



DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF

EDUCATION



**WORKFORCE
INVESTMENT
COUNCIL**

REQUEST FOR APPLICATIONS

**DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF
EDUCATION, ADULT EDUCATION AND FAMILY
LITERACY ACT GRANT
AND
WORKFORCE INVESTMENT COUNCIL
CAREER PATHWAYS GRANT**

January 25, 2017

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SECTION I: STATEMENT OF NEED

Statement of Need

According to the Census Bureau, [2011-2015 American Community Survey \(ACS\)](#), an estimated 647,484 individuals reside in the District of Columbia.

Of the 82,227 District residents ages 18 to 24:

- **10% (n=8,618*) have an educational attainment level of less than high school diploma;**
- 23% (n=18,571) have a high school diploma or its equivalency;
- 44% (n=36,108) have some college or an associate's degree; and
- 23% (n=18,930) have a Bachelor's degree or higher.

Of the 453,952 District residents 25 years of age and over:

- **4.2% (n=19,376*) have less than a 9th grade education;**
- **6.4% (n=29,054*) have an educational attainment level of 9th to 12th grade and no diploma;**
- 18% (n=81,697) have a high school diploma or its equivalency;
- 14% (n=62,033) have some college, no degree;
- 3.1% (n=14,040) have an associate's degree;
- 23.3% (n=105,880) have a Bachelor's degree; and
- 31% (n=141,872) have a Graduate or professional degree.

In total, of the 536,179 District residents ages 18 and over,

- ***57,048 do not have a high school diploma or its equivalency.**

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

Further review of the ACS data from this time period shows that educational attainment has a direct impact on earning potential, resulting in the following disparities: 48.4% of families headed by someone with less than a high school diploma live below the poverty level; 36.8% of families headed by someone with a high school diploma or equivalent live below the poverty level; 26.8% of families headed by someone with some college/associates degree live below the poverty level; and 7.4% of families headed by someone with a bachelor's degree or higher live below the poverty level.

According to [“A Decade Behind: Breaking Out of the Low-Skill Trap in the Southern Economy”](#) (2012) by the Georgetown Public Policy Institute, Center on Education and Workforce, the benefits of Washington's strong economy are not evenly distributed even though the District is home to one of the most highly skilled labor markets in the nation. Additionally, the District's labor market has three times as many jobs as there are households. However, only a third of these jobs are held by D.C. residents as much of the city's workforce reside in nearby Maryland and Virginia. The high per-capita Gross Domestic

Product (GDP) further obscures a social gulf between the highly educated commuter workforce and the residents of certain parts of the city. Residents of the District face labor market challenges such as rising education requirements for jobs, low-adult reading proficiency, and one of the highest high school dropout rates in the nation.

The Georgetown University Public Policy Institute, Center on Education and the Workforce projects that nationally by 2020, 66% of all jobs will require some form of postsecondary education and training. The District of Columbia, Virginia and Maryland will meet or exceed this average (76%, 68% and 66% respectively). The Year 2020 projection of 76% will place the District of Columbia in the lead nationally for postsecondary education requirements. In 2010, 71% of the jobs in the District of Columbia already required postsecondary education and training in comparison to the current rate of 59% nationally. The table below provides a snapshot of education demand for total jobs in the District of Columbia (2010 and 2020) according to the Georgetown Public Policy Institute, Center on Education and the Workforce.

	2010	% in 2010	2020	% in 2020
High School or Less	187,100	29%	179,200	24%
Some college	87,400	13%	101,500	13%
Associate's	20,800	3%	31,800	4%
Bachelor's	175,200	27%	211,300	28%
Graduate	185,600	28%	238,500	31%
Total	656,100	100%	762,300	100%

Through 2020, D.C. is projected to create 231,100 job vacancies both from new job openings and from those becoming vacant due to retirement. Of the total number of job openings, 176,700 will be for individuals with postsecondary credentials, 19,700 for high school graduates and 34,700 for high school dropouts. While the District of Columbia ranks first amongst southern states relative to the proportion of 2020 jobs requiring a bachelor's and graduate degree, the District ranks last in the proportion available to those without a high school credential.

Additional data on the education and skill levels of D.C. residents can be found in the [District of Columbia WIOA Unified State Plan](#), Section II (A)(1)(B)(IV).

A New Vision for the District of Columbia

The District of Columbia is in the midst of significant change. The District's population numbers and the city's economy have climbed such that today, Washington, D.C. is the anchor of a strong and highly competitive regional economy. The city's skyline is dotted with cranes demonstrating large-scale construction projects in every Ward, including areas that had not seen significant development in decades. While the economy is thriving, thousands of District residents have not yet seen or felt the prosperity or economic growth for their families and their communities.

The District of Columbia Workforce Investment Council (WIC), a public-private partnership established in accordance with WIOA to advise the Mayor on the development,

implementation, and continued improvement of the District's workforce development system, conducted an analysis of the District's labor market data and determined the following high-demand employment sectors:

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

The WIC has designated these sectors as high-demand in the District, indicating that federal workforce funding should be aligned with these areas, as well as most other workforce programming focused on individuals at the middle skills level or below – including job training and apprenticeship, and education up to the associate degree level.

The Mayor, WIC, and WIOA Core Partner Agencies, inclusive of the Department of Employment Services (DOES, Titles I and III), Office of the State Superintendent of Education, Adult and Family Education (OSSE, Title II), and Department on Disability Services, Rehabilitation Services Administration (DDS/RSA, Title IV), will work in collaboration with the Department of Human Services (DHS), the University of the District of Columbia Community College (UDC-CC) and other stakeholders bring to fruition the vision of the District's WIOA Unified State Plan, Section II,(B)(1) to ensure that:

- Every D.C. 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 D.C. residents they need to compete globally, are full participants in the workforce system, and drive the District's economic growth.
- Residents and businesses in all eight wards are supported by a system that includes coordinated, cohesive, and integrated government agencies and partners working to help communities thrive.

In alignment with the state plan, OSSE and the WIC will require grant recipients to offer integrated education and training and workforce preparation services to District residents as well as transition services towards the next step in the educational continuum and their desired career path.

Through this competitive grant process and Request for Applications (RFA), OSSE and the WIC seek eligible providers, of demonstrated effectiveness and sound fiscal management, to develop, offer and implement high quality integrated education and training programs.

Additionally, OSSE and the WIC seek eligible providers that exhibit the following characteristics:

- Strategic organizational planning and the implementation of continuous improvement strategies.

- An assessment and data-driven culture.
- A working knowledge of the District's and regional economies, and use of real-time labor market data.
- Regular and on-going engagement with regional employers.
- An emphasis on lifelong learning in conjunction with employability skills.
- Use of academic, career and personal assessment of students as part of academic and career counseling.

OSSE, in partnership with the WIC, expects eligible providers of demonstrated effectiveness to harness their expertise, skills, and resources to design, develop and implement program designs that are:

- Innovative, student- centered and outcome-focused.
- Contextualized and targeted, with individualized and class instruction in reading and math and occupational literacy areas.
- Focused on students making measurable skill gains, particularly increases in educational functioning levels (EFLs), acquiring industry recognized credentials, obtaining a secondary credential and sustaining gainful employment, transitioning to post-secondary education, and earning college credits in dual enrollment partnerships/programs, if applicable, while pursuing career paths.

SECTION II: BACKGROUND INFORMATION

Workforce Innovation and Opportunity Act (WIOA)

The Workforce Innovation and Opportunity Act (WIOA) and its implementing regulations require that the District of Columbia submit a plan to the U.S. Secretary of Labor as well as the U.S. Secretary of Education that outlines a four-year workforce development strategy for the State's workforce development and adult education system. (See 34 CFR §463.105.) Federal reforms to WIOA foster better alignment of Federal investments in job training and adult education to integrate service delivery across workforce programs.

The District's WIOA Unified State Plan was developed by the Office of the Deputy Mayor for Greater Economic Opportunity (DMGEO), the Office of the Deputy Mayor for Planning and Economic Opportunity (DMPED), the Workforce Investment Council (WIC), Department of Employment Services (DOES), Department of Disability Services-Rehabilitation Services Agency (DDS/RSA), Office of the State Superintendent of Education (OSSE), Department of Human Services (DHS) and the University of the District of Columbia (UDC). The Office of the City Administrator's (OCA) Office of Performance Management also provided additional capacity and support to this core team of agencies during the plan development.

The State Plan emphasis on expanding economic opportunity to District residents across the city makes partnerships critical to ensuring that more residents are able to access a career pathway to the middle class. The goals set out in the State Plan to achieve this include the following:

- Alignment of the District's Workforce System,
- Access to Integrated/Concurrent Workforce and Education Services,
- Sector Strategies/Alignment with Business Needs, and
- Increased Performance and Accountability.

Adult Education and Family Literacy Act (AEFLA)

The Office of the State Superintendent of Education (OSSE) is the District of Columbia agency responsible for administering the Adult Education and Family Literacy Act (AEFLA), a federal initiative authorized by Title II of the Workforce Innovation and Opportunity Act (WIOA) of 2014 (Pub. Law 113-128), codified at 29 U.S.C. § 3271 *et seq.* and its implementing regulations at 34 CFR Part 463. The AEFLA grant program is supported with a match of local funds, as required by Title II, Section 222(b) of WIOA codified at 29 U.S.C. § 3302(b). As such, this grant program is supported by a combination of federal and local funding.

Through its Adult and Family Education team, OSSE:

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

Under WIOA, the Adult Education and Family Literacy Act (AEFLA) is designed to give adults the opportunity to improve their skills through high quality, research-based programs and activities. The AEFLA grant program supports the following activities as outlined in Title II of WIOA:

Section 231 – Adult Education and Literacy Activities

OSSE is responsible for funding eligible providers of demonstrated effectiveness and sound fiscal management to fulfill the requirements of Section 231 of Title II WIOA. Section 231 includes the provision of the following services to District residents:

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

Section 243 – Integrated English Literacy and Civics Education

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

Section 225 – Corrections Education and Other Education of Institutionalized Individuals

OSSE is responsible for funding eligible providers of demonstrated effectiveness and sound fiscal management to fulfill the requirements of Section 225 of Title II, AEFLA of the WIOA. Section 225 includes the provision of correction education and education to other institutionalized individuals. A correctional institution is defined as any of the following:

1. Prison,
2. Jail,
3. Reformatory,
4. Work farm,
5. Detention Center, or
6. Halfway house, community-based rehabilitation center, or other similar institution designed for the confinement or rehabilitation of criminal offenders.

Program offerings must also promote self-sufficiency and community responsibility to enable returning citizens to become productive citizens and increase the likelihood of their successful reintegration into the community

after release. 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.

District of Columbia Workforce Investment Council (WIC)

Under the Mayor's Order 2016-086, the District of Columbia Workforce Investment Council (WIC) serves as the a public-private partnership empowered to advise the Mayor on the development, implementation, and continued improvement of an innovative, integrated, and effective workforce development system. The WIC is charged with assisting the Mayor and District agencies in developing a demand-driven system and programs to meet the workforce needs of business and industry, support career development and self-sufficiency, and enhance the productivity and competitiveness of the District's workforce.

The WIC performs a multitude of functions that include, but are not limited to:

- Supporting initiatives of District of Columbia Public Schools and Charter Schools, the University of the District of Columbia, private colleges and universities, and adult literacy programs to enhance the contributions of education in the implementation of District employment and training policies;
- Developing an educational continuum with educational and training opportunities appropriate to a range of skill levels with clear transitions between programs;
- Coordinating workforce investment activities with economic development strategies; and
- Developing an industry sector strategy to target investments toward stable and high-growth industry sectors that have jobs and advancement opportunities for employees with less than a four (4)-year college degree.

Purpose of AEFLA and WIC Funding

OSSE, in partnership with the WIC, will fund eligible providers to offer programs and services that:

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 attaining a secondary school diploma and in the transition to employment, postsecondary education and training through career pathways; 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.

Additionally, OSSE and WIC funding will be used to facilitate the support services that:

- Align with the skills needs of industries within the District of Columbia and the regional economy;
- Prepare District residents to be successful in a full range of secondary or postsecondary education options, including apprenticeships and work-based learning opportunities;
- Include the development of an Individual Career Pathways Transition Plan that specifies the student's educational functioning level, learning needs, career interests, goals and plans for achieving economic

self-sufficiency, indicates links to other resources and education and/or training towards the next steps on a student's career pathway, and ensures seamless transitions from program to program (i.e. ABE/ELA to ASE or ASE to Postsecondary education, training, and/or employment);

- Include counseling to support District residents progressing along their Individual Career Pathways Transition Plan and in achieving their education and career goals;
- Provide integrated education and training that includes adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster;
- Organize education, training and other services to meet the particular needs of District residents in a manner that accelerates their educational and career advancement to the extent practicable;
- Enables District residents to attain a secondary school diploma or its recognized equivalent, and at least one recognized postsecondary credential; and
- Helps District residents enter or advance within a specific occupation or occupational cluster.

Only consortia and coalitions comprised of three or more entities, listed under "Eligible Providers" may apply for the WIC funding. One or more employers must be a member of the consortium or coalition. An individual entity will not be considered for WIC funding nor funded. Please see the WIC Funding Considerations in Section III: Grant Requirements.

Available Funding

Approximately \$4,300,000 will be awarded in response to this RFA (this includes approximately \$1.1 million in Federal funds, \$2.2 million in Local funds, and just under \$1 million in WIC funding). It is expected that this funding will be awarded to six to ten applicants with a minimum grant award of \$250,000 per year and a maximum potential grant award of up to \$1,000,000 per year.

Grant awards will be for one year (July 1, 2017 through June 30, 2018). Eligible providers of demonstrated effectiveness may also receive continuation funding for up to two years (July 1, 2018 to June 30, 2019 and July 1, 2019 to June 30, 2020). To determine if an applicant is an organization of demonstrated effectiveness, all applicants will be required to provide evidence of their ability to improve the skills of adults with low level literacy skills and/or English language learners.

An independent panel of reviewers, composed of neutral, qualified, and professional individuals selected for their experience in the fields of adult and postsecondary education, training, and workforce development, will review and score the applications based on the funding criteria in Section VI and VII.

Terms and Conditions

1. The completion and submission of a Request for Application (RFA) for AEFLA and WIC Grant funds does not commit OSSE to make an award. Funding for this award is contingent on funding from the grantor(s).
2. OSSE reserves the right to accept or rejects any or all applications if the OSSE determines it is in the best interest of the Agency to do so. OSSE shall notify the applicant if it rejects the applicant's application. OSSE may suspend or terminate an outstanding RFA pursuant to its own grant making rule(s) or any applicable federal or District of Columbia regulation or requirement.
3. OSSE reserves the right to issue addenda and/or amendments subsequent to the issuance of the RFA, or to rescind the RFA.
4. OSSE shall not be liable for any costs incurred in the preparation of applications in response to the RFA. The applicant agrees that all costs incurred in developing the application are the applicant's sole responsibility.

5. OSSE may conduct pre-award on-site visits to verify information submitted in the application and to determine if the eligible provider's facilities are appropriate for the program/services intended.
6. OSSE may enter into negotiations with an applicant and adopt a firm funding amount or request other revisions of the applicant's proposal that may result from negotiations.
7. Grant awards are subject to the applicable requirements of the AEFLA, codified at 29 U.S.C. § 3271 *et seq.* and its implementing regulations at 34 CFR Parts 462 and 463, applicable provisions of EDGAR at 34 CFR Parts 76, 77, 79, 81, 82, 86, 99, and applicable provisions at 2 CFR Parts 200, 3474, 180 and 3485.
8. Grant awards are subject to the applicable requirements of the District of Columbia WIOA Unified State Plan.
9. 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.

Section III: Grant Requirements

Eligible Individual

An eligible individual is a person who:

1. Is 18 years of age and older;
2. Is not enrolled *or required to be enrolled in secondary school under State law*; and
3. 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).

Eligible Providers

An eligible provider is an organization that has demonstrated effectiveness and sound fiscal management in providing adult education and literacy activities that may include:

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

*Local Educational Agencies (LEAs) may only use AEFLA 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*. AEFLA 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.

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:
 - a. Must be an eligible provider as defined above;
 - b. Must receive and administer the grant funds and submit the required reports to account for the use of grant funds;
 - c. 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;
- d. Cannot receive funding on behalf of another organization or re-grant funds to another organization;
 - e. 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
 - f. 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% match requirement of the grant described in the section Match Requirement.

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

Location of Eligible Providers

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

Source: [Washington-Baltimore-Arlington, DC-MD-VA-WV-PA Combined Statistical Area Map](#)

Location/Delivery of Services for Eligible Individuals

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

Type of Grant

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

Target High-Demand Sectors and Occupations

Eligible providers must design program models that include the provision of integrated education and training that align with the District of Columbia High-Demand Sectors and Occupations as follows:

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

Consideration will also be granted toward funding program models that include Integrated Education and Training for other sectors/high demand occupations (e.g. Early Childhood Education, etc.) in the District. The

eligible provider must make a compelling case and provide a rationalization for the program offering(s) based on Labor Market Information, job projection and other related data as well as established partnerships with relevant employers.

Target Population

As specified in the District's WIOA Unified State Plan, services shall be directed to the District's most vulnerable residents. This includes the following target populations who face significant barriers to 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
10. Individuals who have low levels of literacy

Program Models

In alignment with the spirit of WIOA, OSSE, in partnership with the WIC, are seeking eligible providers to be innovative and creative in the design and implementation of one or more, or a combination of the four (4) models described below. When completing your application, please check the box(es) for the applicable models under the "Intent to Apply" tab in EGMS. Please also make sure your responses are clearly written to delineate each of the program models and services for which you are seeking funding throughout the application.

The 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.

The above requirements facilitate the design of high quality integrated education and training programs that improve the academic skills of low-skilled adults while advancing their occupational competencies. These required components must be integrated into all of the following program models.

PROGRAM MODEL #1

1. INTEGRATED EDUCATION AND TRAINING (ADULT BASIC EDUCATION)

Integrated Adult Basic Education and Training for students with literacy and numeracy skills at the Adult Basic Education (ABE) Levels (A-C) /Grade Level Equivalencies 1st to 8th grade.

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

- Eligible individuals are expected to:
 - Access/interact with an instructor for a minimum of 4 to 6 hours per week. Eligible providers are expected to offer a minimum of 24 hours of instruction (classroom, tutoring, and/or blended learning) per week.
 - Make measurable skill gains as evidenced by CASAS pre- and post-tests indicating students' completion and advancement of an educational functioning level. (Federal requirement)
 - Demonstrate persistence and be retained in the program long enough for educational advancement and goal achievement (State requirement)
 - Show evidence of progression in knowledge as evidenced by scale score gains, progress toward acquisition of a secondary education credential or certification, if applicable. Certificates must be uploaded in OSSE's management information system, Literacy, Adult and Community Education System and maintained in students' files/records. (State requirement)
 - Pass industry recognized certification exams and earn industry recognized certifications, if applicable. Eligible certifications are found in Appendix L. However, consideration of alternative industry recognized certifications will be granted if the eligible provider makes a compelling case and provides a rationalization for the industry certification(s) based on Labor Market Information (LMI) as well as established partnerships with relevant employers that have affirmed, in writing, the value of the specific certification(s). Certifications must be uploaded in OSSE's management information system, Literacy, Adult and Community Education System and maintained in students' files/records. (Federal requirement)
 - Transition to an Integrated Adult Secondary Education and Training program (State requirement)
 - Enter employment, if unemployed upon entry and seeking employment. (Federal requirement)
 - Retain employment, if employed upon entry into the program. (Federal requirement)
 - Advance in employment, if applicable. Can include increase in responsibilities, formal promotion, and increase in pay or wages. (State requirement)

PROGRAM MODEL #2

2. INTEGRATED EDUCATION AND TRAINING (ADULT SECONDARY EDUCATION)

Integrated Adult Secondary Education and Training for students with literacy and numeracy skills at the Adult Secondary Education (ASE) Levels (D and E)/Grade Level Equivalencies 9th to 12th grade.

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

Eligible individuals are expected to:

- Access/interact with an instructor for a minimum of 4 to 6 hours per week*. Eligible providers are expected to offer a minimum of 24 hours of instruction (classroom, tutoring, and/or blended learning) per week.
- Complete NEDP coursework via NEDP online, if applicable, and meet with their advisor/assessor for in-office checks on a weekly/bi-weekly basis.
- Make measurable skill gains as evidenced by CASAS pre- and post-tests indicating students' completion and advancement of an educational functioning level and the acquisition of a high school diploma or GED, if applicable. (Federal requirement)
- Demonstrate persistence and be retained in the program long enough for educational advancement and goal achievement (State requirement)
- Show evidence of progression in knowledge as evidenced by scale score gains, progress toward acquisition of a secondary education credential or certification, if applicable. Certificates must be uploaded in OSSE's management information system, Literacy, Adult and Community Education System and maintained in students' files/records. (State requirement)
- Pass industry recognized certification exams and earn industry recognized certifications, if applicable. Eligible certifications are found in Appendix L. However, consideration of alternative industry recognized certifications will be granted if the eligible provider makes a compelling case and provides a rationalization for the industry certification(s) based on Labor Market Information (LMI) as well as established partnerships with relevant employers that have affirmed, in writing, the value of the specific certification(s). Certifications must be uploaded in OSSE's management information system, Literacy, Adult and Community Education System and maintained in students' files/records. (Federal requirement)
- Enter employment, if unemployed upon entry and seeking employment. (Federal requirement)
- Retain employment, if employed upon entry into the program. (Federal requirement)
- Advance in employment, if applicable. Can include increase in responsibilities, formal promotion, and increase in pay or wages. (State requirement)
- Transition to a training program or postsecondary education, if applicable (State requirement)
- Earn college credits via dual enrollment partnerships/programs, if applicable, while pursuing career paths. (State requirement)

**This requirement is waived for students participating in the National External Diploma Program (NEDP).*

PROGRAM MODEL #3

3. INTEGRATED ENGLISH LANGUAGE ACQUISITION AND TRAINING

Integrated English Language Acquisition and Training for students with literacy and numeracy skills at the English as a Second Language (ESL) Levels (A-C) /Grade Level Equivalencies 1st to 8th grade.

- Grade Level Equivalencies 1st through 5th grade industry training should include career awareness and exploration instruction/activities.
- Grade Level Equivalencies 6th through 8th should include more robust industry-specific skills training.
- Eligible providers will be funded to develop and implement innovative program models that include the provision of integrated English Language Acquisition concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster to

English Language Learners (ELL) for the purpose of educational and career advancement.

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

Eligible individuals are expected to:

- Access/interact with an instructor for a minimum of 4 to 6 hours per week. Local programs are expected to offer a minimum of 24 hours of instruction (classroom, tutoring, and/or blended learning) per week.
- Make measurable skill gains as evidenced by CASAS pre- and post-tests indicating students' completion and advancement of an educational functioning level. (Federal requirement)
- Demonstrate persistence and be retained in the program long enough for educational advancement and goal achievement (State requirement)
- Show evidence of progression in knowledge as evidenced by scale score gains, progress toward acquisition of a secondary education credential or certification, if applicable. Certificates must be uploaded in OSSE's management information system, Literacy, Adult and Community Education System and maintained in students' files/records. (State requirement)
- Pass industry recognized certification exams and earn industry recognized certifications, if applicable. Eligible certifications are found in Appendix L. However, consideration of alternative industry recognized certifications will be granted if the eligible provider makes a compelling case and provides a rationalization for the industry certification(s) based on Labor Market Information (LMI) as well as established partnerships with relevant employers that have affirmed, in writing, the value of the specific certification(s). Certifications must be uploaded in OSSE's management information system, Literacy, Adult and Community Education System and maintained in students' files/records. (Federal requirement)
- Enter employment, if unemployed and seeking employment. (Federal requirement)
- Retain employment, if employed upon entry into the program. (Federal requirement)
- Advance in employment, if applicable. Can include increase in responsibilities, formal promotion, and increase in pay or wages. (State requirement)
- Transition to an Integrated Adult Secondary Education and Training program or postsecondary Education, if applicable (State requirement)

PROGRAM MODEL #4

4. INTEGRATED ENGLISH LANGUAGE ACQUISITION, CIVICS EDUCATION AND TRAINING

Integrated English Language Acquisition, Civics Education and Training for students with literacy and numeracy skills at the English as a Second Language (ESL) Levels (A-C) /Grade Level Equivalencies 1st to 8th grade.

- Grade Level Equivalencies 1st through 5th grade industry training should include career awareness and exploration instruction/activities.
 - Grade Level Equivalencies 6th through 8th should include more robust industry-specific skills training.
 - Eligible providers will be funded to develop and implement innovative program models that include the provision of integrated English Language Acquisition and Civics Education concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster to English Language Learners (ELL) for the purpose of educational and career advancement.
 - Program models must also include services to professionals with degrees and credentials in their native countries.
 - Program models must include the provision of services that enable adult learners to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States.
 - Program models must include the provision of career pathway mapping, workforce preparation and workforce training including career awareness, career exploration, and career planning services appropriate for students at the ELL Beginning Literacy/Pre-Beginning ELL, Low Beginning ELL, High Beginning ELL, Low Intermediate ELL and High Intermediate ELL levels/equivalent grade levels 1 to 5 and/or in integrated education and training towards an industry recognized credential, where applicable, for students at the Advanced ELL Levels/equivalent grade levels 6 to 8.
- Eligible individuals are expected to:
- Access/interact with an instructor for a minimum of 4 to 6 hours per week. Eligible providers are expected to offer a minimum of 24 hours of instruction (classroom, tutoring, and blended learning) per week.
 - Make measurable skill gains as evidenced by CASAS pre- and post-tests indicating students' completion and advancement of an educational functioning level (Federal requirement)
 - Demonstrate persistence and be retained in the program long enough for educational advancement and goal achievement (State requirement)
 - Show evidence of progression in knowledge as evidenced by scale score gains, progress toward acquisition of a secondary education credential or certification, if applicable. Certificates must be uploaded in OSSE's management information system, Literacy, Adult and Community Education System and maintained in students' files/records. (State requirement)
 - Pass industry recognized certification exams and earn industry recognized certifications, if applicable. Eligible certifications are found in Appendix L. However, consideration of alternative industry recognized certifications will be granted if the eligible provider makes a compelling case and provides a rationalization for the industry certification(s) based on Labor Market Information (LMI) as well as established partnerships with relevant employers that have affirmed, in writing,

the value of the specific certification(s). Certifications must be uploaded in OSSE's management information system, Literacy, Adult and Community Education System and maintained in students' files/records. (Federal requirement)

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

Integrated Education and Training Universal Elements

Listed below are universal elements of Integrated Education and Training models:

- Integrated Education and Training concurrently and contextually provides adult basic/secondary/English language education with workforce preparation activities and/or training for a specific occupation or occupational cluster to District residents for the purpose of educational and career advancement.
- Integrated Education and Training programs enable adult learners to achieve competency in literacy, numeracy, English language acquisition, and/or civics education while acquiring the basic industry awareness and/or more advanced skills and certifications needed to successfully obtain employment and advance along a career pathway.
- Integrated Education and Training programs include offerings that are part of a clearly identified Career Pathway with multiple access points.
- Integrated Education and Training programs include the development of an Individual Career Pathway Transition Plan that specifies the student's educational functioning level, learning needs, career interests, goals and plans for achieving economic self-sufficiency, indicates the links to other resources and education and/or training, next steps on their career pathway and ensures seamless transitions from program to program (i.e. ABE to ASE or ASE to Postsecondary education, training, and/or employment).
- Integrated Education and Training programs offer Career Pathway counseling to help participants navigate through their educational and vocational options and provide support in accessing financial aid, public benefits and other supportive services that can help them persist and succeed in their education and career pursuits. These supportive services include:
 - Referral to social service agencies
 - Coordination and follow-up on participants' acquisition of social service/public welfare benefits
 - Linkages to community resources to address participants' basic needs (food banks, clothing banks, health care providers, health and wellness information, housing, childcare and/or transportation assistance)
 - Transportation (optional)
 - Child Care (optional)
 - Other (optional)

Allowable Program Design Elements

Eligible providers may use grant funds to:

- Conduct outreach to potential programmatic partners in the District and/or the Washington-Baltimore-Arlington, DC-MD-VA, WV-PA Combined Statistical Area.

- Convene key stakeholders that will lead to strengthening the integrated and education and training offerings and support services that will increase the acquisition and retention of employment.
- Establish or strengthen collaborative partnerships, networks, and organizational structures, including expanding staff resources as necessary to successfully collaborate with partners in the region and to manage the process and plan development, including partnerships for credit transfer and articulation agreements.
- Develop and implement working agreements with key District and/or regional stakeholders.
- Develop, implement and/or maintain mechanisms (particularly technology- or web-based mechanisms) to collect ongoing feedback from employers, students and other District and/or regional stakeholders about the quality of the program, how well the training program meets the needs of employers and participants, and any necessary updates to the integrated education and program training throughout the program period.
- Design innovative programs that are shaped by a deep understanding of the customer experience for employers and eligible individuals in order to improve customer experiences and outcomes.
- Adapt existing industry-recognized curricula to support integrated education.
- Employ sector-based initiatives, also known as sector strategies, to provide integrated education and training.
- Obtain organizational and/or programmatic accreditation or other similar designations.
- Undergo formal review of integrated education and training for college equivalency recommendations (example, American Council on Education (ACE) CREDIT Review).
- Engage in other program development activities, such as using subject matter experts from industry, higher education, and other areas to assist in program design and delivery.
- Access real-time labor market information, as it relates to identifying the labor market demand, skills transferability, and job openings.
- Develop and implement articulation agreements with colleges, universities, and other education and training partners that allow for recognition of course credits in exchange for the education and/or training provided.
- Employ formal transcript evaluation services for foreign-born high school or college graduates.
- Employ formal assessment services of past military or workforce training for college credit equivalency.
- Conduct outreach and recruitment of eligible individuals (marketing activities including advertising).
- Implement an initial assessment of eligible individuals' skill levels, aptitudes, abilities, competencies, learning and communication style, career interest as well as assess integrated supportive service and employment needs.
- Utilize multiple assessments to measure skill gains, in addition to the OSSE required CASAS, particularly those conferring college credits for students in dual enrollment partnerships/programs (example, CLEP exams).
- Employ career development processes or models in conjunction with integrated education and training.
- Provide online/distance, virtual, hybrid and/or self-directed learning, remediation and tutoring options, when appropriate, with instructor oversight.
- Provide job development, job search and placement assistance, in conjunction, and where appropriate, academic and career counseling.
- Provide integrated case management services.

- Provide supportive services that will allow individuals to participate in and successfully complete the training provided through the grant.
- Provide credit reports, driver records, and/or criminal/background checks used during the hiring process, and provide appropriate counseling.
- Provide incentives for internships, externships, service learning projects and other similar work-based activities.

Expected Performance Outcomes

Eligible providers funded under this grant must direct their efforts towards the following outcomes for participants:

1. District residents become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;
2. District residents who are parents or family members obtain an education and acquire 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. District residents attain a secondary school diploma and transition to employment, postsecondary education and/or training through career pathways; and
4. District residents who are immigrants and who are English language learners (A) improve their – (i) reading, writing, speaking, and comprehension skills in English; and (ii) mathematics skills; and (B) acquire an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship.

Core Outcomes Measures

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

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

National Reporting System (NRS Table 5)	
Employment	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.
Retain Employment	Eligible providers are expected to collect follow-up data and report on the number and percentage of participants who are in

		unsubsidized employment during the fourth quarter after exit from the program.
	Median Earnings	Eligible providers are expected to collect wage data and report the median earnings of participants who are in unsubsidized employment during the second quarter and fourth quarter after exit from the program.
	Secondary Credential Attainment and Enrollment in Postsecondary Education or Training	Eligible providers are expected to collect follow-up data and report on the number and percentage of participants who attained a second school diploma/recognized equivalent and enrolled in postsecondary education or training within one year after exit.
	Secondary Credential Attainment and Entrance into Employment	Eligible providers are expected to collect follow-up data and report on the number and percentage of participants who attained a secondary school diploma/recognized equivalent and became employed within one year after exit.
	Attainment of a Postsecondary Credential	Eligible providers are expected to collect follow-up data and report on the number and percentage of participants who attained a postsecondary credential while enrolled or within one year after exit from the program.
<p>Core outcome data must be 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 meets the U.S. Department of Education, National Reporting System (NRS) accountability and reporting requirements.</p> <p>Eligible applicants must complete the “Expected Outcomes” tab in the Request for Application in EGMS indicating the proposed number and percentage of students expected to achieve the core outcomes out of the total number of students to be served. Please note that OSSE and the WIC may require that the proposed targets be modified once sub-recipients are selected and grant award amounts are determined.</p>		
Responsibilities of the Eligible Provider		
<p>Eligible providers are required to:</p> <ol style="list-style-type: none"> 1. Provide the fiscal, human and material resources necessary to fulfill the grant requirements. 2. Hire qualified staff and faculty and to perform the key responsibilities of the grant (Program Administration/Management, Fiscal Accountability, Student Recruitment/Retention, Orientation/Intake/Assessment/Goal Setting/Individualized Planning, Instruction/ Integrated Education/Training, Data Management and Reporting.) Academic instructors must have a Bachelor Degree in Education or other related area and two years’ experience teaching adults; however, instructors with a Master’s Degree or Graduate Certificate in Adult Education, Education or other related area and three to five years’ experience teaching adults is preferred). Vocational instructors/trainers must have the industry recognized certification 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). 3. Have a process in place to recruit, orientate, enroll, assess, instruct and retain students in the program through completion. 		

4. Adhere to the OSSE Assessment Policy that provides guidance on the administration of locators/appraisals, pre- and post-tests and other assessment requirements.
5. As part of the intake process, administer a Comprehensive Adult Student Assessment System (CASAS) eTest locator and pre- test in Reading and Math to all students, prior to their enrollment in a class.
6. Provide students' CASAS assessment results to each student and to teachers to incorporate the CASAS competencies, CASAS basic skill content standards, College and Career Readiness Standards (CCRS) and students' goals into their instructional program offerings and lesson plans.
7. Offer integrated education and training services to District residents.
8. After a minimum of 50, maximum 100 hours of instruction, administer a CASAS post-test to all students to measure their progress. Students are expected to make increases in educational functioning levels and increases in CASAS raw/scale scores of 3 or more points for students not making an EFL gain at the time of post-testing.
9. Only administer CASAS paper-based assessments to adult learners 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.
10. Ensure that a minimum of two staff members participate in CASAS Implementation and eTest Coordinator and Proctor training and are certified to administer CASAS assessments. OSSE will make CASAS training available to sub-recipients.
11. 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.
12. Refer students for further assessment to OSSE via the Assess for Success Initiative and/or the Department on Disability Services/Rehabilitation Services Administration (DDS/RSA), if and when needed, and make the necessary instructional and reasonable accommodations for students.
13. As part of the intake process, administer a personal/career assessment to students using EMSI Career Coach, DISC, ONET, and/or other assessments. Permission must be obtained from OSSE to use another career assessment instead of EMSI Career Coach. OSSE will make EMSI Career Coach training available to sub-recipients.
14. 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. ABE to ASE or ASE to Postsecondary education, training, and/or employment).
15. Provide and/or link students to supportive services that ameliorate and/or eliminate barriers that may impede their ability to make measurable skill gains, attain their goals and/or achieve economic self-sufficiency while enrolled in the program.
16. Collect, enter, maintain and update student, staff and program data in Literacy, Adult and Community Education System and the D.C. Data Vault. OSSE will make training on both of these systems available to sub-recipients.
17. 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.

18. Use the D.C. Data Vault to refer students to the appropriate agencies and providers for services.
19. Conduct follow-up activities for all students who exited the program during the appropriate follow-up period.
20. Update weekly student files/records and data in the Literacy, Adult and Community Education System.
21. Conduct routine student folder checks.
22. Generate monthly diagnostic search reports and resolve errors to ensure the validity and accuracy of data in Literacy, Adult and Community Education System.
23. Meet or exceed U.S. Department of Education's negotiated performance targets and other Federal, State and/or local indicators of performance annually.
24. Develop and conduct surveys that measure student and employer satisfaction.
25. Submit monthly reports to OSSE by the requested deadlines.
26. Submit monthly requests for cost reimbursements in EGMS.
27. Submit a Grant Modification Request Form for program/staff/ budget changes and an amended application and/or budget in EGMS, when applicable.
28. Participate in mandatory *technical assistance, professional development, *meetings, *Community of Practice Forums (e.g. Career Pathways and other relevant topics) and other events including provider fairs, First Fridays and other activities designed to make District residents aware of OSSE and WIC funded programs and services. (*May be required of staff at all levels including Executive Directors and Program Managers).
29. Adhere to all reporting and accountability requirements.
30. Participate in all OSSE and WIC monitoring activities, developed in accordance with the "OSSE Monitoring Guidance for Federal Grants" (2016) where applicable and the "OSSE Sub-recipient Monitoring Policy," and demonstrate continuous improvement. Monitoring requirements may be adjusted based on sub-grantee performance.

Sub-recipients are required to comply with all of the requirements specified above. OSSE will monitor sub-recipients' performance via Diagnostic Search Reports, Monthly Reports, Monitoring Tool, Desk Reviews and site visits. Failure to comply with the grant requirements above could result in the withholding of cost reimbursement payments and/or the suspension of grant funds.

Eligible applicants will need to check a box similar to the one below in the OSSE Enterprise Grants Management System (EGMS) when completing the application.

- ☐ Check here to indicate that _____ [Insert name of Applicant Organization] has read, understands and agrees to the Grant Requirements.

Accountability and Reporting Requirements

Throughout the program year, OSSE and the WIC provide state, local program and student progress and outcome data to key stakeholders. Additionally, the OSSE is required to submit an Annual Performance Report to the U.S. Department of Education. Sub-recipients are required to collect, maintain and report data about program activities and student outcomes in Literacy, Adult and Community Education System and the OSSE Monitoring Tool in EGMS. Sub-recipients are also required to use the D.C. Data Vault for service coordination purposes with the WIOA core partners and other key stakeholders. Sub-recipients must have computer(s) and Internet connectivity to utilize the Literacy, Adult and Community Education System, the D.C. Data Vault and the Enterprise Grants Management System.

Program Monitoring, Evaluation and Continuous Improvement

OSSE has a multi-tiered process for monitoring and evaluating programs which includes: Self-Assessment, Preliminary Monitoring Review, Follow-up Monitoring and Technical Assistance Visit(s), Final Monitoring Review, Desk Reviews, Diagnostic Reports from Literacy, Adult and Community Education System, the state's management information system, and student feedback from surveys. In addition to program monitoring, each sub-recipient must develop and implement a continuous improvement plan and report progress toward improving local program performance and student outcomes.

All OSSE monitoring activities are developed in accordance with the "OSSE Monitoring Guidance for Federal Grants" (2016) where applicable and the "OSSE Sub-Recipient Monitoring Policy".

SECTION IV: PRE-APPLICATION PROCESS

OPTIONAL Pre-Application Conference

A pre-application conference will be held on **Monday, January 30, 2017** from 10:00 a.m. to 12:00 noon and **Friday, February 3, 2017** from 1:00 p.m. to 3:00 p.m. The sessions will be held at the D.C. Office of the State Superintendent of Education, 810 First Street, NE, Grand Hall, 3rd Floor, Washington, D.C. 20002. Eligible providers/applicants only need to attend one session as responses to questions from both sessions will be posted on the [OSSE Adult and Family Education Grant, Matching Funds, and Re-Grants](#) web page.

Please register to attend one of the following sessions by clicking on the applicable link:

- **Monday, January 30, 2017** - 10:00 a.m. to 12:00 noon [REGISTER](#)
- **Friday, February 3, 2017** - 1:00 p.m. to 3:00 p.m. [REGISTER](#)

Question and Answer Summary

Questions regarding the grant competition must be submitted in writing using the “[AEFLA Grant Question Submission Form.](#)” The last day to submit questions is **Friday, March 10, 2017** at 3:00 p.m. A confirmation notification will be sent indicating that your question(s) has been received by OSSE. Responses will be posted on the [OSSE Adult and Family Education Grant, Matching Funds, and Re-Grants](#) web page.

MANDATORY Notice of Intent to Apply

The **Notice of Intent to Apply Form (Attachment A in the Appendices)** must be completed and submitted electronically by **Friday, February 24, 2017** at 3:00 pm to OSSE Adult and Family Education at osse.afeta@dc.gov. Eligible providers that do not submit the required Notice of Intent to Apply Form will not be eligible to apply for OSSE grant funds. *Please indicate “Notice of Intent to Apply” and your agency’s name in the subject line of your email.*

Application Requirements

Eligible providers are required to complete and submit an application in OSSE’s Enterprise Grants Management System (EGMS) by Friday, March 31, 2017 at 3:00 p.m. Only applications successfully submitted by 3:00 p.m. Eastern Time in EGMS on Friday, March 31, 2017 will be accepted. After 3:00 p.m., the EGMS will display a message that the application has closed.

It is strongly recommended that eligible providers thoroughly review the information below specific to the DUNS Number and SAM Expiration Date prior to starting the application process.

Pre-Award Phase

In order to gain access to EGMS prior to completing the AEFLA Grant application, eligible providers must:

- 1) **Acquire a Data Universal Number System (DUNS) Number and Request a System for Award Management (SAM) Expiration Date :** Refer to the following link for step by step instructions via EGMS. <http://egmsfe.osse.dc.gov/info/DUNSSAM>
 - Eligible providers should contact their financial department or authorizing official to ensure that your organization does not already have a DUNS Number. This is done by selecting the “Find DUNS or Request new DUNS” option using the following link
<https://fedgov.dnb.com/webform/pages/CCRSearch.jsp>.

If your organization does not have a DUNS Number, use the same process mentioned above to attain one. Record your DUNS Number so that it can be entered into the Central Data tab in EGMS. ***Special Note: The process of acquiring a DUNS Number may take several days. Therefore, eligible providers should seek to obtain a DUNS number as soon as possible.***

- Request a System for Award Management (SAM) Expiration Date. Once a DUNS Number is obtained, the eligible provider should request a SAM Expiration Date using the following link <https://www.sam.gov/portal/SAM/##11>.
 - a. Search for your organization. (No log-in is needed to access the Entity Overview).
 - b. Locate your organization in the search results.
 - c. Click the View Details button which will direct you to the Entity Overview page.
- Upload and save a screenshot or pdf of your organization's SAM Expiration Date from the sam.gov portal so that you can upload it in the Central Data tab in EGMS.
 - a. 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.
 - b. 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.
 - c. Upload the document in the space provided.
 - d. SAVE the page so that it can be uploaded as evidence in the Central Data tab of EGMS.

2) **Register with EGMS: Refer to the following link for step by step instructions via EGMS.**

<http://egmsfe.osse.dc.gov/info/credentialbs>

- From the EGMS home page (<http://grants.osse.dc.gov/>) click on the "New User" link.
- Enter your organization's Federal Employee Identification Number (FEIN) and click search. ***Special Note: Eligible providers can refer to the following link for additional information regarding the process for obtaining a FEIN (<https://business.dc.gov/quick/9749>).***
 - a. 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.***
 - b. 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.***

3) **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" in section 2b.

Instructional videos with steps to completing the Pre-Award Phase are available at the EGMS website. OSSE will also offer workshops and webinars on EGMS for eligible providers during the grant competition period. The dates and times of the training events will be announced.

The OSSE Office of Grants Management (OGM) reviews and approves the information submitted via Central Data and notifies the eligible providers once the process has been completed. An eligible provider may not create, complete and submit an application in EGMS until Central Data has been approved. (See the EGMS User's Manual).

Eligible providers should ensure that sufficient time is factored into their plans for timely electronic submission of their grant application in order to avoid unexpected delays that could result in the rejection of an application. Eligible providers are strongly advised to initiate the process as soon as possible and to plan for time to resolve technical problems that may arise during the completion of the application and prior to submission.

Technical Assistance:

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

SECTION V: GRANT APPLICATIONS

Grant Application (Creation, Completion and Submission)
<ul style="list-style-type: none"> Eligible providers must “create, complete and submit” an application in OSSE’s Enterprise Grants Management System (EGMS). (See the EGMS User’s Manual). Please make sure your responses are clearly written, concise and complete. Responses are limited to a total of 6,000 characters in EGMS. The information below is being provided to assist you in preparing your responses in advance of your electronic submission in EGMS. If you prepare your responses via this or another Microsoft Word document, please note that EGMS does not recognize bullets and other special characters. Therefore, you may wish to refrain from using them or reformat your responses if cutting/pasting bulleted responses from a Microsoft Word document into EGMS. Please also remember to SAVE, SAVE, SAVE when entering data into EGMS as there is no automatic save functionality in this system.
Application Submission Due Date
<ul style="list-style-type: none"> Eligible providers must submit their application in OSSE’s Enterprise Grants Management System (EGMS) by 3:00 p.m. on Friday, March 31, 2017. 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 deadline.
Number of Applications Permitted
<ul style="list-style-type: none"> 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.
OSSE ADULT EDUCATION AND FAMILY LITERACY ACT GRANT
Background Information
<ul style="list-style-type: none"> Review the Background Information and check the box in EGMS indicating that the information has been read and is understood.
Contact Information
<ul style="list-style-type: none"> 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.
Funding Distribution
<ul style="list-style-type: none"> Review the Funding Distribution that includes the total amount of grant funds awarded, if applicable, and check the box in EGMS indicating that the information has been read and is understood.
Board of Directors
<ul style="list-style-type: none"> Enter the contact information in EGMS for each member of the Board of Directors.
Program Profile
<ul style="list-style-type: none"> Complete the Program Profile in EGMS by indicating key information about the program.
Schedule of Program Offerings
<ul style="list-style-type: none"> Complete the schedule of program offerings in EGMS.

- Required Attachments: (Upload in EGMS)
 - 1) Sample Course Listing with Descriptions/Class Sequence, and
 - 2) Proposed Program Timeline of activities for the grant year.

Intent to Apply

- Indicate the program models/services proposed in the application for which the eligible provider is seeking funding (check all that apply):
 - ☐ Integrated Education and Training (Adult Basic Education)
 - ☐ Integrated Education and Training (Adult Secondary Education)
 - ☐ Integrated English Language Acquisition and Training
 - ☐ Integrated English Literacy and Civics Education and Training

A. Project Information (20 Points)

1. Proposal Summary

Criteria: a)

- Provide a summary of the proposal including the relevant experience of the eligible provider, statement of need, target high demand sectors and occupations, target population, proposed services and amount of grant funds requested.

2. Organization Mission and Goals

Criteria: a)

- State the organization's mission and goals.
- State, if applicable, the mission and goals of the educational unit, if the educational unit has a mission and goals separate from the organization as a whole.
- Describe how the organizational and/or educational unit, if applicable, assesses its progress in achieving its mission and goals.

3. Organizational Capability and Demonstrated Effectiveness

Criteria: a)

- State the organization's capacity to support the program offerings including sufficient fiscal, human and material resources needed to implement the program.
- Describe, if applicable, whether the organization has had difficulties or deficiencies in providing such resources within the last twenty-four (24) months and indicate how the difficulty or deficiency was managed or resolved to maintain the program offerings.
- Indicate, if applicable, whether the organization is licensed, certified and/or accredited.
- If yes, indicate the name of licensing, certifying and/or accrediting body.

Required Attachments: (Upload in EGMS)

- ☐ Licenses, if applicable (e.g. Higher Education Licensure Commission), Certificates and/or Accreditation documents

Special Note: Based on the type of training program being offered, eligible providers may be required to seek/apply for licensure from OSSE's Higher Education Licensure Commission within 6 months after receipt of the grant award.

<p>Criteria: b)</p> <ul style="list-style-type: none"> Describe and provide evidence of demonstrated effectiveness in providing adult education, training and other related services to the target population, including qualitative and quantitative data on services provided, the effectiveness of the organization in meeting the needs of persons served, and the outcomes achieved by the participants, that can be verified in a management information system or other reliable data source/system.
<p>4. Sound Fiscal Management</p>
<p>Criteria: a)</p> <ul style="list-style-type: none"> Describe the organization's policies, processes, and practices to ensure sound fiscal management, including but not limited to the planning, organizing, controlling and monitoring of financial resources. <p>Required Attachments: (Upload in EGMS)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Organizational Policies State the organization's fiscal year: _____ (<i>indicate the start date and end date</i>)
<p>Criteria: b)</p> <ul style="list-style-type: none"> Provide the most recent organizational budget (revenues by source and expenditures by program and/or type of expense).
<p>Criteria: c)</p> <ul style="list-style-type: none"> Provide the organization's 2016 annual financial audit or the 2015 financial audit accompanied by a statement explaining the status of the 2016 audit; or, if audits for both 2016 and 2015 are not available, the 2014 audit and 990 tax form with a statement explaining the status of the 2015 audit. Required Attachments: (Upload in EGMS) <ul style="list-style-type: none"> <input type="checkbox"/> Most Recent Audited Financial Statements. Date of Audit: _____ <input type="checkbox"/> Most Recent Form 990, if applicable. Date of Form 990: _____
<p>Criteria: d)</p> <ul style="list-style-type: none"> Provide the organization's current financial statements as of December 2016 or later, including a Cash Flow Statement, Balance Sheet, and Profit and Loss Statement (also known as an expenditure/revenue statement) with the application. Required Attachments: (Upload in EGMS) <ul style="list-style-type: none"> <input type="checkbox"/> Current Financial Statements (within past 30 days) <ul style="list-style-type: none"> <input type="radio"/> Cash Flow Statement <input type="radio"/> Balance Sheet <input type="radio"/> Profit and Loss Statement
<p>Criteria: e)</p> <ul style="list-style-type: none"> Describe the fiscal resources available, other than Federal and District of Columbia adult education funds, to meet the needs of the population to be served including cash or in-kind contributions.

Other:

- Provide contact information for the following, as applicable for the primary/lead applicant.

	Name	Address	Phone Number(s)	Email Address
Chief Financial Officer (CFO)				
Internal Accountant				
External Accountant and Accounting Firm, if applicable				
External Auditor/Auditing Firm				
Board Member(s) assigned oversight of organizational finances, if applicable (Example, Finance or Budget Committee)				

Special Note: Based upon the program model(s)/services to be offered, OSSE may also request fiscal documentation from members of the partnership, consortium and coalition.

B. Program Design (90 Points)

1. Program Activities and Services

Criteria: a)

- Describe the proposed activities and services to be offered for each model inclusive of the three mandatory components of an Integrated Education and Training Program: 1) adult education and literacy concurrently and contextually with 2) workforce preparation and 3) workforce training for a specific occupation or occupational cluster.

Criteria: b)

- Describe how the provision of integrated education and training activities will enable District residents to make measurable skill gains while simultaneously acquiring new job-readiness skills and career awareness; attain a secondary school diploma or its recognized equivalent and at least one industry-recognized postsecondary credential or college credits earned via a dual enrollment partnership/program that leads to an associate or baccalaureate degree, and/or obtain or advance in employment leading to self-sufficiency.

Criteria: c)

- Describe the degree to which the proposed activities and services align with the strategies and goals of the District's WIOA Unified State Plan including the activities and services of the District's American Job Center partners, and the extent to which the proposed activities and services are responsive to the local and regional workforce needs.

Criteria: d)

- Propose a reasonable number of eligible individuals to be served.
- Describe the extent to which the proposed activities and services are responsive to the needs of the individuals/target population identified in the District's WIOA Unified State Plan.
- Describe whether there is a demonstrated need for additional adult education and literacy, workforce preparation, workforce training, English Language Acquisition, and English Literacy and Civics Education Programs, if applicable, in the area(s) in which the eligible provider is located.

Special Note: OSSE expects sub-recipients to serve no fewer than 100 students per program year. Based on program design and services offered, OSSE expects to provide between \$2,000 and \$5,000 per enrolled student.

Criteria: e)

- Describe the career awareness, career exploration, career planning and other related activities that will be offered and how they meet the workforce preparation and training requirements as outlined on pages 15 and 16 of this RFA and as Describe in 34 CFR §463.34 and §134(c)(3)(D) of WIOA.
- Describe how the eligible provider will prepare District residents to be successful in a full range of secondary or postsecondary education and/or career options, including apprenticeships, work-based learning opportunities, internships, externships, job shadowing, mentoring, coaching and other related activities.
- Describe which of these activities will be embedded into the program's design.

2. Curriculum and Instruction**Criteria: a)**

- For each program, describe how the curriculum was developed or selected and whether it was adopted or acquired wholly or in part.
- State the industry association referenced or consulted in the development of or the source of the curriculum, if applicable.
- **Required Attachments: (Upload in EGMS)**
 - ☐ **List of required textbooks or other learning and/or reference materials for each program (i.e. magazines, journals, etc.).**
 - ☐ **For each textbook or other learning material on the list, state the**
 - 1) intended audience (i.e. grade level/educational functioning level as written or developed by the publisher), and**
 - 2) indicate those textbooks or other learning materials that are provided to students for use outside the classroom.**

Criteria: b)

- Describe how the eligible provider will balance the proportion of instruction across the three Integrated Education and Training Program components, deliver the components simultaneously, and use occupationally relevant materials.

<ul style="list-style-type: none"> State the required length (by number of hours) and/or frequency of each activity, and whether participation is required, optional and/or voluntary.
Criteria: c) <ul style="list-style-type: none"> Describe how the eligible provider will align the educational offerings with the District's content standards for adult education which include the Common Core State Standards, College and Career Readiness Standards, and the Comprehensive Adult Student Assessment System (CASAS) Competencies and Basic Skill Content Standards. Describe how adult learning principles and human-centered design research are used in the program's design/delivery.
Criteria: d) <ul style="list-style-type: none"> Describe how the program is of sufficient intensity and quality, and how the proposed activities and services, are based on the most rigorous research available, including scientifically valid research and effective educational practices.
Criteria: e) <ul style="list-style-type: none"> Describe how the provision of integrated education and training activities will enable District residents to make measurable skill gains while simultaneously acquiring new job readiness skills and career awareness; attain a secondary school diploma or its recognized equivalent, and at least one industry-recognized postsecondary credential or earn college credits via a dual enrollment partnership/program that leads to an associate or baccalaureate degree; and/or obtain or advance in employment leading to self-sufficiency.
3. Technology
Criteria: a) <ul style="list-style-type: none"> For each program, describe how technology is selected and used in the program. State the industry association referenced or consulted in the selection/use of the technology, if applicable. Required Attachments: (Upload in EGMS) <ul style="list-style-type: none"> <input type="checkbox"/> Technology (software/hardware) list for each program.
Criteria: b) <ul style="list-style-type: none"> Describe how the proposed activities effectively use technology, including technology services and/or delivery systems, if applicable. Describe how distance education, if applicable, is used in a manner sufficient to increase the amount and quality of learning. Describe how the use of technology, including technology services and/or delivery systems, if applicable, lead to improved program and student performance.
4. Facilities
<ul style="list-style-type: none"> Describe the educational/training facilities and how they support student learning (including the number of classrooms, computer labs, onsite library, student lounge/lunch area, and other amenities). If more than one site, describe all sites as applicable. Required Attachments: (Upload in EGMS) <ul style="list-style-type: none"> <input type="checkbox"/> Labeled pictures of the education/training facilities (areas indicated above).
5. Goal Attainment, Tracking, and Support
Criteria: a) <ul style="list-style-type: none"> Describe how the eligible provider will include the development of an Individual Career Pathways Transition Plan for each student in the program's design that specifies the student's educational

<p>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/ELA to ASE or ASE to Postsecondary education, training, and/or employment).</p> <ul style="list-style-type: none"> Describe how the eligible provider will offer counseling to support individuals in progressing along their Individual Career Pathway.
<p>Criteria: b)</p> <ul style="list-style-type: none"> Describe how the eligible provider will ensure that the program offerings are part of a clearly identified Career Pathway with multiple access points. Describe how transition partnerships along career pathways are integrated into the program's design and offering(s).
<p>Criteria: c)</p> <ul style="list-style-type: none"> Describe the career services, including career navigation, career coaching and job placement, if applicable, offered to students. Describe how the eligible provider will help District residents enter and/or advance within a specific occupation or occupational cluster.
<p>6.Program Logistics</p>
<p>Criteria: a)</p> <ul style="list-style-type: none"> Describe how the eligible provider will meet the requirement of offering, at minimum, 24 hours of instruction (classroom, tutoring, and/or blended learning) per week. Describe how the eligible provider will work to ensure enrolled students access/interact with an instructor for a minimum of 4 to 6 hours per week*. <p><i>*Special Note: The minimum 4 to 6 hours per week requirement is waived for students participating in the National External Diploma Program (NEDP).</i></p>
<p>Criteria: b)</p> <ul style="list-style-type: none"> Describe the academic and/or eligibility requirements to apply and enroll in each program component, as applicable.
<p>Criteria: c)</p> <ul style="list-style-type: none"> Describe the requirements for program completion. Describe the program length and design, including format, delivery and modality.
<p>Criteria: d)</p> <ul style="list-style-type: none"> Describe the program-level student learning outcomes.
<p>Criteria: e)</p> <ul style="list-style-type: none"> Describe the occupations students will be prepared to pursue and include occupational codes.
<p>Criteria: f)</p> <ul style="list-style-type: none"> Describe, if applicable, the certification and/or licensure exams students are eligible to take upon program completion. State the name of the certification, certifying or accrediting body, issuing agency/entity and examination costs; educational functioning level (EFL)/grade level equivalent (GLE) for which the curriculum was developed and EFL/GLE required to pass the certification exam; expected/required number of instructional and practicum hours needed to complete prior to taking the exam; and, if the certification is not found on the list under Appendix L, the applicant provided a rationalization for the industry certification(s) based on Labor Market Information

(LMI) as well as established partnerships with relevant employers that have affirmed, in writing, the value of the specific certification(s).
Criteria: g) <ul style="list-style-type: none"> Describe, if applicable, the college credits students are eligible to earn through dual enrollment agreements. State the name of the partnering postsecondary institution(s), the number of credits potentially earned, the classes associated with the credits potentially earned, and the specific academic degree with which the credits are associated.
Criteria: h) <ul style="list-style-type: none"> Describe, if applicable, the tuition, fees and other costs that a student is expected to pay per program.
7.Rationale for Program Offerings
Criteria: a) <ul style="list-style-type: none"> Provide a detailed rationale for each program being offered inclusive of, but not limited to, the following sources of labor market data: <ul style="list-style-type: none"> Economic overview of the District, the immediate surrounding counties in Maryland and Virginia, and the Washington, DC metropolitan area, Industry and Occupational projections for the next five years (2016-2021) for the District, the immediate surrounding counties in Maryland and Virginia, and the Washington, DC metropolitan area, Job Posting analysis per occupational area for each program, and Competitors offering similar training, education, workforce development preparation, etc. Describe how the program offerings align with the District's Workforce Investment Council's High Demand Industries (Business Administration and Information Technology, Construction, Healthcare, Hospitality, Infrastructure (Energy and Utilities, Energy Efficient Technology and Transportation and Logistics) and Law and Security).
8. Supportive Services
Criteria: a) <ul style="list-style-type: none"> Provide a detailed description of the support services to be offered to the eligible individuals including the following required services: <ul style="list-style-type: none"> Referral to social service agencies, Coordination and follow-up on students' acquisition of social services/public welfare benefits, Linkages to community resources to address students' basic needs (food banks, clothing banks, health care providers, health and wellness information, housing, childcare and/or transportation assistance, Other optional direct services including but not limited to childcare, transportation and other related services, if applicable.
Criteria: b) <ul style="list-style-type: none"> Provide a detailed rationale for the support services to be offered to the eligible individuals, including individuals with disabilities, to attend and complete programs.

9. Workforce Investment Council (WIC) Funding Considerations – (For eligible providers <u>also</u> applying for WIC funding)
Criteria: a) <ul style="list-style-type: none"> Describe, if applicable, how the eligible provider will fulfill the WIC’s mandatory requirement that services be provided via a consortium or coalition comprised of three or more entities listed under “Eligible Providers” including one or more employers.
Criteria: b) <ul style="list-style-type: none"> Describe, if applicable, the planning activities the eligible provider will carry out to ensure the successful delivery of the proposed program model(s) and services to District residents, including activities directed towards establishing and/or strengthening partnerships with employers to meet their current and projected workforce needs and those of District residents. Provide a schedule of activities with the specific goals, expected outcomes, timeline for the project; and the fiscal, human and material resources needed during the planning phase of the project, if applicable. Describe how the eligible provider will include work-based learning opportunities in the program’s design. Check, if applicable, the box in EGMS acknowledging the following: <ul style="list-style-type: none"> In addition to employer partners identified in the application, eligible providers may have an opportunity to work with employers identified by the WIC, if applicable. The eligible provider will participate in the mandatory WIC Community of Practice Forums.

C. Other Program Elements (40 Points)
1. Partnerships, Consortia and Coalitions
Criteria: a) <ul style="list-style-type: none"> State, if applicable, the eligible provider’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. Provide a copy of the Memorandum of Agreement (MOA), Memorandum of Understanding (MOU) or other formal agreement with each member agency and include expenditures for each member agency, as applicable. Required Attachments: (Upload in EGMS) <ul style="list-style-type: none"> <input type="checkbox"/> MOA, MOU, or other formal agreement for each member agency, as applicable.
Criteria: b) <ul style="list-style-type: none"> Describe, if applicable, the rationale used to determine partnership, consortium, or coalition members.
<p>To help illustrate the types of partnerships, consortia, or coalitions that could be funded, two sample consortia are included below:</p> <p>Example #1</p> <p>Provider A (the primary/lead applicant for this consortium) offers adult basic education at the intermediate level 6th – 8th grade level equivalency), adult secondary education inclusive of GED preparation. Provider B, which offers industry-specific training in both the Information Technology (IT) field and the Healthcare field with both tracks culminating in industry-recognized certifications, partners with Provider A to develop and offer an integrated education and training model in which the students</p>

receive literacy and numeracy instruction within the context of the IT or healthcare fields. This model allows students to improve their literacy and numeracy levels while learning about the specific industry and acquiring the core skills needed to succeed within that industry; thus working towards a GED and an industry-recognized certification concurrently. The consortium also includes Employer A, who is a large IT firm and Employer B which is a hospital. These employer partners inform the industry-specific curriculum associated with the training, provide expertise on which certifications are most valuable and which soft-skills or work readiness skills are most relevant to the industry, provide internships and/or other worked-based learning opportunities for the students, and directly hire program graduates who complete the certification and the GED. A final member of the consortium is College A which has established an articulation agreement with Providers A and B that states that those students who complete the program offered by Provider A and B and who attain their GED and the industry-certification will be automatically accepted into their relevant degree programs and granted three credits towards their relevant AA or BA.

Example #2

Provider A (the primary/lead applicant for this consortium) offers adult basic education at the beginning literacy level through the Intermediate Low level (1st – 5th grade level equivalency) and workforce preparation services. Imbedded in the instructional curriculum is a set of career awareness lessons that provide specific information about different types of jobs across multiple, different industries. These lessons include speakers and job shadowing opportunities with several employer partners; activities that meet the requirement for workforce preparation and workforce training. Provider A has also established formalized partnerships with three other adult education providers that offer integrated education and training programs in multiple, different industries (aligned with those industries covered during the career awareness lessons) that pick up where Provider A's instruction leaves off. Thus allowing Provider A to ensure that their program "graduates" can seamlessly transition to another provider that will keep them moving forward along their Career Pathway.

2.Role of Employers

Criteria: a)

- If applicable, describe the role/use of employers in program development, curriculum development, instruction, evaluation, and assessment, etc.

Criteria: b)

- If applicable, describe the process and/or criteria for recruiting, selecting and evaluating employer involvement.

3.Enrollment Management

Criteria: a)

- Indicate the projected total enrollment and retention rate per program, and rationale to support enrollment projection(s).

Criteria: b)

- Specify the target audience for the program offerings including detailed demographic information about the eligible individuals and known barriers to employment and educational attainment.

Criteria: c)

- Describe the enrollment management strategies, including but not limited to recruitment, retention, supportive and transition services.
- Provide an explanation as to how barriers are addressed.

4. Marketing and Outreach
Criteria: a) <ul style="list-style-type: none"> Indicate whether the organization has a formal marketing and communications plan to increase program visibility, promote community awareness as well as outreach to other stakeholders (inclusive of but not limited to the target audience, employers, industry groups, community advocates). If yes, provide a copy of the marketing and communications plan, if applicable. Required Attachments: (Upload in EGMS) <ul style="list-style-type: none"> <input type="checkbox"/> Marketing and Communications Plan
5. Key Personnel
Criteria: a) <ul style="list-style-type: none"> Describe how the program offerings will be delivered by well-trained instructors, counselors, administrators and other key personnel who meet the minimum qualifications enumerated in this RFA, where applicable. Describe whether/how, if applicable, these individuals have access to high quality professional development, including through electronic means.
Criteria: b) <ul style="list-style-type: none"> Provide position descriptions and resumes for all key personnel, including instructors and provided evidence of their experience and qualifications in performing the work described in the application. Required Attachments: (Upload in EGMS) <ul style="list-style-type: none"> <input type="checkbox"/> Position descriptions and resumes for all key personnel
6. Student Progress, Feedback and Outcomes
Criteria: a) <ul style="list-style-type: none"> Describe how satisfactory student progress is monitored, including the use of attendance, homework, class activities, tests/exams etc. Indicate whether/how, if applicable, students are involved in the program's design.
Criteria: b) <ul style="list-style-type: none"> Indicate whether end-of-class or end-of-program surveys are administered to students. Describe how survey data is evaluated, reported and used for program improvement.
7. Student Learning Outcomes Assessment
Criteria: c) <ul style="list-style-type: none"> Describe how program-level and course or class-level student learning outcomes are assessed, including direct and indirect measures. Describe how student learning outcomes assessment data is used to improve program quality.
8. Data Collection, Management and Reporting
Criteria: a) <ul style="list-style-type: none"> Describe whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes.
Criteria: b) <ul style="list-style-type: none"> 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.

D. Detailed Planned Expenditures and Match Requirement (10 Points)
1. Budget with Detailed Planned Expenditures
Criteria: a) <ul style="list-style-type: none"> Develop a program budget with detailed planned expenditures. Describe the expected expenditure of funds including all activities listed in the program design.
Criteria: b) <ul style="list-style-type: none"> Make sure that the program budget is reasonable to achieve the anticipated results for the number of persons to be served.
Criteria: c) <ul style="list-style-type: none"> Make sure that there is a clear delineation of expenditures by Budget Type (federal and local, WIC and other sources, if applicable) in the budget.
2. Match Requirement
Criteria: a) <ul style="list-style-type: none"> Indicate the expenditures that comprise the 25% Match requirement. Make sure that the Match totals 25% of the total amount of grant funds requested.
General Information
Completing the OSSE Budget in EGMS <ul style="list-style-type: none"> Review the Budget Overview and check the box in EGMS indicating that the information has been read and is understood. Complete the Detailed Planned Expenditures/Budget Tab indicating the (federal and local) expenditures for each of the following: <ul style="list-style-type: none"> Salaries and Benefits Professional Services Equipment Supplies Fixed Property Other Objects Complete the Match Requirement Tab. Complete the Program Income Tab, if applicable, indicating the projected amount of revenue the applicant agency will collect during the program year and the allowable OSSE activities for which the funds will be expended. Review the Budget Summary. Complete the Total Budget Summary Tab by indicating the total federal and local expenditures for each line item in the budget/category of expenditures. Please make sure that the federal and local expenditures align with the federal and local allocations. Required Attachments: (Upload in EGMS) <ul style="list-style-type: none"> <input type="checkbox"/> Excel spreadsheet with detailed planned expenditures that was used to complete OSSE budget in EGMS.

WIC CAREER PATHWAYS GRANT
Please note that eligible providers also applying for WIC Career Pathways Grant funding will be required to complete an additional mini-application and budget in EGMS.
Background Information
<ul style="list-style-type: none"> Review the Background Information and check the box in EGMS indicating that the information has been read and is understood.

Contact Information
<ul style="list-style-type: none"> 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.
Funding Distribution
<ul style="list-style-type: none"> Review the Funding Distribution and check the box in EGMS indicating that the information has been read and is understood.
Detailed Planned Expenditures
General Information
Completing the WIC Budget in EGMS <ul style="list-style-type: none"> Review the Budget Overview and check the box in EGMS indicating that the information has been read and is understood. Complete the Detailed Planned Expenditures/Budget Tab indicating the (local) expenditures for each of the following: <ul style="list-style-type: none"> Salaries and Benefits Professional Services Equipment Supplies Fixed Property Other Objects Review the Budget Summary. Complete the Total Budget Summary Tab by indicating the total local expenditures for each line item in the budget/category of expenditures. Required Attachments: (Upload in EGMS) <ul style="list-style-type: none"> <input type="checkbox"/> Excel spreadsheet with detailed planned expenditures that was used to complete the WIC budget in EGMS.
Assurances
<ul style="list-style-type: none"> Review the Assurances and check the box in EGMS indicating that the information has been read and is understood.
Submit
<ul style="list-style-type: none"> Applicants must conduct a consistency check and resolve all errors prior to clicking the "Submit" button in EGMS.
Grant Modification Request Form
<ul style="list-style-type: none"> For future use only. Complete and submit the form to OSSE for review and approval prior to making a change to the approved application, budget, program's design, key personnel, etc., when applicable.

SECTION VI: 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 development, 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 VII. As required by WIOA, representatives from the District's Workforce Investment Council will also review applications to ensure alignment with the strategic goals and objectives in the District's WIOA Unified State Plan.

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: Program Design, Organizational Capability and Demonstrated Effectiveness, Sound Fiscal Management and Detailed Planned Expenditures/Budget.

Upon completion of the review process, the panel shall make recommendations for awards to OSSE Department of Adult and Family Education which shall make the final funding determinations.

Application Scoring Criteria

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

Criteria	Very Good	Good	Fair	Poor
Response to RFA question or requirements	Clear and thorough description. Rationale and significance of proposed work in the form of a well-structured, logical argument. Provides strong, clear, convincing evidence and conclusions why the proposed method should be used, such as relevant examples and data to support the descriptions, rationale and conclusions. States specific research, as applicable, with sources cited.	Clear, but only somewhat significant or adequate description. Some effort to present the rationale and significance of proposed work. Provides conclusions and evidence explaining why the proposed method should be used, but weak. Somewhat significant or adequate research provided, with	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.

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

SECTION VII: APPLICATION SCORING RUBRIC

A. Project Information (20 Points)					
1. Proposal Summary (1 Point)					
Criteria	Very Good	Good	Fair	Poor	N/A
a) The applicant provided a summary of the proposal including the relevant experience of the eligible provider, statement of need, target high demand sectors and occupations, target population, proposed services and amount of grant funds requested	1.0	.75	.5	.25	-
Total Points Awarded (out of 1 possible point)					
2. Organization Mission and Goals (2 Points)					
Criteria	Very Good	Good	Fair	Poor	N/A
a) The applicant stated its mission and goals, and stated, if applicable, 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 described how the organizational and/or educational unit, if applicable, assesses its progress in achieving its mission and goals.	2.0	1.5	1.0	0.5	-
Total Points Awarded (out of 2 possible points)					
3. Organizational Capability and Demonstrated Effectiveness (7 Points)					
Criteria	Very Good	Good	Fair	Poor	N/A
a) The applicant described and provided evidence of its capacity to support the program offerings including sufficient fiscal, human and material resources needed to implement the program. The applicant also described, if applicable, whether it has had difficulties or deficiencies in providing such resources within the last twenty-four (24) months and indicated how the difficulty or deficiency was managed or resolved to maintain the program offerings. The applicant indicated, if applicable, whether it was licensed, certified and/or accredited and uploaded the applicable documents.	3.0	2.25	1.5	0.75	-
b) The applicant provided evidence of demonstrated effectiveness in providing adult education, training and other related services to the target population, including qualitative and quantitative data on services provided, the effectiveness of the organization in meeting the needs of persons served, and the outcomes achieved by the	4.0	3.0	2.0	1.0	-

participants, that can be verified in a management information system or other reliable data source/system.					
Total Points Awarded (out of 7 possible points)					
4. Sound Fiscal Management (10 points)					
Criteria	Very Good	Good	Fair	Poor	N/A
a) The applicant described and provided a copy of the organization’s policies, processes, and practices to ensure 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) The applicant provided the most recent organizational budget (revenues by source and expenditures by program and/or type of expense).	2.0	1.5	1.0	0.5	-
c) The applicant provided its 2016 annual financial audit or the 2015 financial audit accompanied by a statement explaining the status of the 2016 audit; or, if audits for both 2016 and 2015 are not available, the 2014 audit and 990 tax form with a statement explaining the status of the 2015 audit.	2.0	1.5	1.0	0.5	-
d) The applicant submitted the organization’s current financial statements as of December 2016 or later, including an expenditure/revenue statement (aka “profit and loss statement”) and balance sheet with the application.	2.0	1.5	1.0	0.5	-
e) The applicant described the fiscal resources available – other than Federal and District of Columbia adult education funds – to meet the needs of the population to be served including cash or in-kind contributions.	2.0	1.5	1.0	0.5	-
Total Points Awarded (out of 10 possible points)					
TOTAL POINTS AWARDED OUT OF 20 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. Program Design (90 Points)					
1. Program Activities and Services (20 Points)					
Criteria	Very Good	Good	Fair	Poor	N/A
a) The applicant described the proposed activities and services to be offered for each model inclusive of the three mandatory components of an Integrated Education and Training Program: 1) adult education and literacy concurrently and contextually with 2) workforce preparation and 3) workforce training for a specific occupation or occupational cluster.	4.0	3.0	2.0	1.0	-
b) The applicant described how the provision of integrated education and training activities will enable District residents to make measurable skill gains while simultaneously acquiring new job-readiness skills and career awareness; attain a secondary school diploma or its recognized equivalent, and at least one industry-recognized postsecondary credential or college credits earned via a dual enrollment partnership/program that leads to an associate or baccalaureate degree, and/or obtain or advance in employment leading to self-sufficiency.	4.0	3.0	2.0	1.0	-
c) The applicant described the degree to which the proposed activities and services align with the strategies and goals of the District's WIOA Unified State Plan including the activities and services of the District's American Job Center partners, and the extent to which the proposed activities and services are responsive to the local and regional workforce needs. <i>Special Note: OSSE expects sub-recipients to serve no fewer than 100 students per program year. Based on program design and services offered, OSSE expects to provide between \$2,000 and \$5,000 per enrolled student.</i>	4.0	3.0	2.0	1.0	-
d) The applicant proposed a reasonable number of eligible individuals to be served, described the extent to which the proposed activities and services are responsive to the needs of the individuals/target population identified in the District's WIOA Unified State Plan, and described whether there is a demonstrated need for additional adult education and literacy, workforce preparation, workforce training, English Language Acquisition, and English Literacy and Civics Education programs, if applicable, in the area(s) in which they are located.	4.0	3.0	2.0	1.0	
e) The applicant described the career awareness, career exploration, career planning and other related activities that will be offered, how they meet the workforce preparation and training requirements as outlined on pages	4.0	3.0	2.0	1.0	

15 and 16 of this RFA and as described in 34 CFR §463.34 and §134(c)(3)(D) of WIOA, how they will prepare District residents to be successful in a full range of secondary or postsecondary education and/or career options, including apprenticeships, work-based learning opportunities, internships, externships, job shadowing, mentoring, coaching and other related activities, and which of these activities will be embedded into the program's design.					
Total Points Awarded (out of 20 possible points)					
2. Curriculum and Instruction (15 Points)					
Criteria	Very Good	Good	Fair	Poor	N/A
a) For each program, the applicant described how the curriculum was developed or selected and whether it was adopted or acquired wholly or in part. The applicant stated the industry association referenced or consulted in the development of or the source of the curriculum, if applicable. The applicant uploaded the required attachments: list of required textbooks or other learning and/or reference materials for each program (i.e. magazines, journals, etc.). For each textbook or other learning material on the list, the applicant stated the 1) intended audience (i.e. grade level/educational functioning level as written or developed by the publisher) and 2) indicated those textbooks or other learning materials that are provided to students for use outside the classroom.	3.0	2.25	1.5	0.75	-
b) The applicant described how they will balance the proportion of instruction across the three Integrated Education and Training Program components, deliver the components simultaneously, and use occupationally relevant materials. The applicant stated the required length (by number of hours) and/or frequency of each activity, and whether participation is required, optional and/or voluntary.	3.0	2.25	1.5	0.75	-
c) The applicant described how they will align the educational offerings with the District's content standards for adult education which include the Common Core State Standards, College and Career Readiness Standards, and the Comprehensive Adult Student Assessment System (CASAS) Competencies and Basic Skill Content Standards; and described how adult learning principles and human-centered design research are used in the program's design/delivery.	3.0	2.25	1.5	0.75	-
d) The applicant described how the program is of sufficient intensity and quality, and how the proposed activities and	3.0	2.25	1.5	0.75	-

services, are based on the most rigorous research available, including scientifically valid research and effective educational practices.					
e) The applicant described how the provision of integrated education and training activities will enable District residents to make measurable skill gains while simultaneously acquiring new job-readiness skills and career awareness; attain a secondary school diploma or its recognized equivalent, and at least one industry-recognized postsecondary credential or earn college credits via a dual enrollment partnership/program that leads to an associate or baccalaureate degree; and/or obtain or advance in employment leading to self-sufficiency.	3.0	2.25	1.5	0.75	-
Total Points Awarded (out of 15 possible points)					
3. Technology (4 Points)					
Criteria	Very Good	Good	Fair	Poor	N/A
a) For each program, the applicant described how technology is selected and used in the program. The applicant stated the industry association referenced or consulted in the selection/use of the technology, if applicable. The applicant submitted the required attachments: Technology (software/hardware) list for each program.	2.0	1.5	1.0	0.5	-
b) The applicant described how their proposed activities effectively use technology, including technology services and/or delivery systems, if applicable, including distance education in a manner sufficient to increase the amount and quality of learning and how the use of technology, including technology services and/or delivery systems, if applicable, lead to improved performance.	2.0	1.5	1.0	0.5	-
Total Points Awarded (out of 4 possible points)					
4. Facilities (3 Points)					
Criteria	Very Good	Good	Fair	Poor	N/A
1) The applicant described the educational/training facilities and how they support student learning (including the number of classrooms, computer labs, onsite library, student lounge/lunch area, and other amenities); and if more than one site, described all sites as applicable. The applicant submitted the required attachments: Labeled pictures of the education/training facilities (areas indicated above).	3.0	2.25	1.5	0.75	-
Total Points Awarded (out of 3 possible points)					

5. Goal Attainment, Tracking, and Support (11 Points)					
Criteria	Very Good	Good	Fair	Poor	N/A
a) The applicant described how they will include the development of an Individual Career Pathways Transition Plan for each student in the program's design 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/ELA to ASE or ASE to Postsecondary education, training, and/or employment); and how they will offer counseling to support individuals in progressing along their Individual Career Pathway.	4.0	3.0	2.0	1.0	-
b) The applicant described how they will ensure that their program offerings are part of a clearly identified Career Pathway with multiple access points and provided a description of how transition partnerships along career pathways are integrated into the program's design and offering(s).	4.0	3.0	2.0	1.0	-
c) The applicant described the career services, including career navigation, career coaching and job placement, if applicable, offered to students and how they will help District residents enter and/or advance within a specific occupation or occupational cluster.	3.0	2.25	1.5	0.75	-
Total Points Awarded (out of 11 possible points)					
6. Program Logistics (19 Points)					
Criteria	Very Good	Good	Fair	Poor	N/A
a) The applicant described how they will meet the requirement of offering, at minimum, 24 hours of instruction (classroom, tutoring, and/or blended learning) per week and how the eligible provider will work to ensure enrolled students access/interact with an instructor for a minimum of 4 to 6 hours per week*. <i>*The minimum 4 to 6 hours requirement is waived for students participating in the National External Diploma Program (NEDP).</i>	3.0	2.25	1.5	0.75	-
b) The applicant described the academic and/or eligibility requirements to apply and enroll in each program component, as applicable.	2.0	1.5	1.0	0.5	-
c) The applicant described the requirements for program completion and described the program length and design, including format, delivery and modality.	2.0	1.5	1.0	0.5	-

d) The applicant described the program-level student learning outcomes.	2.0	1.5	1.0	0.5	-
e) The applicant described the occupations students will be prepared to pursue and included occupational codes.	2.0	1.5	1.0	0.5	-
f) If applicable, the applicant described the certification and/or licensure exams students are eligible to take upon program completion, including the name of the certification, certifying or accrediting body, issuing agency/entity and examination costs; educational functioning level (EFL)/grade level equivalent (GLE) for which the curriculum was developed and EFL/GLE required to pass the certification exam; expected/required number of instructional and practicum hours needed to complete prior to taking the exam; and, if the certification is not found on the list under Appendix L, the applicant provided a rationalization for the industry certification(s) based on Labor Market Information (LMI) as well as established partnerships with relevant employers that have affirmed, in writing, the value of the specific certification(s).	3.0	2.25	1.5	0.75	-
g) If applicable, the applicant described the college credits students are eligible to earn through dual enrollment agreements, including the name of the partnering postsecondary institution(s), the number of credits potentially earned, the classes associated with the credits potentially earned, and the specific academic degree the credits are associated with.	3.0	2.25	1.5	0.75	-
h) The applicant described the tuition, fees and other costs that a student is expected to pay, if applicable, per program.	2.0	1.5	1.0	0.5	-
Total Points Awarded (out of 19 possible points)					
7. Rationale for Program Offerings (3 Points)					
Criteria	Very Good	Good	Fair	Poor	N/A
a) The applicant provided a detailed rationale for each program being offered inclusive of, but not limited to the following sources of labor market data: Economic overview of the District, the immediate surrounding counties in Maryland and Virginia, and the Washington, DC metropolitan area; Industry and Occupational projections for the next five years (2016-2021) for the District, the immediate surrounding counties in Maryland and Virginia, and the Washington, DC metropolitan area; Job Posting analysis per occupational area for each program; Competitors offering similar training, education, workforce development preparation, etc.; and described how the program offerings align with the District's Workforce	3.0	2.25	1.5	0.75	-

Investment Council's High Demand Industries (Business Administration and Information Technology, Construction, Healthcare, Hospitality, Infrastructure (Energy and Utilities, Energy Efficient Technology, and Transportation and Logistics), and Law and Security).					
Total Points Awarded (out of 3 possible points)					
8. Support Services (5 Points)					
Criteria	Very Good	Good	Fair	Poor	N/A
a) The applicant provided a detailed description of the support services to be offered to the eligible individuals including the following required services: referral to social service agencies, coordination and follow-up on participants' acquisition of social services/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); and other optional direct services including but not limited to childcare, transportation and other related services, if applicable.	3.0	2.25	1.5	0.75	-
b) The applicant provided a detailed rationale for the support services to be offered to the eligible individuals, including individuals with disabilities, to attend and complete programs.	2.0	1.5	1.0	0.5	-
Total Points Awarded (out of 5 possible points)					
9. Workforce Investment Council (WIC) Funding Considerations – (For eligible providers <u>also</u> applying for WIC funding) (10 Points)					
Criteria	Very Good	Good	Fair	Poor	N/A
a) If applicable, the applicant described how they will fulfill the WIC's mandatory requirement that services be provided via a consortium or coalition comprised of three or more entities listed under "Eligible Providers" including one or more employers.	3.0	2.25	1.5	0.75	-
b) If applicable, the applicant described the planning activities they will carry out to ensure the successful delivery of the proposed program model(s) and services to District residents, including activities directed towards establishing and/or strengthening partnerships with employers to meet their current and projected workforce needs and those of District residents; and provided a schedule of activities with the specific goals, expected outcomes, timeline for the project; and the fiscal, human and material resources needed during the planning period of the project, if	3.0	2.25	1.5	0.75	-

applicable.					
c) If applicable, the applicant described how they will include work-based learning opportunities in their program's design.	3.0	2.25	1.5	0.75	-
d) If applicable, the applicant checked the box in EGMS acknowledging the following: <input type="checkbox"/> In addition to employer partners identified in the application, eligible providers may have an opportunity to work with employers identified by the WIC, if applicable. <input type="checkbox"/> The eligible provider will participate in the mandatory WIC Community of Practice Forums.	1.0	0.75	0.5	0.25	-
Total Points Awarded (out of 10 possible points)					
TOTAL POINTS AWARDED OUT OF 90 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>					

C. Other Program Elements (40 Points)					
1. Partnerships, Consortia and Coalitions (6 Points)					
Criteria	Very Good	Good	Fair	Poor	N/A
a) If applicable, the applicant described its current and projected partners, coalition or consortium members and described the key roles and responsibilities of each member agency in fulfilling the grant requirements, submitted a copy of the Memorandum of Agreement (MOA), Memorandum of Understanding (MOU) or other formal agreement and included expenditures for each member agency, as applicable.	3.0	2.25	1.5	0.75	-
b) If applicable, the applicant described the rationale used to determine partnership, consortium, or coalition members.	3.0	2.25	1.5	0.75	-
Total Points Awarded (out of 6 possible points)					
2. Role of Employers (6 Points)					
Criteria	Very Good	Good	Fair	Poor	N/A
a) If applicable, the applicant described the role/use of employers in program development, curriculum development, instruction, evaluation, and assessment, etc.	3.0	2.25	1.5	0.75	-
b) If applicable, the applicant described the process and/or criteria for recruiting, selecting and evaluating employer involvement.	3.0	2.25	1.5	0.75	-
Total Points Awarded (out of 6 possible points)					
3. Enrollment Management (6 Points)					
Criteria	Very Good	Good	Fair	Poor	N/A
a) The applicant indicated their projected total enrollment and retention rate per program, and rationale to support enrollment projection(s).	2.0	1.5	1.0	0.5	-
b) The applicant specified the target audience for the program offerings including detailed demographic information about the eligible individuals and known barriers to employment and educational attainment.	2.0	1.5	1.0	0.5	-
c) The applicant described their enrollment management strategies, including but not limited to recruitment, retention, supportive and transition services; including an explanation as to how barriers are addressed.	2.0	1.5	1.0	0.5	-
Total Points Awarded (out of 6 possible points)					
4. Marketing and Outreach (2 Points)					
Criteria	Very Good	Good	Fair	Poor	N/A
a) The applicant indicated whether it has a formal marketing and communications plan to increase program visibility,	2.0	1.5	1.0	0.5	-

promote community awareness as well as outreach to other stakeholders (inclusive of but not limited to the target audience, employers, industry groups, community advocates) and submitted a copy of its marketing and communications plan, if applicable.					
Total Points Awarded (out of 2 possible points)					

5. Key Personnel (6 Points)					
Criteria	Very Good	Good	Fair	Poor	N/A
a) The applicant described how the program offerings will be delivered by well-trained instructors, counselors, administrators and other key personnel who meet the minimum qualifications enumerated in this RFA, where applicable, and indicate whether/ how, if applicable, these individuals have access to high quality professional development, including through electronic means.	3.0	2.25	1.5	0.75	-
b) The applicant submitted position descriptions and resumes for all key personnel, including instructors and provided evidence of their experience and qualifications in performing the work described in the application.	3.0	2.25	1.5	0.75	-
Total Points Awarded (out of 6 possible points)					
6. Student Progress, Feedback and Outcomes (5 Points)					
Criteria	Very Good	Good	Fair	Poor	N/A
a) The applicant described how satisfactory student progress is monitored, including the use of attendance, homework, class activities, tests/exams etc.; and whether/how, if applicable, students are involved in the program design.	3.0	2.25	1.5	0.75	-
b) The applicant indicated whether, -of-class or end-of-program surveys are administered to students and described how survey data is evaluated, reported and used for program improvement.	2.0	1.5	1.0	0.5	-
Total Points Awarded (out of 5 possible points)					
7. Student Learning Outcomes Assessment (3 Points)					
Criteria	Very Good	Good	Fair	Poor	N/A
a) The applicant described how program-level and course or class-level student learning outcomes are assessed, including direct and indirect measures and described how student learning outcomes assessment data is used to improve program quality.	3.0	2.25	1.5	0.75	-
Total Points Awarded (out of 3 possible points)					
8. Data Collection, Management and Reporting (6 points)					
Criteria	Very Good	Good	Fair	Poor	N/A
a) The applicant described whether they maintain a high-quality information management system that has the capacity to report measurable participant outcomes.	3.0	2.25	1.5	0.75	-
b) The applicant described whether they have the technology and staff capacity to use the Literacy, Adult and Community Education System, OSSE Adult and Family Education's	3.0	2.25	1.5	0.75	-

management information system, to capture participant outcomes and monitor program performance against the relevant indicators of performance.					
Total Points Awarded (out of 6 possible points)					
TOTAL POINTS AWARDED OUT OF 40 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>					

D. Detailed Planned Expenditures and Match Requirements (10 Points)					
1. Budget with Detailed Planned Expenditures (7 points)					
Criteria	Very Good	Good	Fair	Poor	N/A
a) The program budget with detailed planned expenditures is complete and describes the expected expenditure of funds including all activities listed in the program design.	2.0	1.5	1.0	0.5	-
b) The program budget is reasonable to achieve the anticipated results for the number of persons to be served.	3.0	2.25	1.5	0.75	-
c) There is a clear delineation of expenditures by Budget Type (federal and local, WIC and other sources, if applicable) in the budget.	2.0	1.5	1.0	0.5	-
Total Points Awarded (out of 7 possible points)					
2. Match Requirement (3 points)					
Criteria	Very Good	Good	Fair	Poor	N/A
a) The applicant clearly identifies how the 25% Match requirement for the OSSE grant will be met. The program budget includes evidence that the Match totals 25% of the total amount of the OSSE grant funds requested.	3.0	2.25	1.5	0.75	-
Total Points Awarded (out of 3 possible points)					
TOTAL POINTS AWARDED OUT OF 10 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>					

Application Scoring Criteria Summary			
		Total Points Per Section	
		AEFLA Funding Only	AEFLA and WIC Funding
Section A	Project Information	20	20
Section B	Program Design	80	90
Section C	Other Program Elements	40	40
Section D	Detailed Planned Expenditures and Match Requirements	10	10
	Total	150*	160*
<i>* Since some questions may not be applicable to all applicants, final scores will be converted into a percentage of possible, applicable points to ensure that applicants are not inappropriately penalized.</i>			

SECTION VIII: GRANT AWARDS

Grant Award Period
The Program Year 2017-2018 grant award period is July 1, 2017 through June 30, 2018.
Subsequent Multi-Year Funding
<p>Sub-recipients may be refunded for up to two subsequent years – Program Year 2018-2019 (July 1, 2018 through June 30, 2019) and Program Year 2019 – 2020 (July 1, 2019 through June 30, 2020) contingent upon: 1) local program performance, 2) demonstration of continuous improvement, and 3) the availability of OSSE federal and local funds and/or WIC funds, if applicable. Additionally, sub-recipients must:</p> <ol style="list-style-type: none"> 1. Score at least 80% of the total points possible on the Final Monitoring Instrument for Program Year 2017-2018 and each of the two subsequent program years; 2. Meet or exceed the performance targets of OSSE for Program Year 2017-2018 and each of the two subsequent program years as evidenced local program performance data on National Reporting System (NRS) Tables 4, 4B, and 5; 3. Document how data in the Literacy, Adult and Community Education System, local evaluation, self-assessment, monitoring reviews/visits, and stakeholder feedback) was used for continuous improvement; and 4. Provide evidence of its efforts to cultivate additional partnerships that increase student recruitment, retention, and outcomes while leveraging funding/resources to enrich existing services. <p><i>*If additional funding becomes available from other sources during the program year(s), sub-recipients may be eligible to receive an increase in their grant award.</i></p>
Notification of Grant Award
<p>Sub-recipients will receive a Grant Award Notification (GAN) for Program Year 2017-2018 (July 1, 2017 – June 30, 2018) that indicates amount and sources of grant funding after the application has been approved in EGMS.</p> <p>If applicable, sub-recipients may receive continuation funding in Program Year 2018-2019 and Program Year 2019-2020. If funded, sub-recipients will receive a new Grant Award Notification (GAN) each year (July 1, 2018 through June 30, 2019 and July 1, 2019 through June 30, 2020).</p>
Receipt of Grant Funds from OSSE
<p>This grant is a <u>cost reimbursable grant</u>. Therefore, payment of grant funds can only be made through the OSSE Cost Reimbursement Process.</p> <p>Grant recipients shall receive payments for services after they substantiate that the cost is allowable (i.e., necessary, reasonable, and allocable) for submitted program expenditures. To request a cost reimbursement, a grant recipient shall submit to OSSE for review, approval and processing a cost reimbursement request in OSSE's Enterprise Grants Management System (EGMS).</p> <p>Grant recipients may upload supporting documentation with the Cost Reimbursement Request in EGMS. Grant recipients are also required to maintain supporting documentation at the program's site and to make such documentation available when requested by the OSSE, the U.S. Department of Education and/or other authorized entities for review, upon request during the duration of the grant period as well as five years after the grant period has concluded.</p>

Grant Fund Limitations
<ol style="list-style-type: none"> 1. No one under age 18 may receive services funded with Federal, State, or matching funds committed to this grant. 2. Local Educational Agencies (LEAs) <u>may only use</u> AEFLA funds to serve students 18 years of age and older who are not enrolled <i>or required to be enrolled in traditional secondary school under State law</i>. AEFLA funds <u>may not</u> be used to serve students in the traditional K-12 system. DCPS and Public Charter Schools that serve adults are eligible to apply. 3. For Family Literacy partnerships, the children's services and interactive literacy components must be supported by the partner program. 4. Program revenue must be spent during the grant period on allowable activities under the grant. Auditable records must be maintained on all revenue generated and expended for a minimum of five (5) years after the end of the grant period. 5. AEFLA federal grant funds <u>may not</u> be used for GED testing fees, caps and gowns, food, or student stipends. Federal and Local matching funds may be used for student incentives (attendance and progress). 6. WIC funds, if applicable, may be used training related supportive services for Earn and Learn, Serve and Learn and/or other work-based learning projects.
Restrictions regarding co-mingling of Federal and Local Grant Funds
<p>Federal and Local grant funds must be maintained in two separate accounts. Co-mingling of funds in the same account is <u>not</u> permitted. Adherence to fiscal requirements will be monitored by the OSSE throughout the grant.</p>
Indirect Cost Rates
<p>Eligible providers may elect to use (i) a restricted indirect cost rate of 5% for the Adult Education and Family Literacy (AEFLA) and 8% for awards from the U.S. Department of Education containing a – “supplement, not supplant” provision and (ii) a de minimis restricted or unrestricted indirect cost rate of 10% for all other Federal and Local awards, which shall only be applied to modified total indirect costs (MTDC). Please also see “Special Notes.”</p> <p style="text-align: center;"><u>OR</u></p> <p>Eligible providers may elect not to claim any indirect costs.</p> <p>Special Notes:</p> <ol style="list-style-type: none"> a. A community-based organization may claim the Indirect Cost rate(s) for the Adult Education and Family Literacy Act grant. b. If a community-based organization has a letter from another federal agency confirming a higher Indirect Cost rate, the organization can submit a copy of the letter to OSSE for consideration of approval of the rate. c. A Local Education Agency (LEA) must have an Approved Indirect Cost Rate Letter from OSSE, resulting from the approval of a submitted LEA Indirect Cost Rate proposal, and the letter must be on file in order for the LEA to claim <u>any</u> Indirect Costs. d. If an organization is an institution of higher education, it must have an indirect cost agreement on file with the U.S. Department of Health and Human Services and this documentation must be submitted to OSSE annually. <p>For additional information, contact OSSE Grants Management and Compliance at osse.grantscompliance@dc.gov.</p>

Match Requirement
<p>OSSE requires eligible providers to meet a 25% match requirement. This ensures that eligible providers, if funded, are able to maintain a specific level of fiscal effort using non-federal funds. AEFLA federal grant funds are designed to supplement the existing funding that an eligible provider has for programming and services. These funds cannot be used to fully support a program. Eligible providers funded under this grant must provide evidence of the twenty-five percent (25%) match from non-federal funds for the total amount of the grant funds requested. For example, an organization requesting a total grant of \$300,000 must provide \$75,000 to meet the match requirement from other non-federal sources.</p> <p>The match requirement may be provided in cash or in-kind, fairly evaluated. The match <u>may not</u> be comprised of any other federal or AEFLA funding. The applicant must describe clearly and specifically how the match is being provided in Match Requirement Tab in EGMS.</p> <p><i>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 sub-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.</i></p>
Audit
At any time or times before final payment and three (3) years after, the District or Federal government may have the grantee's expenditure statements and source documentation audited.
Nondiscrimination in the Delivery of Services
<p>Grant recipients shall comply with the following Federal nondiscrimination laws and regulations: Title VI of the Civil Rights Act of 1964 as amended, 45 U.S.C. §2000d <i>et seq.</i> and 34 CFR Part 100 (prohibits discrimination on the basis of race, color, and national origin); Title IX of the Education Amendments of 1972 as amended, 20 U.S.C. §1681 <i>et seq.</i> and 34 CFR Part 106 (prohibits discrimination based on sex); Section 504 of the Rehabilitation Act of 1973 as amended, 29 U.S.C. §794 and 34 CFR Part 104 (prohibits discrimination based on disability); the Age Discrimination Act as amended, 42 U.S.C. §6101 <i>et seq.</i> and 34 CFR Part 110 (prohibits discrimination based on age). In addition, grant recipients shall comply fully with the D.C. Human Rights Act of 1977 as amended, § 2-1401 <i>et seq.</i></p>

**ATTACHMENT A
NOTICE OF INTENT TO APPLY FORM**

The organization named below intends to submit an application for program year 2017-2018.

Applicant Agency Name:			
Partnership, Consortium or Coalition Member Agency Name, if applicable:			
Contact Person:			
Title:			
Address:			
Address of Program Site(s), if different:			
Telephone:		Fax:	
E-Mail:		Website:	
Check the applicable box.			
<input checked="" type="checkbox"/>	Type of Organization/Entity		
	Local Education Agency (LEA)		
	Community-Based Organization		
	Faith-Based Organization		
	Volunteer Literacy Organization		
	Institution of Higher Education		
	Library		
	Public Housing Authority		
	Public or private nonprofit agency that is not described above and has the ability to provide adult education and literacy activities, workforce preparation and workforce training to eligible individuals		
	Partnership between an employer and an entity type described above		
	Consortium or coalition of <u>three</u> or more entity types described above*		
	<i>*Please note that a consortium or coalition of <u>three</u> or more entity types described above, inclusive of one or more employers, is a mandatory requirement for eligible providers applying for WIC funding.</i>		
Check the Program Model(s) the application will address. Check all that apply.			
<input checked="" type="checkbox"/>	Program Models		
	Integrated Education and Training (Adult Basic Education)		
	Integrated Education and Training (Adult Secondary Education)		
	Integrated English Language Acquisition and Training		
	Integrated English Literacy and Civics Education and Training		
Proposed Level of Funding to be Requested:		<input type="checkbox"/> \$250,000 - 500,000	<input type="checkbox"/> \$501,000 - 750,000
			<input type="checkbox"/> \$751,000 - 1,000,000
Typed Name of Executive Director of the Applicant Organization:			
Signature of Executive Director of Applicant Organization:			Date:

ATTACHMENT B
PARTNERSHIP, CONSORTIUM, OR COALITION MEMBER AGENCY FORM

Complete this page for each member and upload a Memorandum of Agreement (MOA), Memorandum of Understanding (MOU) or other agreement for each partner/member that describes their roles and responsibilities in working with the lead applicant agency to fulfill the grant requirements.

Lead Applicant Agency:		
Partnership, Consortium or Coalition Member Agency Name:		
Contact Person:		
Title:		
Address:		
Address of Program Site(s), if different:		
Telephone:	Fax:	
E-Mail:	Website:	
Is this agency licensed by the DC Higher Education Licensure Commission (HELC)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
New Partner/Member:	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Existing Partner/Member:	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Number of Years Working Together:		
Explanation for selection of Partner/Member Agency:		
Check the applicable type of the Partner/Member Agency.		
<input checked="" type="checkbox"/>	Type of Organization	
	Local Education Agency (LEA)	
	Community-Based Organization	
	Faith-Based Organization	
	Volunteer Literacy Organization	
	Institution of Higher Education	
	Library	
	Public Housing Authority	
	Public or private nonprofit agency that is not described above and has the ability to provide adult education and literacy activities, workforce preparation and workforce training to eligible individuals	
	Employer	

Check the applicable services to be provided by the Partner/Member agency. Check all that apply.

<input checked="" type="checkbox"/>	Scope of Services
<input type="checkbox"/>	Integrated Adult Basic Education and Training
<input type="checkbox"/>	Integrated Adult Secondary Education and Training
<input type="checkbox"/>	Integrated English Language Acquisition and Training
<input type="checkbox"/>	Integrated English Literacy and Civics Education and Training
<input type="checkbox"/>	Supportive Services
<input type="checkbox"/>	Workforce Development
<input type="checkbox"/>	Postsecondary Education
<input type="checkbox"/>	Internships, Apprenticeships, Job Shadowing
<input type="checkbox"/>	Employment
<input type="checkbox"/>	Other

Brief description of the Organizational Capability of the Partner, Consortium or Coalition Member Agency:

Fiscal Requirements, if applicable:

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the entity(ies) named above has/have authorized me as its representative. I further certify that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, and that the requested budget amounts are necessary for the implementation of this project.

Typed Name of Executive Director of the Lead Applicant Organization:

Signature of Executive Director of Lead Applicant Organization:

Date:

ATTACHMENT C
SAMPLE KEY PERSONNEL FORM

This form is included for planning purposes only as this information will need to be included in the Enterprise Grants Management System (EGMS) in the Key Personnel tab.

First/Last Name	Title	Status (Full- time, Part-time or Volunteer)	Years of experience	Key Roles/ Responsibilities	Credential Indicate highest degree or certification
Add additional lines, if needed.					

ATTACHMENT D
SAMPLE DETAILED PLANNED EXPENDITURES/BUDGET

This form is included for planning purposes only as this information will need to be included in the Enterprise Grants Management System (EGMS) in the Detailed Planned Expenditures/Budget tab.

It is important to note that grant awards will include an allocation of AEFLA Federal and Local Funding. Applicants selected to receive WIC funding will be required to complete a separate budget and mini application in EGMS, in addition to the AEFLA application and budget.

		AEFLA Federal Expenditures Description		AEFLA Local Expenditures		WIC Expenditures (if applicable)	
	Special Notes:	Description	Amount	Description	Amount	Description	Amount
Salaries	Each description must also include the Annual Salary x FTE (Percentage of time on the grant) x Fringe = Total expenditure						
Professional Services	Each description must also include the hourly rate x number of hours per week x number of weeks per year = Total expenditure						
Equipment	Each description must also include the individual cost per item x the number of items to be purchased = Total expenditure						
Supplies	Each description must include the individual cost per item x the number of items to be purchased = Total expenditure						
Fixed Properties	Each description must include the individual cost per item x the number of items, months, etc. = Total expenditure						
Other Objects	Each description must include the individual cost per item x the number of items, months, etc. = Total expenditure						
*Eligible applicants must also upload an Excel document with the budgeted items/expenditures for review by the independent panel and OSSE.							

**ATTACHMENT E
SAMPLE PROGRAM PROFILE**

This form is included for planning purposes only as this information will need to be included in the Enterprise Grants Management System (EGMS) in the Program Profile tab.

Name of Program	ABC Program
Program Category	Integrated Education and Training (Adult Basic Education and Adult Secondary Education)
Program Description	The ABC Program provides adult literacy and education, workforce preparation and workforce training in the Construction trades (HVAC, plumbing and electrical wiring) and Business Administration and Information Technology (Microsoft Office Suite and A+) to District residents.
Program Days/Hours	Monday – Thursday 9:30 am – 2:30 pm and 6:00 to 8:30 pm Saturday 10:00 am – 2:00 pm (twice monthly)
# of participants to be served	80
# of participants to be served w/LD	20
Total # of participants to be served	100
Demographics on Target Population	Young adults ages 18 – 24, adults 25 and over, returning citizens, individuals with low income (TANF, SNAP), homeless individuals
Address/Ward	2230 Potomac Avenue, SE Washington, DC 20024 (Ward 8)
Ward(s) being served	Wards 6, 7 and 8
Partners	Douglas Development, Jair Lynch Companies, Clark Construction, Howard University, Verizon Communications, IT Consulting
Assessment Instrument(s)	CASAS, Career Interest Assessment, Interest Profile, Accuplacer,
Student access to Technology	Two computer labs with 15 work stations, laptops, ipads/tablets, computer software, computer training provided
Program Manager	Bridgette Gray
Executive Director/Authorized Person	Glen O’Gilvie/Tanya Blue
Phone #	(202) 555-0234
Fax #	(202) 555-0236
Email Address	tjones@abc.org
Other Funding Sources	Agnes and Eugene Meyer Foundation, United Way, Department of Employment Services

ATTACHMENT F
APPLICANT ACKNOWLEDGEMENT OF COMPLIANCE
WITH APPLICABLE DISTRICT AND FEDERAL STATUTES AND REGULATIONS

The applicant shall comply with all applicable District and Federal Statutes and Regulations not limited to those below:

1. The Americans with Disabilities Act of 1990, Pub. L. 101-336, July 26, 1990, 104 Stat. 327 (42 U.S.C. 12101 et seq.)
2. The Rehabilitation Act of 1973, Pub. L. 93-112, Sept. 26, 1973, 87 Stat. 355 (29 U.S.C. 701 et seq.)
3. The Hatch Act, Chap. 314, 24 Stat. 440 (7 U.S.C. 361a et seq.)
4. The Fair Labor Standards Act, Chap 676, 52 Stat, 1060 (29 U.S.C. 201 et seq.)
5. The Clean Air Act (Sub-grants over 41,000,000) pub. L. 108-201, February 24, 2004, (42 U.S.C. 85 et seq.)
6. The Occupational Safety and Health Act of 1970, Pub. L. 91-596, Dec. 29, 1970, 84 Stat. 1590 (26 U.S.C. 651 et seq.)
7. The Hobbs Act (Anti-Corruption), Chap 537, 60 St. 420 (see 18 U.S.C. § 1951)
8. Equal Pay Act of 1963, Pub. L. 88-38, June 10, 1963, 77 Stat. 56 (29 U.S.C. 201)
9. Age Discrimination Act of 1975, Pub. L. 94-135, Nov. 28, 1975, 89 Stat. 728 (42 U.S.C. 6101 et seq.)
10. Age Discrimination in Employment Act, Pub. L. 90-202, Dec. 15, 1967, 81 Stat. 602 (29 U.S.C. 621 et seq.)
11. The Military Selective Service Act of 1973
12. Title IX of the Education Amendments of 1972, Pub. L. 92-318, June 23, 1972, 86 Stat. 235, (20 U.S.C. 1001)
13. The Immigration Reform and Control Act of 1986, Pub. L. 99-603, Nov 6, 1986, 100 Stat. 3359, (8 U.S.C. 1101)
14. Executive Order 12459 (Debarment, Suspension and Exclusion)
15. The Medical Leave Act of 1993, Pub. L. 103-3, Feb. 5, 1993, 107 Stat. 6 (5 U.S.C. 6381 et seq.)
16. The Drug Free Workplace Act of 1988, Pub. L. 100-690, 102 Stat. 4304 (41 U.S.C. 701 et seq.)
17. Assurance of Nondiscrimination and Equal Opportunity as found in 29 CFR 34.20
18. The District of Columbia Human Rights Act of 1977, D.C. Official Code § 2-1401.01
19. Title VI of the Civil Rights Act of 1964
20. The District of Columbia Language Access Act of 2004, DC Law 15 -414, (D.C. Official Code § 2-1931 et seq.)
21. Lobbying Disclosure Act of 1995, Pub. L. 104-65, Dec 19, 1995, 109 Stat. 693, (31 U.S.C. 1352)
22. The Individuals with Disabilities Education Act of 2004 (IDEA), 20 USC 1400 et seq.

As the duly authorized representative of the applicant, I hereby assure that the applicant shall comply with the above laws.

Authorized Representative Signature and Title

Date

ATTACHMENT G
AFFIDAVIT REGARDING COMPLIANCE WITH D.C. CODE 1-328.15(b)

I, [INSERT NAME], a duly authorized agent of [INSERT NAME OF GRANT RECIPIENT] of legal age, do hereby declare and state as follows:

1. I am authorized to make this statement on behalf of [INSERT NAME OF GRANT RECIPIENT].
2. I make this affidavit based on personal knowledge after exercising due diligence to determine the accuracy of the information contained herein.
3. [INSERT NAME OF GRANT RECIPIENT] has not made a contribution valued at \$100,000 or more or solicited such a contribution to be made to any of the following:
 - a. An elected District of Columbia official who is or could be involved in influencing or approving the award of [INSERT NAME OF GRANT];
 - b. A candidate for elective District of Columbia office who is or could be involved in influencing or approving the award of a[INSERT NAME OF GRANT];
 - c. A political committee affiliated with a District candidate or elected District official described in (a) or (b) above.
 - d. A constituent-service program or fund, or substantially similar entity, controlled, operated, or managed by:
 - (i) An elected District official who is or could be involved in influencing or approving the award; or
 - (ii) A person under the supervision, direction, or control of an elected District official who is or could be involved in influencing or approving the award;
 - e. A political party; or
 - f. An entity or organization:
 - (i) That a candidate or elected District official described in (a) or (b) of this paragraph, or a member of his or her immediate family, controls; or
 - (ii) In which a candidate or elected District official described in (a) or (b) of this paragraph has an ownership interest of 10 % or more.
4. To the extent that [INSERT NAME OF GRANT RECIPIENT] has made a contribution to or solicited a contribution to be made to 4(a), 4(b) or 4(c), [INSERT NAME OF GRANT RECIPIENT] understands that it is ineligible to receive the award beginning on the date the contribution or solicitation for contribution was made and continuing for one year after the general election for which the contribution or solicitation for contribution was made, whether or not the contribution was made before the primary election:
 - a. An elected District of Columbia official who is or could be involved in influencing or approving the award of [INSERT NAME OF GRANT];
 - b. A candidate for elective District of Columbia office who is or could be involved in influencing or approving the award of a[INSERT NAME OF GRANT];
 - c. A political committee affiliated with a District candidate or elected District official described in (a) or (b) above.

5. To the extent that [INSERT NAME OF GRANT RECIPIENT] has made a contribution to or solicited a contribution to be made to 5(a), 5(b) or 5(c), [INSERT NAME OF GRANT RECIPIENT] understands that it is ineligible to receive the award beginning on the date the contribution or solicitation for contribution was made and continuing for 18 months after that date:

- a. A constituent-service program or fund, or substantially similar entity, controlled, operated, or managed by:
 - (i) An elected District official who is or could be involved in influencing or approving the award; or
 - (ii) A person under the supervision, direction, or control of an elected District official who is or could be involved in influencing or approving the award;
- b. A political party; or
- c. An entity or organization:
 - (i) That a candidate or elected District official described in (a) or (b) of this paragraph, or a member of his or her immediate family, controls; or
 - (ii) In which a candidate or elected District official described in (a) or (b) of this paragraph has an ownership interest of 10 % or more.

[INSERT NAME]

ss:

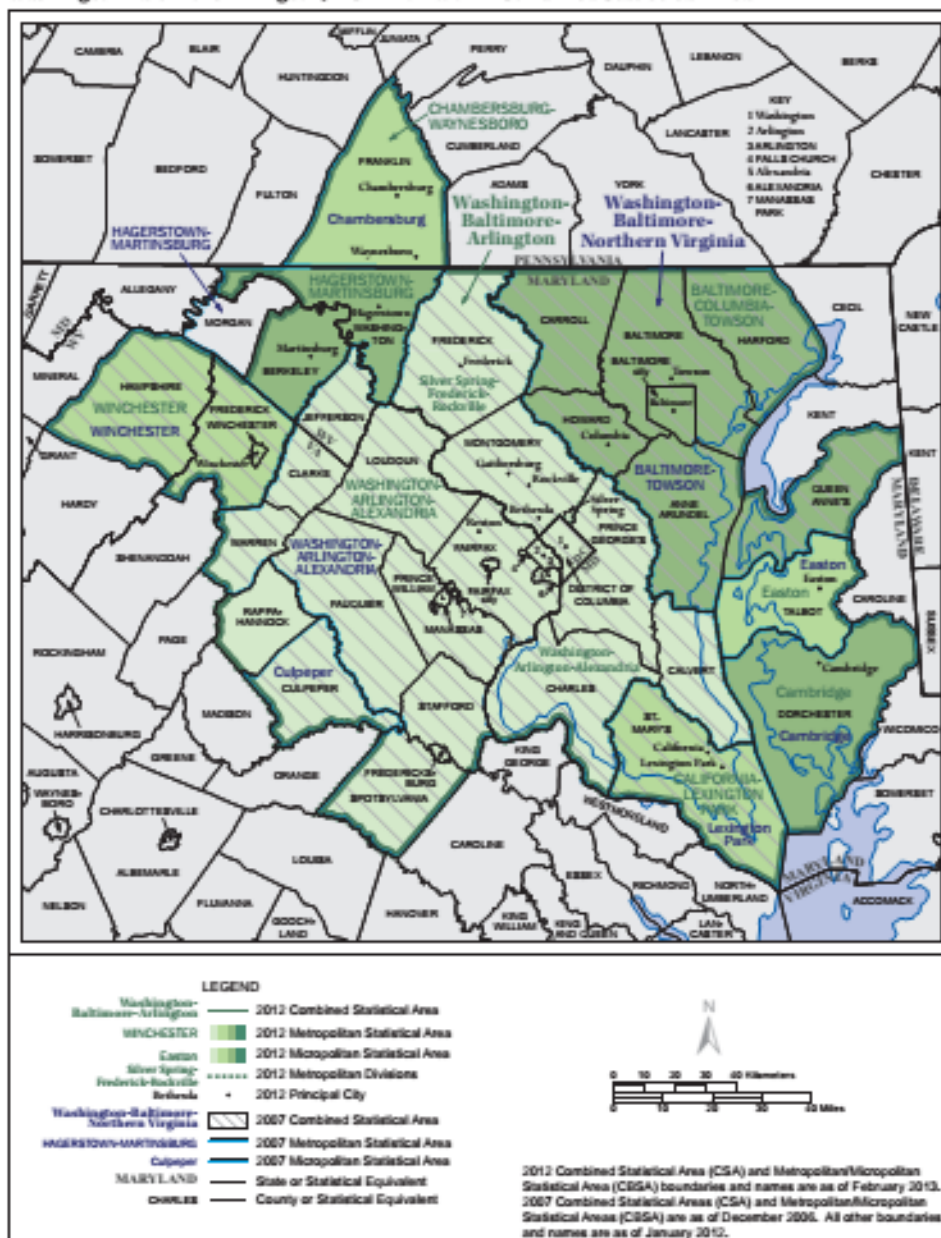
Subscribed, sworn and acknowledged before me

This ____ day of _____, 20

Notary Public

My commission expires

ATTACHMENT H
MAP OF WASHINGTON-BALTIMORE-ARLINGTON, DC-MD-VA-WV-PA COMBINED STATISTICAL AREA¹



U.S. DEPARTMENT OF COMMERCE Economics and Statistics Administration U.S. Census Bureau

2012 Economic Census

¹ Source: https://www2.census.gov/geo/maps/econ/ec2012/csa/EC2012_330M200US548M.pdf

ATTACHMENT I

THE COMMON CAREER TECHNICAL CORE (CCTC) CAREER READY PRACTICES²

1. Act as a responsible and contributing citizen and employee.

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

2. Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

3. Attend to personal health and financial well-being.

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

4. Communicate clearly, effectively and with reason.

Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/ or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice and organization and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organizations and the environment. They are aware of and utilize new technologies, understandings, procedures, materials and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and profitability of the organization.

6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

² <https://www.careertech.org/cctc>

7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use a reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices. They use an informed process to test new ideas, information and practices in their workplace situation.

8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem. They thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

9. Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align to personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morale and organizational culture.

10. Plan education and career path aligned to personal goals.

Career-ready individuals take personal ownership of their own educational and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the educational and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors and other experts to assist in the planning and execution of career and personal goals.

11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks -- personal and organizational -- of technology applications, and they take actions to prevent or mitigate these risks.

12. Work productively in teams while using cultural/global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

ATTACHMENT J
OCCUPATIONAL LITERACY/EMPLOYABILITY SKILLS

- Mathematics/Numeracy
- Quantitative Reasoning
- English and Communication
- English Proficiency (ESL)
- Critical Thinking
- Information Literacy
- Technology Competency
- Ethics and Professional Conduct
- Scientific Reasoning
- Teamwork
- Financial Literacy
- Health/Wellness and Safety
- Diversity and Cultural Competency
- Self-Management
- Entrepreneurship and Intrapreneurship

ATTACHMENT K
SAMPLE SOURCES OF LABOR MARKET INFORMATION

- Federal or state (local) agencies, such as
 - DC Department of Employment Services
 - US Department of Labor
 - US Census Bureau
- CareerOneStop (sponsored by the U.S. Department of Labor)
- WorkforceGPS (sponsored by the U.S. Department of Labor, Employment and Training Administration)
- DCNetworks (sponsored by the DC Department of Employment Services)
- Reports or publications from
 - Chambers of Commerce
 - Business/Industry or Professional Associations
 - Workforce Investment Council/Boards
- **Vendors providing labor market information**
 - EMSI
 - Burning Glass

ATTACHMENT L
APPROVED INDUSTRY CERTIFICATIONS FOR INTEGRATED EDUCATION AND TRAINING PROGRAMS

		
Priority Career Sectors	Certification Exam	Issuing Organization
Business Administration and Information Technology	Microsoft Office Specialist (MOS) Certification	Microsoft
Business Administration and Information Technology	Certified Associate Project Manager (CAPM)	Project Management Institute
Business Administration and Information Technology	Adobe ACA Printshop	Adobe Systems, Inc; CertiPort
Business Administration and Information Technology	Adobe ACA Dreamweaver	Adobe Systems, Inc; CertiPort
Business Administration and Information Technology	Adobe Flash ACA	Adobe Systems, Inc; CertiPort
Business Administration and Information Technology	Adobe Premiere ACA	Adobe Systems, Inc; CertiPort
Business Administration and Information Technology	Autodesk Maya	CertiPort
Business Administration and Information Technology	A+ Certification (801 and 802)	CompTIA
Business Administration and Information Technology	A+ Engineering	CompTIA
Business Administration and Information Technology	CompTIA A+	CompTIA
Business Administration and Information Technology	COMP TIA Strata Fundamentals of IT Technology Certification Examination	CertiPort
Business Administration and Information Technology	Cisco Certified Entry Network Technician (CCENT)	CISCO Systems
Business Administration and Information Technology	CompTIA Security+	CompTIA/Pearson VUE
Business Administration and Information Technology	CompTIA Network+ Certification	CompTIA/Pearson VUE
Construction	Construction Technology: National Construction Career Test	National Center for Construction Education & Research (NCCER)
Construction	Carpentry level One, National Construction Career Test	National Center for Construction Education & Research (NCCER)
Construction	Core: Introductory Craft Skills, National Construction Career Test	National Center for Construction Education & Research (NCCER)
Construction	Electrical, National Construction Career Test	National Center for Construction Education & Research (NCCER)
Construction	HVAC, National Construction Career Test	National Center for Construction Education & Research (NCCER)
Construction	Masonry Level One, National Construction Career Test	National Center for Construction Education & Research (NCCER)

Construction	OSHA 10 or 30	Department of Labor
Construction	Plumbing-Heating-Cooling Contractors Educational Foundation Examinations	Plumbing-Heating-Cooling Contractors (PHCC) Educational Foundation (Examinations administered by NOCTI)
Construction	Residential Construction Academy Examinations	Home Builders Institute (Examinations are administered by SkillsUSA)
Construction	SENSE Training Program Certification Examination (Level 1, Entry-Level Welder)	American Welding Society (AWS)
Construction	Welding, National Construction Career Test (or pass journey-level exam)	National Center for Construction Education & Research (NCCER)
Healthcare	Certified Billing and Coding Specialist (CBCS)	American Allied Health National Certification and Registration
Healthcare	Certified Electronic Health Records Specialist (CEHRS) Examination	
Healthcare	Certified Hemodialysis Technologist/Technician (CHT)	
Healthcare	Certified Nursing Assistant	CAN Certificate Program
Healthcare	Clinical Medical Assistant Certification (CCMA)	
Healthcare	Cardio Pulmonary Resuscitation (CPR)/First Aide Adult and Child	
Healthcare	Certified Dental Assistant	Dental Assisting National Board
Healthcare	Dental Hygienist Certification	D.C. Board of Dentistry
Healthcare	Emergency and Fire Management Services Assessment	DC Fire and EMS
Healthcare	Emergency Medical Responder Examination	DC Fire and EMS
Healthcare	Emergency Medical Technician (EMT)	DC Fire and EMS
Healthcare	Electrocardiography Technician (EKG) Certification	National Healthcareer Association
Healthcare	Home Health Aide Certification	DC Department of Health and NOCTI
Healthcare	Medication Aide Certification Exam (MACE)	National Council of State Board of Nursing/Pearson VUE
Healthcare	Nutrition Food and Wellness Examination Assessment	American Association of Family and Consumer Sciences (AAFCS)
Healthcare	Medical Administrative Assistant Certification (CMAA)	National Healthcareer Association
Healthcare	Nurse Aide Examination	DC Board of Nursing
Healthcare	National Nurse Aide Assessment Program (NNAAP)	National Council of State Board of Nursing/Pearson VUE
Healthcare	Patient Care Technician Certification (PCT)	National Healthcareer Association
Healthcare	Phlebotomy Technician	National Healthcareer Association
Healthcare	Pharmacy Technician	National Healthcareer Association
Hospitality	ServSafe	ServSafe/National Restaurant Association
Hospitality	ServSafe Manager Certification Examination	ServSafe/National Restaurant Association
Hospitality	ProStart Program Certification Examinations (Pass Level 1 and/or Level 2)	National Restaurant Association

Hospitality	START Certification Examination (Hospitality Skills)	American Hotel and Lodging Association (AH&LA)
Hospitality	Guest Service Professional	American Hotel and Lodging Association (AH&LA)
Hospitality	Front Desk Receptionist	American Hotel and Lodging Association (AH&LA)
Hospitality	ACF Culinary Arts Certification Exam	American Culinary Federation, Inc. (Exam administered by NOCTI)
Hospitality	ACF Retail Commercial Baking Assessment	American Culinary Federation, Inc. (Exam administered by NOCTI)
Hospitality	Hospitality and Tourism Management Program Examinations (Pass Level 1 and/or 2)	American Hotel and Lodging Association (AH&LA)
Hospitality	Lodging Management Program Certification Examinations (Pass Level 1 and/or Level2)	American Hotel and Lodging Association (AH&LA)
Hospitality	ManageFirst Credentialing Program Examinations (Pass any one exam)	National Restaurant Association
Law and Security	Firefighter I Certification Assessment	DC Department of Fire Programs
Law and Security	Firefighter II Certification Assessment	DC Department of Fire Programs
Law and Security	Security Officer Examination	Department of Consumer and Regulatory Affairs Business and Professional Licensing Administration
Infrastructure (Transportation & Logistics)	Automotive Service Excellence (ASE) Auto Maintenance and Light Repair Certification (G1)	National Institute Automotive Service Excellence (ASE)
Infrastructure (Transportation & Logistics)	I - CAR Certification	I - CAR
Infrastructure (Transportation & Logistics)	Certified Logistics Associate (CLA) Examination	Manufacturing Skills Standards Council (MSSC)
Infrastructure (Transportation & Logistics)	Certified Logistics Technician (CLT) Associate Examination	Manufacturing Skills Standards Council (MSSC)
Infrastructure (Transportation & Logistics)	Commercial Driver's License (CDL)	DC Department of Motor Vehicles
Infrastructure (Transportation & Logistics)	Commercial Driver's License (CDL) with School Bus Endorsement	DC Department of Motor Vehicles
Infrastructure (Transportation & Logistics)	Commercial Driver's License (CDL) with Passenger Endorsement	DC Department of Motor Vehicles
Infrastructure (Energy and Utilities)	Electronics Technicians Association: Photovoltaic Installer (PVI Level 1) Installer	Electronics Technician Association (ETA)
Infrastructure (Energy and Utilities)	Residential Energy Services Network (RESNET) Certification: Energy Auditing	Residential Energy Services Network - EVERBLUE; Green Training USA
Infrastructure (Energy and Utilities)	Electronics Technicians Association: Smart Grid	Electronics Technician Association (ETA)
Miscellaneous (Education & Training)	Child Development Associate Certification Assessment (CDA)	Child Development Associates Council - Council for Professional Recognition
	<i>* This list of approved industry certifications will be periodically updated and is therefore subject to change.</i>	

ATTACHMENT M
DEFINITION OF TERMS

Term	Definition	Source
ADMINISTRATIVE COSTS	The term “administrative costs” means expenditures incurred by grant sub-recipients in the performance of administrative functions and in carrying out activities that are not related to the direct provision of adult education or workforce investment services (including services to participants and employers). Such costs include both personnel and non-personnel costs and both direct and indirect costs.	Modified from the Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014 . Title II—Adult Education and Literacy
ADULT EDUCATION	The term “adult education” means academic instruction and education services below the postsecondary level that increase an individual’s ability to— (A) read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent; (B) transition to postsecondary education and training; and (C) obtain employment.	Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014 . Title II—Adult Education and Literacy.
ADULT EDUCATION AND LITERACY ACTIVITIES	The term “adult education and literacy activities” means programs, activities, and services that include adult education, literacy, workplace adult education and literacy activities, family literacy activities, English language acquisition activities, integrated English literacy and civics education, workforce preparation activities, or integrated education and training.	Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014 .
ADULT SECONDARY EDUCATION	The term “adult secondary education” (ASE) refers to educational levels in the National Reporting System (NRS). The ASE levels in the NRS are generally equivalent to grades 9-12.	
BASIC SKILLS DEFICIENT	The term “basic skills deficient” means, with respect to an individual— (A) that the individual has English reading, writing, or computing skills at or below the 8 th grade level on a generally accepted standardized test; or (B) that the individual is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual’s family, or in society.	Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014 .
CAREER AWARENESS	The term “career awareness” refers to: <ul style="list-style-type: none"> • The degree to which an individual in the target populations is aware of the target field as a possibility for long term employment and growth; • Knowledge of possible career paths and job opportunities, as well as what is required to be successful in them; and • A set of activities that enables an adult to become aware of his/her career options and what is required to be successful in the particular fields thus informing his/her selection of a career pathway. 	
CAREER EXPLORATION	The term “career exploration” refers to a set of activities to help a participant learn about, consider, and plan for a particular career pathway.	
CAREER PATHWAY	The term “career pathway” means a combination of rigorous and high-quality education, training, and other services that— (A) aligns with the skill needs of industries in the economy of the State or regional economy involved; (B) prepares an individual to be successful in any of a full range of secondary	Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014 .

	<p>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 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>	
CAREER PATHWAYS COMMUNITY OF PRACTICE	The Workforce Investment Council’s (WIC) Career Pathways Community of Practice, in alignment with WIOA, will deliver technical assistance and professional development to education and workforce providers that serve District residents.	
CAREER PLANNING	<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>	Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014.
COMMUNITY-BASED ORGANIZATION	The term “community-based organization” means a private nonprofit organization (which may include a faith-based organization), that is representative of a community or a significant segment of a community and that has demonstrated expertise and effectiveness in the field of adult education, workforce development, and/or provision of supportive services.	Modified from the Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014.
COMPREHENSIVE ADULT STUDENT ASSESSMENT SYSTEMS (CASAS)	<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> <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.</p>	
CONCURRENT ENROLLMENT	The term “concurrent enrollment” involves participants being enrolled, simultaneously, in two separate, academically related institutions or	Modified from the National Alliance of Concurrent Enrollment

	organizations in which both enrollments support the participant's education, training and/or employment goals.	Partnerships (NACEP)
CONSORTIUM	A consortium is made up of a group in which all members of the consortium are eligible providers and one member is designated as the lead member.	U.S. Department of Labor
CONTEXTUALIZED LEARNING	Contextualized learning, based on constructivist theory, is learning that occurs when students apply knowledge and skills and allows them to construct meaning based on their own experiences.	
COST REIMBURSABLE GRANT	A cost-reimbursable grant refers to a grant under which reasonable costs incurred by an eligible provider in the performance of the grant are reimbursed in accordance with the terms of the grant.	
CUSTOMIZED TRAINING	<p>The term "customized training" means training—</p> <p>(A) that is designed to meet the specific requirements of an employer (including a group of employers);</p> <p>(B) that is conducted with a commitment by the employer to employ an individual upon successful completion of the training; and</p> <p>(C) for which the employer pays—</p> <p>(i) a significant portion of the cost of training, as determined by the local board involved, taking into account the size of the employer and such other factors as the local board determines to be appropriate, which may include the number of employees participating in training, wage and benefit levels of those employees (at present and anticipated upon completion of the training), relation of the training to the competitiveness of a participant, and other employer-provided training and advancement opportunities; and</p> <p>(ii) in the case of customized training (as defined in subparagraphs (A) and (B)) involving an employer located in multiple local areas in the State, a significant portion of the cost of the training, as determined by the Governor of the State, taking into account the size of the employer and such other factors as the Governor determines to be appropriate.</p>	Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014.
DC DATA VAULT	<p>The DC Data Vault:</p> <ul style="list-style-type: none"> -Facilitates the shared intake, assessment, and referral of customers to and from OSSE and DOES for services (expansion plans include DHS, DDS/RSA, and UDC Community College); -Allows DOES staff to register customers for assessment services on a specific date/time at each American Job Center and refer customers to the OSSE onsite provider partner or another offsite OSSE provider for services; -Provides access to information and notifications to key staff at each agency about customers (i.e. registering for assessments, being referred to a specific provider for services, status/updates on customers); -Links customers to relevant programs and services; -Allows adult literacy provider staff and District of Columbia government agency staff to upload and maintain customer eligibility documents so that they can be accessed by each agency and eliminate the need for District residents to provide the same documentation to multiple agencies; -Links District residents to DC Networks to register in the Virtual One Stop system; -Tracks customer participation, performance, progress and outcomes; and -Facilitates cross agency communication, case management and collaboration of services for District residents. 	

DIGITAL LITERACY	The term “digital literacy” refers to the knowledge and skills associated with using technology to enable users to find, evaluate, organize, create, and communicate information.	
DISLOCATED WORKER	<p>The term “dislocated worker” means an individual who—</p> <p>(A)(i) has been terminated or laid off, or who has received a notice of termination or layoff, from employment; (ii)(I) is eligible for or has exhausted entitlement to unemployment compensation; or</p> <p>(II) has been employed for a duration sufficient to demonstrate, to the appropriate entity at a one-stop center referred to in section 121(e), attachment to the workforce, but is not eligible for unemployment compensation due to insufficient earnings or having performed services for an employer that were not covered under a State unemployment compensation law; and</p> <p>(iii) is unlikely to return to a previous industry or occupation;</p> <p>(B)(i) has been terminated or laid off, or has received a notice of termination or layoff, from employment as a result of any permanent closure of, or any substantial layoff at, a plant, facility, or enterprise;</p> <p>(ii) is employed at a facility at which the employer has made a general announcement that such facility will close within 180 days; or</p> <p>(iii) for purposes of eligibility to receive services other than training services described in section 134(c)(3), career services described in section 134(c)(2)(A)(xii), or supportive services, is employed at a facility at which the employer has made a general announcement that such facility will close;</p> <p>(C) was self-employed (including employment as a farmer, a rancher, or a fisherman) but is unemployed as a result of general economic conditions in the community in which the individual resides or because of natural disasters;</p> <p>(D) is a displaced homemaker; or</p> <p>(E)(i) is the spouse of a member of the Armed Forces on active duty (as defined in section 101(d)(1) of title 10, United States Code), and who has experienced a loss of employment as a direct result of relocation to accommodate a permanent change in duty station of such member; or</p> <p>(ii) is the spouse of a member of the Armed Forces on active duty and who meets the criteria described in paragraph (16)(B).</p>	Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014.
DISPLACED HOMEMAKER	<p>The term “displaced homemaker” means an individual who has been providing unpaid services to family members in the home and who—</p> <p>(A)(i) has been dependent on the income of another family member but is no longer supported by that income;</p> <p>or (ii) is the dependent spouse of a member of the Armed Forces on active duty (as defined in section 101(d)(1) of title 10, United States Code) and whose family income is significantly reduced because of a deployment (as defined in section 991(b) of title 10, United States Code, or pursuant to paragraph (4) of such section), a call or order to active duty pursuant to a provision of law referred to in section 101(a)(13)(B) of title 10, United States Code, a permanent change of station, or the service-connected (as defined in section 101(16) of title 38, United States Code) death or disability of the member; and (B) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.</p>	Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014.
DISTRICT RESIDENT	<p>For the purposes of this RFA the term “District resident” means an individual who resides in the District of Columbia and verifies their residency by providing one of the following items that shows a DC home address in the name of the student:</p> <ul style="list-style-type: none"> • A pay stub; 	

	<ul style="list-style-type: none"> • A Supplemental Security Income annual benefits notification; • A copy of Form D40 certified by the DC Office of Tax and Revenue; • A Military Housing Order; • An embassy letter; • Proof of financial assistance from the DC Government, in the form of either a: <ul style="list-style-type: none"> ○ Temporary Assistance for Needy Families (TANF) verification of income notice or recertification approval letter; ○ Medicaid approval letter or recertification letter; ○ Housing assistance letter from a housing shelter, including contact name and phone number or a letter from the Housing Authority; or ○ Proof of receipt of financial assistance from another DC Government program. <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"> • A valid unexpired DC motor vehicle registration; • A valid unexpired lease or rental agreement; • A valid unexpired DC motor vehicle operator's permit or other official non-driver identification; and • One utility bill (only gas, electric and water bills acceptable). <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>	
DUNS NUMBER	The Dun & Bradstreet D-U-N-S [®] Number is a unique nine-digit identifier for businesses. It is used to establish a business credit file, which is often referenced by lenders and potential business partners to help predict the reliability and/or financial stability of the company in question. D-U-N-S, which stands for data universal number system, is used to maintain accurate and timely information on +250 M global businesses.	Dun & Bradstreet
ECONOMIC DEVELOPMENT AGENCY	The term "economic development agency" includes a local planning or zoning commission or board, a community development agency, or another local agency or institution responsible for regulating, promoting, or assisting in local economic development.	Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014.
EDUCATIONAL FUNCTIONING LEVEL	The term "educational functioning levels" refers to the Adult Basic Education (ABE), Adult Secondary Education (ASE), and English as a Second Language (ESL) literacy levels, as provided in § 462.44, that describe a set of skills and competencies that students demonstrate in the National Reporting System (NRS) skill areas.	National Reporting System (NRS)
ELIGIBLE AGENCY	The term "eligible agency" means the sole entity or agency in a State or an outlying area responsible for administering or supervising policy for adult education and literacy activities in the State or outlying area, respectively, consistent with the law of the State or outlying area, respectively.	Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014. Title II—Adult Education and Literacy.

ELIGIBLE INDIVIDUAL	The term “eligible individual” means an individual— (A) who has attained 18 years of age; (B) who is not enrolled or required to be enrolled in secondary school under State law; and (C) who— (i) is basic skills deficient; (ii) does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or (iii) is an English language learner.	Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014 . Title II—Adult Education and Literacy.
ELIGIBLE PROVIDER	The term “eligible provider” means an organization that has demonstrated effectiveness in providing adult education and literacy activities that may include— (A) a local educational agency; (B) a community-based organization or faith-based organization; (C) a volunteer literacy organization; (D) an institution of higher education; (E) a public or private nonprofit agency; (F) a library; (G) a public housing authority; (H) a nonprofit institution that is not described in any of subparagraphs (A) through (G) and has the ability to provide adult education and literacy activities to eligible individuals; (I) a consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described in any of subparagraphs (A) through (H); and (J) a partnership between an employer and an entity described in any of subparagraphs (A) through (I).	Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014 .
EMPLOYMENT AND TRAINING ACTIVITY	The term “employment and training activity” means an activity described in section 134 of WIOA that is carried out for an adult or dislocated worker.	Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014 .
ENGLISH LANGUAGE ACQUISITION PROGRAM	The term “English language acquisition program” means a program of instruction— (A) designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language; and (B) that leads to— (i)(I) attainment of a secondary school diploma or its recognized equivalent; and (II) transition to postsecondary education and training; or (ii) employment.	Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014 . Title II—Adult Education and Literacy.
ENGLISH LANGUAGE LEARNER	The term “English language learner” when used with respect to an eligible individual, means an eligible individual who has limited ability in reading, writing, speaking, or comprehending the English language, and— (A) whose native language is a language other than English; or (B) who lives in a family or community environment where a language other than English is the dominant language.	Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014 . Title II—Adult Education and Literacy.
ENROLLMENT	The term “enrollment” refers to participants who have received twelve (12) or more hours of service per the National Reporting System (NRS). Participants who have received 12 or more hours of service are counted on the federal NRS data tables for state and local accountability.	National Reporting System (NRS)

FAMILY LITERACY ACTIVITIES	<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:</p> <p>(A) Parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency.</p> <p>(B) Interactive literacy activities between parents or family members and their children.</p> <p>(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.</p> <p>(D) An age-appropriate education to prepare children for success in school and life experiences.</p>	Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014 . Title II—Adult Education and Literacy.
FEDERAL EMPLOYEE IDENTIFICATION NUMBER	Federal Employee Identification Number (FEIN) is used to pull previously registered vendor information, or to activate New Vendor registration fields.	
IN-DEMAND INDUSTRY SECTOR OR OCCUPATION	<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>	Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014 .
INDIRECT COST RATE	The “indirect cost rate” represents the calculated benefit of indirect costs to all associated revenues from both Federal and State sources. It should be used for indirect cost claims under all Federal programs that permit reimbursement. This is true whether or not the grant is received from a State Education Agency, another State Agency or directly from a Federal agency. The rate must be current; meaning it is approved and covers the period coincident with grant activities.	U.S. Department of Education, Office of the Chief Financial Officer
INDIVIDUAL WITH A BARRIER TO EMPLOYMENT	<p>The term ‘individual with a barrier to employment’ means a member of one or more of the following populations:</p> <p>(A) Displaced homemakers.</p> <p>(B) Low-income individuals.</p> <p>(C) Indians, Alaska Natives, and Native Hawaiians, as such terms are defined in section 166.</p> <p>(D) Individuals with disabilities, including youth who are individuals with disabilities.</p> <p>(E) Older individuals.</p> <p>(F) Ex-offenders.</p> <p>(G) Homeless individuals (as defined in section 41403(6) of the Violence Against</p>	Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014 .

	<p>Women Act of 1994 (42 U.S.C. 14043e–2(6))), or homeless children and youths (as defined in section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2))).</p> <p>(H) Youth who are in or have aged out of the foster care system.</p> <p>(I) Individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers.</p> <p>(J) Eligible migrant and seasonal farmworkers, as defined in section 167(i).</p> <p>(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.).</p> <p>(L) Single parents (including single pregnant women).</p> <p>(M) Long-term unemployed individuals.</p> <p>(N) Such other groups as the Mayor determines to have barriers to employment.</p>	
INDIVIDUAL WITH A DISABILITY	The term “individual with a disability” means an individual with a disability as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102). The term “individuals with disabilities” means more than 1 individual with a disability.	Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014.
INDIVIDUAL CAREER PATHWAY TRANSITION PLAN	The term “individual career pathway transition plan” means a plan that is developed by the OSSE provider, in collaboration with an adult student and that specifies the student’s educational functioning level, learning needs, career interests, goals and plans for achieving economic self-sufficiency, indicates the links to other resources and education and/or training next steps on their career pathway and ensures seamless transitions from program to program (i.e. ABE to ASE or ASE to Postsecondary education, training, and/or employment). This plan should not only identify other resources and education and/or training next steps on the student’s career pathway, but the plan should be shared with all relevant education and training providers along the pathway to ensure it is kept updated and education, training, and services can be coordinated based on the plan.	
INSTITUTION OF HIGHER EDUCATION	The term “institution of higher education” has the meaning given the term in section 101 of the Higher Education Act of 1965 (20 U.S.C. 1001).	Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014.
INTEGRATED EDUCATION AND TRAINING	The term “integrated education and training” means a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.	Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014. Title II—Adult Education and Literacy.
INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION	The term “integrated English literacy and civics education” means education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training.	Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014. Title II—Adult Education and Literacy.
JOB PLACEMENT	Job placement services are geared towards placing participants in jobs and may involve activities such as job search assistance, training, or job development.	

	These services are initiated to enhance and expedite participants' transition from training to employment.	
JOB POSTING ANALYSIS	Aggregated job posting data providing an overview of job posting activity by total postings vs. uniqueness, skills, certifications, job titles and companies hiring.	Emsi
LABOR MARKET AREA	The term "labor market area" means an economically integrated geographic area within which individuals can reside and find employment within a reasonable distance or can readily change employment without changing their place of residence. Such an area shall be identified in accordance with criteria used by the Bureau of Labor Statistics of the Department of Labor in defining such areas or similar criteria established by a Governor.	Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014.
LABOR MARKET INFORMATION (LMI)	The body of information that deals with the functioning of labor markets and the determination of the demand for and supply of labor. It includes, but is not limited to, such key factors as changes in the level and/or composition of economic activity, the population, employment and unemployment, income and earnings, wage rates, and fringe benefits.	
LITERACY	The term "literacy" means an individual's ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society.	Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014. Title II—Adult Education and Literacy.
LOCAL AREA	The term "local area" means a local workforce investment area designated under section 106, subject to sections 106(c)(3)(A), 107(c)(4)(B)(i), and 189(i).	Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014.
LOCAL EDUCATIONAL AGENCY	The term "a local educational agency (LEA)", as defined in ESEA, is a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools.	U.S. Department of Education Definitions
LOW-INCOME INDIVIDUAL	(A) In general, —The term "low-income individual" means an individual who— (i) receives, or in the past 6 months has received, or is a member of a family that is receiving or in the past 6 months has received, assistance through the supplemental nutrition assistance program established under the Food and Nutrition Act of 2008 (7 U.S.C. 2011 et seq.), the program of block grants to States for temporary assistance for needy families' program under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.), or the supplemental security income program established under title XVI of the Social Security Act (42 U.S.C. 1381 et seq.), or State or local income-based public assistance; (ii) is in a family with total family income that does not exceed the higher of— (I) the poverty line; or (II) 70 percent of the lower living standard income level; or (iii) is a homeless individual (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e-2(6)).	Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014.
OFFENDER	The term "offender" means an adult or juvenile— (A) who is or has been subject to any stage of the criminal justice process, and for whom services under this Act may be beneficial; or	Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014.

	(B) who requires assistance in overcoming artificial barriers to employment resulting from a record of arrest or conviction.	
ON-THE-JOB TRAINING	The term “on-the-job training” means training by an employer that is provided to a paid participant while engaged in productive work in a job that— (A) provides knowledge or skills essential to the full and adequate performance of the job; (B) is made available through a program that provides reimbursement to the employer of up to 50 percent of the wage rate of the participant, except as provided in section 134(c)(3)(H), for the extraordinary costs of providing the training and additional supervision related to the training; and (C) is limited in duration as appropriate to the occupation for which the participant is being trained, taking into account the content of the training, the prior work experience of the participant, and the service strategy of the participant, as appropriate.	Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014.
POSTSECONDARY EDUCATIONAL INSTITUTION	The term “postsecondary educational institution” means— (A) an institution of higher education that provides not less than a 2-year program of instruction that is acceptable for credit toward a bachelor’s degree; (B) a tribally controlled college or university; or (C) a nonprofit educational institution offering certificate or apprenticeship programs at the postsecondary level.	Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014.
RECOGNIZED POSTSECONDARY CREDENTIAL	The term “recognized postsecondary credential” means a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree.	Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014.
REGION	The term “region”, used without further description, means a region identified under section 106(a), subject to section 107(c)(4)(B)(i) and except as provided in section 106(b)(1)(B)(ii) of WIOA.	Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014.
SCALE SCORE	A scale score is a score that has been mathematically transformed from one set of numbers (i.e. the raw score) to another set of numbers in order to make them comparable in some way, for example, across different editions or test forms of the same test.	Educational Testing Service
SECONDARY SCHOOL	The term “secondary school” has the meaning given the term in section 9101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).	Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014.
STATE	The term “State” means each of the several States of the United States, the District of Columbia, and the Commonwealth of Puerto Rico.	Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014.
STATE BOARD	The term “State board” means a State workforce development board established under section 101 of WIOA. For the purposes of the District of Columbia the Workforce Investment Council acts as both the District’s State and Local Workforce boards.	Modified from Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014.

STATE PLAN	The term “State plan”, used without further description, means a unified State plan under section 102 or a combined State plan under section 103.	Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014.
STUDENT LEARNING OUTCOMES	Student learning outcomes statements clearly state the expected knowledge, skills, attitudes, competencies, and habits of mind that students are expected to acquire at an institution.	National Institute for the Learning Outcomes Assessment
SUPPORTIVE SERVICES	The term “supportive services” means services such as transportation, child care, dependent care, housing, and needs-related payments, that are necessary to enable an individual to participate in activities authorized under this Act.	Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014.
SYSTEM FOR AWARD MANAGEMENT (SAM)	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.	Grants.gov
TRAINING SERVICES	The term “training services” means services described in section 134(c)(3) of WIOA.	Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014.
UNEMPLOYED INDIVIDUAL	The term “unemployed individual” means an individual who is without a job and who wants and is available for work. The determination of whether an individual is without a job, for purposes of this paragraph, shall be made in accordance with the criteria used by the Bureau of Labor Statistics of the Department of Labor in defining individuals as unemployed.	Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014.
UNIT OF GENERAL LOCAL GOVERNMENT	The term “unit of general local government” means any general purpose political subdivision of a State that has the power to levy taxes and spend funds, as well as general corporate and police powers.	Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014.
WORKFORCE PREPARATION ACTIVITIES	The term “workforce preparation activities” means activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment.	Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014. Title II—Adult Education and Literacy.
WORKFORCE TRAINING ACTIVITIES	The term “workforce training activities” means training for a specific occupation or occupational cluster. These activities may include any of the following: <ul style="list-style-type: none"> a) occupational skills training, including training for nontraditional employment; b) on-the-job training; c) incumbent worker training; 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; 	Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014.

	<ul style="list-style-type: none"> 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. 	
WORKPLACE ADULT EDUCATION AND LITERACY ACTIVITIES	The term “workplace adult education and literacy activities” means adult education and literacy activities offered by an eligible provider in collaboration with an employer or employee organization at a workplace or an off-site location that is designed to improve the productivity of the workforce.	Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014 . Title II—Adult Education and Literacy.