ Proof of receipt of financial assistance from another DC Government program.</li> </ul> </li> </ul> <p>If none of the above items are available to verify residency, two of the following items are acceptable as proof of residency:</p> <ul style="list-style-type: none"> <li>• A valid unexpired DC motor vehicle registration;</li> <li>• A valid unexpired lease or rental agreement;</li> <li>• A valid unexpired DC motor vehicle operator's permit or other official non-driver identification; and</li> <li>• One utility bill (only gas, electric and water bills acceptable).</li> </ul> <p>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.</p> |   |
| <b>DUAL ENROLLMENT</b>         | <p>Dual enrollment programs for adult learners, designed using a career pathway model, provide adults who do not have a high school diploma or its equivalent with access to federal financial aid to support tuition</p>   | <p><a href="#">Center for Law and Social Policy (CLASP)</a></p> |

|                                      |  |   |
|--------------------------------------|--|---|
|                                      | 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.  |   |
| <b>DUNS NUMBER</b>                   | The Dun & Bradstreet D-U-N-S <sup>®</sup> 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.  | <a href="#">Dun &amp; Bradstreet</a>  |
| <b>EDUCATIONAL FUNCTIONING LEVEL</b> | 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.  | <a href="#">National Reporting System (NRS)</a>   |
| <b>ELIGIBLE AGENCY</b>               | 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, respectively, consistent with the law of the State or outlying area, respectively.  | <a href="#">Workforce Innovation and Opportunity Act (WIOA) Laws, Regulations, &amp; Guidance</a> |
| <b>ELIGIBLE INDIVIDUAL</b>           | The term “eligible individual” means an individual—<br>(A) who has attained 18 years of age;<br>(B) who is not enrolled or required to be enrolled in secondary school under State law; and<br>(C) who—<br>(i) is basic skills deficient;<br>(ii) does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or<br>(iii) is an English language learner.  | <a href="#">Workforce Innovation and Opportunity Act (WIOA) Laws, Regulations, &amp; Guidance</a> |
| <b>ELIGIBLE PROVIDER</b>             | The term “eligible provider” means an organization that has demonstrated effectiveness in providing adult education and literacy activities that may include—<br>(A) a local educational agency;<br>(B) a community-based organization or faith-based organization;<br>(C) a volunteer literacy organization;<br>(D) an institution of higher education;<br>(E) a public or private nonprofit agency;<br>(F) a library;<br>(G) a public housing authority;<br>(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;<br>(I) any other organization or entity; | <a href="#">Workforce Innovation and Opportunity Act (WIOA) Laws, Regulations, &amp; Guidance</a> |

|   |   |   |
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|   | <p>(J) a consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described in any of subparagraphs (A) through (I); and</p> <p>(K) a partnership between an employer and an entity described in any of subparagraphs (A) through (J).</p>   |   |
| <b>ENGLISH LANGUAGE ACQUISITION PROGRAM</b> | <p>The term “English language acquisition program” means a program of instruction—</p> <p>(A) designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language; and</p> <p>(B) that leads to—</p> <p>(i)(I) attainment of a secondary school diploma or its recognized equivalent; and</p> <p>(II) transition to postsecondary education and training; or</p> <p>(ii) employment.</p>  | <a href="#">Workforce Innovation and Opportunity Act (WIOA) Laws, Regulations, &amp; Guidance</a> |
| <b>ENGLISH LANGUAGE LEARNER</b>             | <p>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—</p> <p>(A) whose native language is a language other than English; or</p> <p>(B) who lives in a family or community environment where a language other than English is the dominant language.</p>  | <a href="#">Workforce Innovation and Opportunity Act (WIOA) Laws, Regulations, &amp; Guidance</a> |
| <b>ENROLLMENT</b>                           | <p>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.</p>   | <a href="#">National Reporting System (NRS)</a>   |
| <b>EXIT</b>                                 | <p>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</p>   | <a href="#">U.S. Department of Education, Program Memorandum OCTAE 17-2</a>                       |
| <b>FAMILY LITERACY</b>                      | <p>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.</p> | <a href="#">Workforce Innovation and Opportunity Act (WIOA) Laws, Regulations, &amp; Guidance</a> |

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| <b>FEDERAL EMPLOYEE IDENTIFICATION NUMBER</b>  | Federal Employee Identification Number (FEIN) is used to pull previously registered vendor information, or to activate New Vendor registration fields.   |   |
| <b>HYFLEX LEARNING MODEL</b>                   | <p>*HyFlex, or the hybrid-flexible, class format is an instructional approach that combines face-to-face (F2F) and online learning. Each class session and learning activity is offered in-person, synchronously online, and asynchronously online. Because students can decide—for each class or activity—how to participate, the HyFlex approach provides students with autonomy, flexibility, and seamless engagement, no matter where, how, or when they engage in a class/course. Central to this model is the principle that the learning is equivalent, regardless of the mode.</p> <p>*AFE IE&amp;T+D Providers are expected to pilot/offer at least one HyFlex course.</p>  |   |
| <b>IN-DEMAND INDUSTRY SECTOR OR OCCUPATION</b> | <p>(A) In general, —The term “in-demand industry sector or occupation” means—</p> <p>(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</p> <p>(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.</p> <p>(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 and labor market projections, including the use of labor market information.</p> | <a href="#">Workforce Innovation and Opportunity Act (WIOA) Laws, Regulations, &amp; Guidance</a> |
| <b>INDIRECT COST RATE</b>                      | 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.  | <a href="#">U.S. Department of Education, Office of the Chief Financial Officer</a>               |
| <b>INDIVIDUAL WITH A BARRIER TO EMPLOYMENT</b> | 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   | <a href="#">Workforce Innovation and Opportunity Act (WIOA) Laws, Regulations, &amp; Guidance</a> |



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|  | <p>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.</p>                            |  |
| <b>INDIVIDUAL WITH A DISABILITY</b>              | <p>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.</p>  | <p><a href="#">Workforce Innovation and Opportunity Act (WIOA) Laws, Regulations, &amp; Guidance</a></p> |
| <b>INDIVIDUAL CAREER PATHWAY TRANSITION PLAN</b> | <p>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.</p> |  |
| <b>INSTITUTION OF HIGHER EDUCATION</b>           | <p>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).</p>  | <p><a href="#">Workforce Innovation and Opportunity Act (WIOA) Laws, Regulations, &amp; Guidance</a></p> |
| <b>INTEGRATED EDUCATION AND TRAINING</b>         | <p>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.</p>   | <p><a href="#">Workforce Innovation and Opportunity Act (WIOA) Laws, Regulations, &amp; Guidance</a></p> |
| <b>INTEGRATED ENGLISH LITERACY</b>               | <p>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</p>   | <p><a href="#">Workforce Innovation and Opportunity Act (WIOA) Laws,</a></p>                             |



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| <b>AND CIVICS EDUCATION</b>                   | 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.   | <a href="#">Regulations, &amp; Guidance</a>   |
| <b>LITERACY</b>                               | 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.   | <a href="#">Workforce Innovation and Opportunity Act (WIOA) Laws, Regulations, &amp; Guidance</a> |
| <b>LOCAL EDUCATIONAL AGENCY</b>               | 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 that is recognized in a State as an administrative agency for its public elementary schools or secondary schools.   | <a href="#">U.S. Department of Education Definitions</a>  |
| <b>MAYOR’S SCHOLARS UNDERGRADUATE PROGRAM</b> | The Mayor’s Scholars Undergraduate Program provides individual students need-based funding for eligible DC residents earning their first associate or bachelor’s degree at select colleges and universities that are in the greater Washington region. Recipients of Mayor’s Scholars funding can receive up to \$4,000 per academic year, for up to four years for an associate degree, and up to six years for a bachelor’s degree. DC residents, regardless of age, who graduated high school or attained a GED or Diploma through the National External.   | <a href="#">Mayor’s Scholars Undergraduate Program</a>  |
| <b>MY JOURNEY DC</b>                          | My Journey DC is a program that enables professionals to see how and where a resident is being served across the workforce system in the District of Columbia. It also provides career coaching services to empower individuals to achieve employment and education success  | <a href="#">My Journey DC</a>   |
| <b>ONE STOP PARTNERS</b>                      | <p>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:</p> <p><b>(1)</b> Programs authorized under title I of WIOA, including:</p> <ul style="list-style-type: none"> <li><b>(i)</b> Adults;</li> <li><b>(ii)</b> Dislocated workers;</li> <li><b>(iii)</b> Youth;</li> <li><b>(iv)</b> Job Corps;</li> <li><b>(v)</b> YouthBuild;</li> <li><b>(vi)</b> Native American programs; and</li> <li><b>(vii)</b> Migrant and seasonal farmworker programs;</li> </ul> | <a href="#">Workforce Innovation and Opportunity Act (WIOA) Laws, Regulations, &amp; Guidance</a> |

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|   | <p>(2) The Wagner-Peyser Act Employment Service program authorized under the Wagner-Peyser Act (29 U.S.C. 49 <i>et seq.</i>), as amended by WIOA title III;</p> <p>(3) The Adult Education and Family Literacy Act (AEFLA) program authorized under title II of WIOA;</p> <p>(4) The Vocational Rehabilitation (VR) program authorized under title I of the Rehabilitation Act of 1973 (29 U.S.C. 720 <i>et seq.</i>), as amended by WIOA title IV;</p> <p>(5) The Senior Community Service Employment Program authorized under title V of the Older Americans Act of 1965 (42 U.S.C. 3056 <i>et seq.</i>);</p> <p>(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 <i>et seq.</i>);</p> <p>(7) Trade Adjustment Assistance activities authorized under chapter 2 of title II of the Trade Act of 1974 (19 U.S.C. 2271 <i>et seq.</i>);</p> <p>(8) Jobs for Veterans State Grants programs authorized under chapter 41 of title 38, U.S.C.;</p> <p>(9) Employment and training activities carried out under the Community Services Block Grant (42 U.S.C. 9901 <i>et seq.</i>);</p> <p>(10) Employment and training activities carried out by the Department of Housing and Urban Development;</p> <p>(11) Programs authorized under State unemployment compensation laws (in accordance with applicable Federal law);</p> <p>(12) Programs authorized under sec. 212 of the Second Chance Act of 2007 (42 U.S.C. 17532); and</p> <p>(13) Temporary Assistance for Needy Families (TANF) authorized under part A of title IV of the Social Security Act (42 U.S.C. 601 <i>et seq.</i>), unless exempted by the Governor under § 678.405(b).</p> |  |
| <p><b>POSTSECONDARY EDUCATIONAL INSTITUTION</b></p> | <p>The term “postsecondary educational institution” means—</p> <p>(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;</p> <p>(B) a tribally controlled college or university; or</p> <p>(C) a nonprofit educational institution offering certificate or apprenticeship programs at the postsecondary level.</p>  | <p><a href="#">Workforce Innovation and Opportunity Act (WIOA) Laws, Regulations, &amp; Guidance</a></p>   |
| <p><b>PRE-APPRENTICESHIP</b></p>                    | <p>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:</p> <ul style="list-style-type: none"> <li>• An approved training curriculum based on industry standards,</li> <li>• Educational and pre-vocational services,</li> <li>• Hands-on training in a simulated lab experience or through volunteer opportunities, and</li> <li>• Assistance in applying to Apprenticeship programs.</li> </ul>   | <p><a href="#">Apprenticeship USA</a></p> <p><a href="#">U.S. Department of Labor - Apprenticeship</a></p> |

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|                                  | <p>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 <a href="#">Training and Employment Notice 13-12</a>.</p>  |  |
| <b>REGION</b>                    | <p>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.</p>   | <p><a href="#">Workforce Innovation and Opportunity Act (WIOA) Laws, Regulations, &amp; Guidance</a></p> |
| <b>REGISTERED APPRENTICESHIP</b> | <p>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.</p> <p>There are five components to typical apprenticeship programs. These include:</p> <ul style="list-style-type: none"> <li>• <b>Business Involvement:</b> 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.</li> <li>• <b>Structured On-the-Job Training:</b> 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 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.</li> <li>• <b>Related Instruction:</b> 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.</li> <li>• <b>Rewards for Skill Gains:</b> Apprentices receive wages when they begin work, and receive pay increases as they meet benchmarks for skill</li> </ul> | <p><a href="#">U.S. Department of Labor - Apprenticeship</a></p>   |

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|                                  | <p>attainment. This helps reward and motivate apprentices as they advance through their training.</p> <ul style="list-style-type: none"> <li>Nationally-Recognized Credential: Every graduate of an Apprenticeship program receives a nationally-recognized credential. This is a portable credential that signifies to employers that apprentices are fully qualified for the job.</li> </ul> <p>For the District of Columbia, an Apprenticeship program must be registered with the DC Apprenticeship Council under the Department of Employment Services.</p> |   |
| <b>SCALE SCORE</b>               | 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.  | <a href="#">Educational Testing Service</a>   |
| <b>SECONDARY SCHOOL</b>          | 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).   | <a href="#">Workforce Innovation and Opportunity Act (WIOA) Laws, Regulations, &amp; Guidance</a> |
| <b>STATE</b>                     | The term “State” means each of the several States of the United States, the District of Columbia, and the Commonwealth of Puerto Rico.   | <a href="#">Workforce Innovation and Opportunity Act (WIOA) Laws, Regulations, &amp; Guidance</a> |
| <b>STATE BOARD</b>               | 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.  | <a href="#">Workforce Innovation and Opportunity Act (WIOA) Laws, Regulations, &amp; Guidance</a> |
| <b>STATE PLAN</b>                | The term “State plan”, used without further description, means a unified State plan under section 102 or a combined State plan under section 103.  | <a href="#">Workforce Innovation and Opportunity Act (WIOA) Laws, Regulations, &amp; Guidance</a> |
| <b>STUDENT LEARNING OUTCOMES</b> | 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.  | <a href="#">National Institute for the Learning Outcomes Assessment</a>                           |
| <b>SUPPORTIVE SERVICES</b>       | 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.  | <a href="#">Workforce Innovation and Opportunity Act (WIOA) Laws, Regulations, &amp; Guidance</a> |

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| <b>SYSTEM FOR AWARD MANAGEMENT (SAM)</b> | The System for Award Management (SAM) is 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.   | <a href="https://www.grants.gov">Grants.gov</a>   |
| <b>TRANSITION SERVICES</b>               | 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.  | <a href="https://definitions.uslego.com/t/transition-services/">https://definitions.uslego.com/t/transition-services/</a> |
| <b>WORK-BASED LEARNING</b>               | <p>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.</p> <p>Work-based learning opportunities include the following:</p> <ul style="list-style-type: none"> <li>• 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 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.</li> <li>• 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.</li> <li>• Business/industry field trip: offer students insight in the latest technical advancements and business strategies of an enterprise.</li> </ul> | <a href="https://en.wikipedia.org/wiki/Work-based_learning">https://en.wikipedia.org/wiki/Work-based_learning</a>         |

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|  | <p>Students also gain awareness of the various career opportunities available and understand the driving forces of the community's economy.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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</li> <li>• 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.</li> </ul> |   |
| <b>WORKFORCE PREPARATION ACTIVITIES</b>                  | 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.  | <a href="#">Workforce Innovation and Opportunity Act (WIOA) Laws, Regulations, &amp; Guidance</a> |
| <b>WORKPLACE ADULT EDUCATION AND LITERACY ACTIVITIES</b> | 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.  | <a href="#">Workforce Innovation and Opportunity Act (WIOA) Laws, Regulations, &amp; Guidance</a> |

*If you try to connect to one of the resources above using the link provided and are unable to connect to the site, please use a search engine (Bing, Google, etc.) to locate the resource.*