REQUEST FOR APPLICATIONS

DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION, ADULT AND FAMILY EDUCATION

GATEWAY TO CAREERS GRANT

Release Date: Jan. 7, 2019

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

A New Vision for the District of Columbia

The District of Columbia is in the midst of significant change. The District's population numbers and the city's economy have climbed such that today, Washington, 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 Mayor, the Workforce Investment Council (WIC), the Workforce Innovation and Opportunity Act (WIOA) Core Partner Agencies, and other stakeholders are working to actualize the vision of the District's WIOA Unified State Plan, 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, through this competitive grant process, seeks eligible providers to help ensure that the District's lowest-level learners, those with basic skills at or below the 5th grade level, have access to programming specifically tailored to support their educational development while engaging in career awareness and/or other workforce preparation activities. This effort will augment the existing cadre of adult education providers in the District that are providing educational services to this target population and will further connect low-level learners to a career pathways system through educationally appropriate service offerings.

SECTION II: BACKGROUND INFORMATION

Office of the State Superintendent of Education

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.

Purpose of Gateway to Careers Grant Funding

OSSE will provide funding to eligible providers to offer integrated education and workforce preparation programs and services that are tailored to the District's lowest-level learners, those with basic skills at or below the 5th grade level, and 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 transitioning to a program at the next step in the educational continuum to pursue their desired career paths; and
4. Assist immigrants and other individuals who are English language learners in (A) improving their – (i) reading, writing, speaking, and comprehension skills in English; and (ii) mathematics skills; and in (B) acquiring an understanding of the American system of government, individual freedom, and the responsibilities of citizenship.

Available Funding

Approximately $500,000 in local funding will be awarded in response to this RFA. Grants will be awarded to two to four eligible providers with a minimum award of $125,000 and a maximum award of up to $250,000.

The allowable cost per student is $2,500.

- 50 students x $2,500 = $125,000
- 100 students x $2,500 = $250,000

Funding will be used to serve District residents in FY 19 from March 18, 2019 through September 30, 2019. Based on sub-grantee performance and student progress and outcomes during and at the end of this grant period, providers with evidence of demonstrated effectiveness may be eligible to receive continuation funding, if available, in FY 20. Recipients will be required to submit monthly statistical reports with evidence, quarterly narrative reports with evidence, and participate in all monitoring activities (e.g. site visits, check-in sessions, desk reviews and final monitoring review, inclusive of the submission of evidence). Additionally, to receive continuation funding, recipients must meet or exceed the state's performance targets, score a minimum of 80 points on the final monitoring review, and develop and implement continuous improvement plans.

An independent panel of reviewers, composed of neutral, qualified, and professional individuals selected for their experience in the fields of adult education, training, and workforce development, will review and score the applications based on the funding criteria in Section VI and VII. OSSE reserves the right to make final selections of applicants to be funded.

Grant Fund Limitations

1. No one under age 18 may receive services funded by this grant.
2. Local Educational Agencies (LEAs) <u>may only use</u> funds associated with this grant to serve students 18 years of age and older who are not enrolled *or required to be enrolled in traditional secondary school under State law*. Funds associated with this grant **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.

SECTION III: GRANT REQUIREMENTS

Eligible Individuals

An eligible individual is a person who:
1. Is 18 years of age and older;
2. Is a DC resident or ward of DC;
3. Is not enrolled *or required to be enrolled in secondary school under State law*; and
4. Has basic skills deficiencies (includes adults with a high school diploma or any other credential but who are determined to have deficiencies by a Comprehensive Adult Student Assessment System (CASAS) pre- and/or post-test; an adult that does not have a secondary school diploma or its recognized equivalent and has not achieved an equivalent level of education based on CASAS; or an adult who is an English language learner).

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 <u>three</u> or more entity types described above.

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

Partnership, Consortium, and Coalition Guidelines

1. A partnership, consortium or coalition must designate one of the members to serve as the primary or lead applicant agency and fiscal agent for the grant. A for-profit employer is not eligible to serve as the primary applicant.
2. The grant will be prepared in the name of the primary applicant agency/fiscal agent, not the partnership, consortium or coalition.
3. The primary applicant agency/fiscal agent must meet the following requirements:

- Must be an eligible provider as defined above;
- Must receive and administer the grant funds and submit the required reports to account for the use of grant funds;
- Must require that each member of the partnership, consortium or coalition sign a Memorandum of Agreement (MOA), Memorandum of Understanding (MOU) or other agreement that contains a detailed explanation about the roles and responsibilities of each member of the partnership, consortium or coalition in working with the primary applicant agency to fulfill the requirements of the grant and achieve the desired outcomes;
- Cannot receive funding on behalf of another organization or subgrant funds to another organization;
- Is prohibited from sub-granting or re-granting funds to other recipients. The primary applicant agency/fiscal agent is permitted to contract for services with members of the consortium, coalition, or partnership and/or to use funds to contract with consultants to perform services that the primary applicant agency/fiscal agent cannot provide itself; and
- Is responsible for coordinating the performance of services provided by the members of the partnership, consortium or coalition and/or consultants in the fulfillment of the grant requirements.

4. The primary applicant agency/fiscal agent must meet the 25% 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 services to eligible individuals in the District of Columbia.

Type of Grant

The OSSE AFE Gateway to Careers Grant funding is available as a cost reimbursable grant.

Target High-Demand Sectors and Occupations

Eligible providers must design and implement program models that include the provision of integrated adult education and literacy and workforce preparation (e.g. career awareness, career exploration, career mapping, career planning services, etc.) services 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 improve students' understanding of other career paths/sectors/high demand occupations (e.g. Early Childhood Education, etc.) in the District of Columbia or the Washington Metropolitan area that they may wish to pursue.

Target Population

Aligned with the District's WIOA Unified State Plan and with the stated intent for this funding, services associated with this grant shall be directed and tailored to the District's lowest-level learners, those with basic skills at or below the 5th grade level.

Program Models

In alignment with the spirit of WIOA, OSSE is seeking eligible providers to be innovative and creative in the design and implementation of one, or a combination of two program models described below under Program Model #1 and Program Model #2.

The required components for each model include the following:

1. Adult education and literacy activities.
2. Workforce preparation activities.
3. Supportive services.
4. Transition services.

Services must be provided concurrently and contextually such that:

- Within the overall scope of a particular program, the integrated adult education and literacy and workforce preparation activities 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 with low level literacy skills, including English Language Learners; occur simultaneously; and use occupationally relevant instructional materials.
- The program has a single set of learning objectives that identifies specific adult education content and workforce preparation activities, and the program activities are organized to function cooperatively.

The above requirements facilitate the design of high quality integrated programs that improve the academic skills of low-skilled adults while advancing their occupational awareness and competencies. These required components must be reflected in the design of each program model.

Program Model 1

1. <u>INTEGRATED ADULT BASIC EDUCATION AND WORKFORCE PREPARATION</u>

Integrated Adult Basic Education and Workforce Preparation for students with literacy and numeracy skills at the Adult Basic Education (ABE) Levels (A-B)/Grade Level Equivalencies 1st to 5th grade.

- OSSE is seeking eligible providers to develop, implement and offer innovative program models that include the provision of integrated adult education and literacy and workforce preparation services (e.g. career awareness, career exploration, career mapping, career planning services, etc.) for a specific occupation or occupational cluster for the purpose of educational and career advancement.

Program models must include:

- Integrated adult education and literacy and workforce preparation services appropriate for students at the ABE Pre-Beginning Literacy, Beginning Basic Education and Intermediate Low Levels/equivalent grade levels 1 to 5.
- 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.
- Individual Career Pathways Transition Plan for each student that specifies the student's educational functioning level, learning needs, career interests, goals and plans for achieving economic self-sufficiency, indicates links to other resources and education and/or training towards the next steps on a student's career pathway, and ensures seamless transitions from program to program;
- Career Pathway counseling to help participants navigate through their educational and vocational options and provide support in accessing public benefits and other supportive services that can help them persist and succeed in their education and career pursuits. These supportive services include:
    - Referral to social service agencies
    - Coordination and follow-up on participants' acquisition of social service/public welfare benefits
    - Linkages to community resources to address participants' basic needs (food banks, clothing banks, health care providers, health and wellness information, housing, childcare and/or transportation assistance)
    - Transportation (optional)
    - Child Care (optional)
    - Other (optional)

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 of an educational functioning level.
- Demonstrate progression in knowledge as evidenced by CASAS scale score gains, Career inventory tool(s)/pre- and post- assessments and student portfolios.

- Demonstrate persistence and be retained in the program long enough for educational advancement and goal achievement.
- Acquire, if applicable, entry level workforce credentials/certifications, (e.g. CPR/First Aid, OSHA 10, Flaggers, ServSafe Food Handlers, etc.). Credentials/certifications must be uploaded in OSSE's management information system, Literacy, Adult and Community Education System and maintained in students' files/records.
- Transition from ABE/ESL Level 1 to Level 2, ABE/ESL Level 2 to Level 3, training, and/or employment.

Program Model 2

2. INTEGRATED ENGLISH LANGUAGE ACQUISITION AND WORKFORCE PREPARATION

Integrated English Language Acquisition and Workforce Preparation for students with literacy and numeracy skills at the English as a Second Language (ESL) Levels (A-B) /Grade Level Equivalencies 1st to 5th grade.

- OSSE is seeking eligible providers to develop, implement and offer innovative program models that include the provision of integrated adult education and literacy and workforce preparation services (e.g. career awareness, career exploration, career mapping, career planning services, etc.) for a specific occupation or occupational cluster for the purpose of educational and career advancement.

Program models must include:

- Integrated English Language Acquisition and workforce preparation activities appropriate for students at the ESL Pre-Beginning/Pre-Beginning Literacy, Low Beginning, High Beginning, Low Intermediate and High Intermediate Levels/equivalent grade levels 1 to 5.
- Services that enable English Language Learners (ELL) to acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States.
- Individual Career Pathways Transition Plan for each student that specifies the student's educational functioning level, learning needs, career interests, goals and plans for achieving economic self-sufficiency, indicates links to other resources and education and/or training towards the next steps on a student's career pathway, and ensures seamless transitions from program to program;
- Career Pathway counseling to help participants navigate through their educational and vocational options and provide support in accessing public benefits and other supportive services that can help them persist and succeed in their education and career pursuits. These supportive services include:
  - o Referral to social service agencies
  - o Coordination and follow-up on participants' acquisition of social service/public welfare benefits
  - o 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)
  - o Transportation (optional)
  - o Child Care (optional)
  - o Other (optional)

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 of an educational functioning level.
- Demonstrate progression in knowledge as evidenced by CASAS scale score gains, Career inventory tool(s)/pre- and post- assessments and student portfolios.
- Demonstrate persistence and be retained in the program long enough for educational advancement and goal achievement.
- Acquire, if applicable based on the program design, an entry level workforce credential/certification, (e.g. CPR/First Aide, OSHA 10, ServSafe Food Handlers, Flaggers, etc.). Credentials/certifications must be uploaded in OSSE's management information system, Literacy, Adult and Community Education System and maintained in students' files/records.
- Transition from ABE/ESL Level 1 to Level 2, ABE/ESL Level 2 to Level 3, training, and/or employment.

Expected Performance Outcomes

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

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 complete one or more Educational Functioning Levels (EFL) as evidenced by pre- and post-tests.
Scale Score Gains	Eligible providers are expected to collect data and report on the number and percentage of participants who make scale score point gains as evidenced by pre- and post-tests.

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 is used by OSSE to meet accountability and reporting requirements. Eligible providers must meet or exceed the state's performance targets. Progress toward meeting the performance targets is monitored monthly throughout the grant period.

Grant Administration - Responsibilities of the Eligible Provider

Eligible providers are required to:

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).

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 adult education and literacy and workforce preparation services (e.g. career awareness, career exploration, career mapping, career planning services, etc.) for a specific occupation or occupational cluster 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 ABE Pre-Beginning/ Beginning Basic Education Levels, 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 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 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. Register and maintain an updated program profile on Backontrackdc.org to receive referrals of students seeking adult education and literacy and workforce preparation services.

14. As part of the intake process, administer a personal/career assessment to students using Virtual Job Shadow, EMSI Career Coach, O*NET, and/or other assessments. OSSE will make Virtual Job Shadow and EMSI Career Coach training available to recipients.

15. 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, training, and/or employment).

16. 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.

17. 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 recipients.
18. 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.
19. Use the D.C. Data Vault to refer students to the appropriate agencies and providers for services.
20. Conduct follow-up activities for all students who exited the program during the appropriate follow-up period.
21. Update <u>weekly</u> student files/records and data in the Literacy, Adult and Community Education System.
22. Conduct routine student folder checks.
23. Generate <u>monthly</u> diagnostic search reports and resolve errors to ensure the validity and accuracy of data in Literacy, Adult and Community Education System.
24. Meet or exceed OSSE AFE's performance targets and other State and/or local indicators of performance <u>annually</u>.
25. Develop and conduct surveys that measure student and employer, if applicable, satisfaction.
26. Submit <u>monthly and quarterly</u> reports to OSSE by the requested deadlines.
27. Submit <u>monthly</u> requests for cost reimbursements in EGMS.
28. Submit a Grant Modification Request Form for program/staff/ budget changes and an amended application and/or budget in EGMS, when applicable.
29. Participate in <u>mandatory</u> *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 funded programs and services. (*May be required of staff at all levels including Executive Directors and Program Managers).
30. Adhere to all reporting and accountability requirements.
31. Participate in all OSSE monitoring activities, which may be adjusted based on sub-grantee performance.

Recipients are required to comply with all of the requirements specified above. Failure to comply may result in placement on a continuing improvement plan and the withholding of cost reimbursement payments and/or the suspension of grant funds.

SECTION IV: PRE-APPLICATION PROCESS
In order to gain access to EGMS to apply for grant funding, eligible providers must complete the following steps:

Register with EGMS

1) **Register in EGMS. Please refer to the following link for step by step instructions.** http://egmsfe.osse.dc.gov/info/credentialbs

- From the EGMS home page (http://grants.osse.dc.gov/) click on the "New User" link.
- Enter your organization's Federal Employee Identification Number (FEIN) and click search. *Special Note: Eligible providers can refer to the following link for additional information regarding the process for obtaining a FEIN (https://business.dc.gov/quick/9749).*
- If your organization is **NOT** registered/listed, the **New Vendor** fields will appear. Refer to the "New Vendor" section for next steps. *Special Note: The request may take up to 2 business days to complete. Please plan appropriately.*
- If your organization **IS** a registered vendor, the organization's name will display at the top and the **New User** field will appear. Refer to the "New User" section for next steps. *Special Note: The request may also take up to 2 business days to complete. Please plan appropriately.*

Request EGMS Credentials

2) **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."**

Obtain a DUNS Number

3) **Obtain a Data Universal Number System (DUNS) Number**

   Please refer to the following link for step by step instructions.
   http://egmsfe.osse.dc.gov/info/DUNSSAM

   - Eligible providers should contact their financial department or authorizing official to ensure that your organization does not already have a DUNS Number. This is done by selecting the "Find DUNS or Request new DUNS" option using the following link https://fedgov.dnb.com/webform/pages/CCRSearch.jsp.
   - If your organization does not have a DUNS Number, use the same process mentioned above to attain one. Record your DUNS Number so that it can be entered into the Central Data tab in EGMS. *Special Note: The process of acquiring a DUNS Number may take several days. Therefore, eligible providers should seek to obtain a DUNS number as soon as possible.*

Request a SAM Expiration Date

4) **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.

Complete Central Data
5) **Complete all of the applicable tabs in Central Data inclusive of the provision of the information referenced above.**
Technical Assistance
• Instructional videos on the processes above are available at the EGMS website. OSSE will also offer webinars on EGMS for eligible providers during the grant competition period. The dates and times of the training events will be announced. • The OSSE Office of Grants Management and Compliance (OGMC) reviews and approves the information submitted via Central Data and notifies the eligible providers once the process has been completed. An eligible provider <u>may not</u> create, complete and submit an application in EGMS until Central Data has been approved. (See the EGMS User's Manual). • Eligible providers should ensure that sufficient time is factored into their plans for timely electronic submission of their grant application in order to avoid unexpected delays that could result in the rejection of an application. Eligible providers are strongly advised to initiate the process as soon as possible and to plan for time to resolve technical problems that may arise during the completion of the application and prior to submission. • For technical assistance, call (202) 719-6500 or email 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.

Pre-Application Conference

A pre-application conference will be held on <u>Monday, Jan. 14, 2019 from 10:30 a.m. to 12 p.m.</u> Participation is "OPTIONAL." The session will be held at:

D.C. Office of the State Superintendent of Education
1050 First Street, NE
Fifth Floor, Room #523
Washington, D.C. 20002.

Please register for the pre-application conference by clicking on the link below:

- **Mon., Jan. 14, 2019** - 10:30 a.m. to 12 p.m. REGISTER

Question and Answer Summary

OSSE Adult and Family Education recommends that prospective applicants review the RFA upon release as well as the Gateway to Careers Frequently Asked Questions (FAQs). Questions regarding the grant competition must be submitted in writing using the Gateway to Careers Grant Question Submission Form at https://osseafe.wufoo.com/forms/mr1n6s1qumj83/ beginning Jan. 7, 2019.

Questions submitted in writing will be accepted through **Wed., Jan. 23, 2019** at 3 p.m. A confirmation notification will be sent indicating that your question(s) has been received by OSSE. OSSE will post responses to the questions received between Jan. 7 and Jan. 23, 2019 in one summary document on the OSSE web site - Adult Education Providers and Partners, Grants at https://osse.dc.gov/page/adult-education-providers-and-partners#grants by close of business on **Wed., Jan. 31, 2019.**

Number of Applications Permitted

- An eligible provider may **only submit one application as the primary/lead applicant** in response to this RFA. However, an eligible provider may be included as a partner in one or more applications submitted where they are not the lead applicant.

Application Submission Due Date

- **OSSE recommends that eligible applicants review and complete the paper-based application of the application <u>prior</u> to the release of the application in the Enterprise Grants Management System (EGMS) on Friday, Feb. 1, 2019.**
- **Eligible providers must <u>submit</u> their application in OSSE's Enterprise Grants Management System (EGMS) by 3 p.m. on Friday, Feb. 22, 2019.** This includes uploading the Gateway to Careers paper-based application and completing the other required information and tabs in EGMS. **Late applications will not be accepted and incomplete applications will not be reviewed by the panel. It is recommended that eligible providers submit their grant application 3 to 5 days in advance of the due date to ensure that they meet the deadline.**

Grant Announcements

- **OSSE will announce the Gateway to Careers Grant awardees on Friday, Mar., 15, 2019.** A list of the selected applicants will be posted on the OSSE web site - Adult Education Providers and Partners, Grants at https://osse.dc.gov/page/adult-education-providers-and-partners#grants**.** Additionally, all applicants will receive a letter regarding the status of their application.

SECTION V: GRANT APPLICATION
Enterprise Grants Management System (EGMS)
Grant Application *(Creation, Completion and Submission)*
• Eligible providers must "**create, complete and submit**" an application in OSSE's Enterprise Grants Management System (EGMS).
Overview
Background Information
• Review the Background Information in EGMS.
Application Review and Scoring
• Includes information about the review process, scoring of applications and selection of applications for funding. Also includes the scoring criteria, rubric and summary.
Funding Distribution
• Includes details about the grant award allocations after a competitive grant application has been scored and selected for funding. Until an award decision is made, the allocation amounts will indicate $0. Applications selected for funding will display allocations after an amendment is created in EGMS.
Contact Information
• Enter the names, addresses, phone/fax numbers, and email addresses for the Agency, Chair of the Board of Directors, and Program Site Contact Person to receive notifications of the application's approval/disapproval and/or other key information. Contact information may be included for up to five (5) persons. Only the Authorized Representative will receive an email notification without being included in this list. Any other users who should receive notifications should be listed.
Board of Directors
• Enter the contact information for each member of the Board of Directors in EGMS.
Program Profile
• Complete the Program Profile in EGMS.
Schedule of Program Offerings
• Complete the Schedule of Program Offerings in EGMS.
Project Information
Program Models Overview
• Review the descriptions of program models.
Intent to Apply
• Indicate the program models/services for which the eligible provider is seeking funding (check all that apply): ☐ Program Model #1: Integrated Adult Basic Education and Workforce Preparation ☐ Program Model #2: Integrated English Language Acquisition and Workforce Preparation
Grant Application
• Complete and **upload/submit** the Gateway to Careers Competitive Grant Application (Microsoft Word Document) on this tab in EGMS.
Attachments
• **Upload/submit** the required and other applicable attachments to the application on this tab in EGMS.
Detailed Planned Expenditures

- Complete the Detailed Planned Expenditures Tabs including Salaries and Benefits, Professional Services, Equipment, Supplies and Materials, Fixed Property Costs and Other Objects. Complete the Match Requirement Tab and the Total Program Budget Summary Tab. The Budget Summary Tab will automatically fill in as information entered on each tab in the budget.

Indirect Cost Rates

- When completing the Detailed Planned Expenditures tabs, please note that eligible providers may elect to use a de minimis indirect cost rate of 10% for the Gateway to Career Grant, which shall only be applied to modified total indirect costs (MTDC). *Please also see "*Special Notes*."*
- **OR** Eligible providers may elect not to claim any indirect costs.

  Special Notes:
  a. A Local Education Agency (LEA) must have an Approved Indirect Cost Rate Letter from OSSE, resulting from the approval of a submitted LEA Indirect Cost Rate proposal, and the letter must be on file in order for the LEA to claim any Indirect Costs.
  b. 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.
  c. A non-profit eligible provider may claim the Indirect Cost rate(s) for the Gateway to Careers grant.
  d. If a non-profit eligible provider 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.

  For additional information, contact OSSE Grants Management and Compliance at osse.grantscompliance@dc.gov.

Match Requirement

- When completing the Detailed Expenditures Tabs, please note that the applicant must describe clearly and specifically how the match is being provided in Match Requirement Tab in EGMS.
- OSSE requires eligible providers to meet a 25% match requirement to ensure that eligible providers, if funded, are able to maintain a specific level of fiscal effort. The funding that OSSE provides is designed to supplement the existing funding that an eligible provider has for programming and services. These funds cannot be used to fully support a program. Eligible providers funded under this grant must provide evidence of the twenty-five percent (25%) match from other funding sources for the total amount of the grant funds requested. For example, an organization requesting a total grant of $250,000 must provide $62,500 to meet the match requirement. The match requirement may be provided in cash or in-kind, fairly evaluated.
- For this grant, at a minimum 50% of the match must be used to support salaries and benefits for key personnel and payments to consultants/contractors who provide professional/direct services to students, if applicable. The OSSE will monitor recipients for compliance with the 25% match requirement throughout the grant period. Organizations that cannot meet the match requirement will not be funded under this grant.

Assurances

Program Assurances

- Review the Program Assurances and check the box in EGMS indicating that the information has been read and is understood.

Central Data Assurances
• Review the Central Data Assurances and check the box in EGMS indicating that the information has been read and is understood.
Acknowledgement Assurances
• Review the Acknowledgement Assurances and check the box in EGMS indicating that the information has been read and is understood.
Certifications
• Review the Certifications and check the box in EGMS indicating that the information has been read and is understood.
Assurance Summary
• The check boxes on this tab will be automatically filled in as each of the separate certifications/assurances are read and agreed to. Applicants do not need to enter data into either of the "date fields" on this tab. The applicant must click "Legal Entity Agrees."
Submission of Grant Application
• Applicants must conduct a consistency check and resolve all errors prior to clicking the "Submit" button in EGMS.
• **Eligible providers must submit their application in OSSE's Enterprise Grants Management System (EGMS) by 3 p.m. on Friday, Feb. 22, 2019.** **Late applications will not be accepted and incomplete applications will not be reviewed by the panel. It is recommended that eligible providers submit their grant application 3 to 5 days in advance of the due date to ensure that they meet the deadline.**
Grant Modification Request Form
• **For future use only**. Complete and submit the form to OSSE for review and approval prior to making a change to the approved application, budget, program's design, key personnel, etc., when applicable.
Application History
• Includes a log of the applicant's completion of and submission of applications in EGMS.
Application Print
• An applicant may request a PDF copy of all or parts of the grant application. Requested PDF copies of the application are processed on the hour, from 8:00AM to 8:00PM, Monday – Friday. Once completed, a link to a PDF will display on the Right Side of the page under Completed Printed Jobs. Applicants may save this PDF to their local computer, and print as desired.
SECTION VI: GRANT APPLICATION
(Paper-based) **OSSE recommends that applicants complete the paper-based portion of the application process prior to the release of the application in EGMS. It is recommended that eligible providers submit their grant application 3 to 5 days in advance of the due date to ensure that they meet the deadline.**
A. Project Information (20 Points)
1. Proposal Summary (3 points)
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 (3 points)
a) State the organization's mission and goals, and 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 and 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 (8 points)
a) Describe and **upload/submit in EGMS** evidence of the organization's capacity to support the program offerings including sufficient fiscal, human and material resources needed to implement the program. Also, describe, if applicable, whether the organization 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. Indicate, if applicable, whether the organization is licensed, certified and/or accredited and **upload/submit in EGMS** the applicable documents.
b) Using the chart below, specify past performance data. **Upload/submit in EGMS** evidence of demonstrated effectiveness in providing integrated adult education and literacy/English Language Acquisition, workforce preparation (e.g. career awareness, career exploration, career mapping, career planning), supportive, and transition services to the target population, including qualitative and quantitative data on the 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.

Past Performance Checklist	
Indicate the most recent Program Year (PY) in which services were rendered to DC residents: *(check one)* (e.g. Program Year 2017-18 - July 1, 2017 to June 30, 2018 or October 1, 2017 to September 30, 2018)	☐ PY 2017-18 ☐ PY 2016-17 ☐ PY 2015-16 ☐ Other, please specify
Indicate the total number of students served: *(check one)*	☐ 1- 25 ☐ 26-50 ☐ 51-75 ☐ 76-100 ☐ 101+
Indicate the characteristics of students served: *(check all that apply)*	☐ Youth (18 to 24 years of age) ☐ Youth in Foster Care ☐ Long-term unemployed residents and displaced homemakers ☐ Low income individuals, including TANF and SNAP Participants ☐ Individuals with disabilities, including persons with learning disabilities Older individuals (55+) ☐ 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 ☐ Individuals who are English language learners ☐ People experiencing or with recent histories of homelessness ☐ Individuals who have low levels of literacy
Indicate the Educational Functioning Level (EFL)/ Grade Level Equivalencies (GLE) for the students served: *(check all that apply)*	**Adult Basic Education (ABE)** ☐ EFL: Beginning Literacy/Pre-Beginning/GLE: 1 ☐ EFL: Beginning Basic Skills/GLE: 2 and 3 ☐ EFL: Low Intermediate Basic Skills/GLE: 4 and 5 **English as a Second Language (ESL)** ☐ EFL: Beginning ESL Literacy/Pre-Beginning/GLE: 1 ☐ EFL: Low Beginning ESL/GLEs: 1 ☐ EFL: High Beginning ESL/GLEs: 1 ☐ EFL: Low Intermediate Basic Skills/GLEs: 2 and 3 ☐ EFL: High Intermediate Basic Skills/GLEs: 4 and 5

Type of services provided: *(check all that apply)*	☐ Adult Basic Education and Literacy
	☐ Adult Secondary Education – General Educational Development (GED)
	☐ Adult Secondary Education -National External Diploma Program (NEDP)
	☐ English Language Acquisition
	☐ Integrated English Literacy and Civics Education
	☐ Workforce Preparation Services
	☐ Integrated Education and Training
	☐ Vocational/Occupational Skills Training
	☐ Supportive Services
	    ☐ Career Counseling
	    ☐ Referral to social service agencies
	    ☐ Coordination and follow-up on students' acquisition of social services/public welfare benefits
	    ☐ Linkages to community resources 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.
	☐ Transition Services (Secondary Education, Postsecondary Education, Training and/or Employment)
	☐ Other, please specify _____

How effective was the organization in meeting the needs of students served?	

Specify the number of students who achieved the following outcomes during their participation in the program and/or upon completion of the program, as applicable.	
Number of students who made an Educational Functioning Level (EFL) gain in **Reading** as evidenced by a pre- and post-test	
Number of students who made an Educational Functioning Level (EFL) gain in **Math** as evidenced by a pre- and post-test	
Number of students who made scale score gains in **Reading** as evidenced by a pre- and post-test	
Number of adult learners who made scale score gains in **Math** as evidenced by a pre- and post-test	
Number of adult learners who received supportive services (e.g. counseling, barriers to employment amelioration, assistance with accessing public benefits, childcare, transportation assistance)	
Other, please specify:	

Specify the management information system or other reliable data source/system in which the qualitative and quantitative data provided can be verified.

4. Sound Fiscal Management (6 points)

a) Describe and **upload/submit in EGMS** 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.

b) **Upload/submit in EGMS** the most recent organizational budget (revenues by source and expenditures by program and/or type of expense).

c) **Upload/submit in EGMS** the organization's 2017 annual financial audit or the 2016 financial audit accompanied by a 990-tax form with a statement explaining the status of the 2017 audit.

B. Program Design (60 Points)

1. Program Model(s) (3 points)

a) In the chart below, indicate the program model for which the organization is seeking funding, the high-demand industries that students will learn about/explore, the name of the program and a brief description of the program.

Program Models: *(Check one or all that apply)*

☐ Program Model #1: Integrated Adult Basic Education and Workforce Preparation

☐ Program Model #2: Integrated English Language Acquisition and Workforce Preparation

High-demand industries that students will learn about/explore: *(Check all that apply)*

☐ Business Administration and Information Technology

☐ Construction

☐ Healthcare

☐ Hospitality

☐ Infrastructure:

    ☐ Energy and Utilities

    ☐ Energy Efficient Technology

    ☐ Transportation and Logistics

☐ Law and Security

☐ Early Childhood Education

☐ Other, please specify: _____

Name of the program:

Brief description of the program:

2. Program Alignment with the District's WIOA Unified State Plan (6 points)

a) Specify how the program aligns with the strategic vision and goals for career pathways as described in the District's WIOA Unified State Plan and of which career pathway the program is a part.

b)	Propose a reasonable number of eligible individuals to be served and describe the extent to which the proposed activities and services are responsive to the needs of the individuals/target population.

3.	**Program Logistics (3 points)**
a)	In the chart below, specify the timeline for participation in, and completion of the program, tuition costs, and the enrollment and instructional delivery options.

Timeline for participation in, and completion of, the program.

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

Tuition Costs.

Describe the tuition cost per student and the percentage of OSSE funding used to cover the tuition cost per student (0-100%).

Specify the Enrollment options.

☐ Managed enrollment	☐ Open enrollment

For managed enrollment, what are the dates and/or periods in which your agency enrolls students in the program?

For managed enrollment, how many cohort(s) of students will be enrolled in the program to meet the total number of participants to be served?

Specify the Instructional delivery options. *(Check all that apply)*

☐ Classroom-based

☐ Tutoring

☐ Blended/Hybrid (classroom-based and Distance Learning)

☐ Distance Learning

☐ Other, please specify: Practicum, Work-based-Learning activities

4. Program Entry Requirements (3 points)		
a) Using the chart below, describe the entry requirements for the program, including the minimum educational functioning level for Reading and Math; the expected educational outcomes upon completion; and other requirements to enter the program, if applicable.		
Specify the Minimum Student Educational Functioning Level (EFL) in Reading that students need to enter the program and expected educational outcomes upon program completion		
Entry Level Educational Requirements		**Expected Educational Outcomes Upon Program Completion**
State the minimum EFL required to enter the program.		State the expected EFL the students will have upon completion of the program.
State the minimum CASAS scale score/level required to enter the program.		State the expected CASAS scale score the students will have upon completion of the program.
State the minimum Grade Level Equivalency (GLE) required to enter the program.		State the expected Grade Level Equivalency (GLE) the students will have upon completion of the program.
List the other requirements to enter the program, if applicable.		
Indicate any other requirement(s) that is needed to enter the program.		
Specify the Minimum Student Educational Functioning Level (EFL) in Math that students need to enter the program and expected educational outcomes upon program completion		
Entry Level Educational Requirements		**Expected Educational Outcomes Upon Program Completion**
State the minimum EFL required to enter the program.		State the expected EFL the students will have upon completion of the program.
State the minimum CASAS scale score/level required to enter the program.		State the expected CASAS scale score the students will have upon completion of the program.
State the minimum Grade Level Equivalency (GLE) required to enter the program.		State the expected Grade Level Equivalency (GLE) the students will have upon completion of the program.
List the other requirements to enter the program, if applicable.		
Indicate any other requirement(s) that is needed to enter the program.		

5. Standards Integration (4 points)
a) In the chart below, describe the educational, workforce and/or industry standards, if applicable, that are reflected in the adult education and literacy and workforce preparation components of the program.
☐ CASAS Content Standards *Specify the letter/number/brief description of the standard(s):* **Reading:** **Math:**
☐ College and Career Readiness Standards for Adult Education (CCRS)/Common Core State Standards (CCSS) *Specify the letter/number/brief description of the standard(s):* **Reading:** **Language:** **Math:**
☐ Equipped for the Future Framework *Specify the letter/number/description of the skill(s), as applicable:*
☐ Employability Skills Framework *Specify the letter/number/description of the skill(s), as applicable:*
☐ International Society for Technology Standards (ISTE) *Specify the letter/number/description of the standard(s), as applicable:*
☐ NorthStar Digital Literacy Standards *Specify the letter/number/description of the skill(s), as applicable:*
☐ National standards (business administration and information technology, construction, early childhood education, healthcare, infrastructure, law and security) *Specify the full name of the standard(s), letter/number/description of the standard(s), as applicable and the link to the website:*
☐ Occupational Safety and Health Administration (OSHA) Standards *Specify the letter/number/description of the standard(s), as applicable:*
☐ United States Department of Agriculture (USDA) Basics for Handling Food Safely *Specify the letter/number/description of the standard(s), as applicable:*
☐ Other, *specify the letter/number/description of the standard(s), as applicable:*

6. Single Set of Learning Objectives (6 points)
a) Specify a Single Set of Integrated Learning Objectives for students in the program that describe: i) the specific adult education content that students will learn; ii) the workforce preparation activities that students will engage in; and iii) the manner in which the program activities are organized to function cooperatively so that students achieve the learning outcomes.
Learning Outcomes
(*Specify what students are expected to know and/or be able to do as a result of their participation in and/or completion of the program?*)
Adult Education and Literacy:
Workforce Preparation:
Competencies:
(*List the competencies that students are expected to master as a result of their participation in and/or completion of, the program*)
Adult Education and Literacy:
Workforce Preparation:
Entry Level Workforce Certifications/Credentials and Transition to Secondary Education, Training and/or Employment
(*If applicable, as a result of mastering the competencies in the row above, specify the entry level certification(s), credential(s), and/or badge(s) that the students are expected to acquire and which transitions students are expected to make along the educational continuum.*)
Workforce Preparation:
Learning Activities
(*Specify the activities that students will engage in to achieve the learning outcomes.*)
Adult Education and Literacy:
Workforce Preparation: (*Specify which of the following will be offered: Career awareness, Career exploration, Career mapping, Career planning, Career preparation, Career placement, Career maintenance, Mentoring, Job shadowing, Service learning projects, Work-based learning opportunities, and/or other related workforce preparation activities.*
Learning Assessment (*Specify how students will demonstrate that they've achieved the outcome.*)
Adult Education and Literacy:
Workforce Preparation:

Evidence
(List the evidence that will be collected/maintained by the eligible provider and submitted to the state, upon request, as part of the local program monitoring.)

Adult Education and Literacy:

Workforce Preparation:

7. Curriculum and Occupationally Relevant Materials (4 points)

a) In the chart below, list the curricula and occupationally relevant materials that will be used in the program. *(Add additional rows, if needed)*

Name of Curriculum/Occupationally Relevant Material. Indicate if the Curriculum/Occupationally Relevant Material is being used in its entirety or only segments being used or adapted for the program.	Publisher of the Curriculum	Grade Level Equivalency (GLE) of the Curriculum (as specified by the publisher)	Website of the Curriculum

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

8. Technology Integration (4 points)

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

Computer Hardware:

Computer Software:

b) 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.

9. Instruction (8 points)

a) Describe how integrated adult education and literacy and workforce preparation (e.g. career awareness, career exploration, career mapping, career planning) will be offered for a specific occupation or occupational cluster cooperatively and simultaneously within the scope of the program.

b) Describe how will the eligible provider will meet the state's requirement that students access/interact with an instructor/trainer for a minimum of 4 to 6 hours per week and that the eligible provider offers a minimum of 24 hours of instruction (classroom, tutoring, and/or blended learning) per week.

c) In the chart below, indicate the name of the provider(s) of the adult education and literacy and workforce preparation activities, the address where the services will be offered and, if the adult education and the workforce preparation services are provided by more than one instructor/trainer, describe the process for staff collaboration.	
Who will provide the adult education and literacy activities?	**Where will the adult education and literacy activities be offered?**
☐ AFE sub-grantee ☐ AFE partner agency, *Specify Name:* ☐ Other, *Specify Name:*	☐ AFE sub-grantee site ☐ AFE partner agency site, *Specify Address:* ☐ Other, *Specify Address:*
Who will provide the workforce preparation activities?	**Where will the workforce preparation activities be offered?**
☐ AFE sub-grantee ☐ AFE partner agency, *Specify Name:* ☐ Other, *Specify Name:*	☐ AFE sub-grantee site ☐ AFE partner agency site, *Specify Address:* ☐ Other, *Specify Address:*

d) If the integrated adult education and literacy services and the workforce preparation services are provided by more than one instructor/trainer, how and when do the staff collaborate?

10. Research (4 points)
a) In the chart below, specify and describe the research, with respect to 1) improving reading, writing, mathematics, and English proficiency of eligible individuals and 2) providing workforce preparation activities to eligible individuals, that is reflected in the program's design by completing the chart below. For each area, specify the 1) Source(s) referenced, 2) Name of Article(s)/Publications, 3) Link to Article(s)/Publications, and 4) include a description of how the research is reflected in the program design. *(Add additional rows, if needed.)*
- American Institutes for Research (AIR)   - American Youth Policy Forum (AYPF)   - Center for Applied Linguistics (CAL)   - Center for Law and Social Policy (CLASP)   - Commission on Adult Basic Education (COABE)   - DC Fiscal Policy Institute (DCFPI)   - Georgetown University Center for Education and the Workforce   - Institute for the Professional Development of Adult Educators (IPDAE)   - International Society for Technology Standards (ISTE)   - Jobs for the Future (JFF)   *LINCS   - Lumina Foundation   - Other, *please specify*

Reading
Source:
Name of Article/Publication:
Link to Article(s)/Publications:
Description of how research is reflected in the program design:
Math
Source:
Name of Article/Publication:
Link to Article(s)/Publications:
Description of how research is reflected in the program design:

Writing
Source:
Name of Article/Publication:
Link to Article(s)/Publications:
Description of how research is reflected in the program design:
English Proficiency (Listening, Speaking, and Writing)
Source:
Name of Article/Publication:
Link to Article(s)/Publications:
Description of how research is reflected in the program design:
Workforce Preparation
Source:
Name of Article/Publication:
Link to Article(s)/Publications:
Description of how research is reflected in the program design:

11. Facilities (3 points)
a) 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); and if more than one site, described all sites as applicable. **Upload/submit** the required attachment(s): Labeled pictures of the education/training facilities (areas indicated above).

12. Program Intensity and Quality and Student Goal Attainment (3 points)
a) Describe how the eligible provider will ensure that the program is of sufficient intensity and quality to assist students in: a. Making educational functioning level gains,   b. Acquiring workforce preparation skills,   c. Demonstrating progression in knowledge (academic and career awareness),   d. Demonstrating persistence/being retained in the program long enough for educational advancement and goal achievement.   e. Earning, if applicable, entry level workforce credentials/certifications, and   f. Transitioning to the next step in the educational continuum to pursue their desired career path(s).

13. Supportive Services (3 points)
a) Describe the supportive services (e.g. counseling services; referral to social service agencies; assistance with applying for/accessing public benefits; linkages to community resources for food, clothing, health care, housing, childcare and/or transportation assistance, and other related services, if applicable) that will be offered to students in the program.

14. Career Pathway Transition Services (6 points)
a) 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: 1) specifies the student's educational functioning level, learning needs, career interests, goals and plans for achieving economic self-sufficiency, 2) indicates the links to other resources and education and/or training, next steps on their career path, and 3) ensures seamless transitions from program to program, training and/or employment.

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

c) In the chart below, list the education and training providers that the eligible provider will be partnering with to help students achieve their desired outcomes, if applicable? *(Add additional rows, if needed.)*

Name of Agency	Location	Type of services

C. Other Program Elements (15 Points)

1. Partnerships, Consortia and Coalitions (3 points)

a) Describe, if applicable, the applicant's current and projected partners, coalition or consortium members and describe the key roles and responsibilities of each member agency in fulfilling the grant requirements, including a rationale for determining its partners. Also, submit a copy of the Memorandum of Agreement (MOA), Memorandum of Understanding (MOU) or other formal agreement and includes expenditures for each member agency, as applicable.

2. Enrollment Management (3 points)

a) Describe the enrollment management strategies, including recruitment and retention, and an explanation as to how barriers to education and employment are addressed.

3. Marketing and Outreach (2 points)

a) Indicate whether the eligible provider has a formal marketing and communications plan to increase program visibility, promote community awareness as well as outreach to other stakeholders, if applicable.

4. Key Personnel (4 points)

a) 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.

b) Enter key personnel data in EGMS, including years of experience and qualifications in performing the work described in the RFA. Also, **upload**/submit in EGMS position descriptions and resumes for all key personnel.

5. Data Collection, Management and Reporting (3 points)

a) 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 Requirements (5 Points)

1. Budget with Detailed Planned Expenditures (3 points)
a) Complete program budget/detailed planned expenditures to include allowable and allocable expenditures based on the activities described in the program design, and reasonable to achieve the anticipated results for the numbers of persons to be served.

2. Match Requirement (2 points)
a) Clearly identify on the Match Tab in EGMS how the 25% Match requirement for the OSSE grant will be met, including a detailed description of each expenditure.

SECTION VII: REVIEW, SCORING AND SELECTION OF APPLICATIONS

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

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,	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.	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	Explanation/description not provided. Rationale and significance of proposed work not articulated. No evidence or research.

	rationale and conclusions. States specific research, as applicable, with sources cited.	Somewhat significant or adequate research provided, with sources.	evidence. Limited research provided.	
Response to RFA question or requirements	Provides required attachments/submissions of supporting documents, if applicable.	Provides required attachments/ submissions but are outdated or incomplete in content.	No attachments/ submissions or attachments/ submissions were provided but are incorrect in content.	

Site Visits
OSSE retains the right to conduct site visits of finalists prior to issuing the Grant Award Notification (GAN) to ensure that the agency has the required fiscal, human and material resources necessary to manage and staff the program and the designated space for services is conducive for the provision of services to eligible individuals.

SECTION VIII: APPLICATION SCORING RUBRIC

A. Project Information (20 Points)

1. Proposal Summary (3 points)

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.	3.0	2.25	1.5	0.75	-
Total Points Awarded (out of 3 possible points)					

2. Organization Mission and Goals (3 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.	3.0	2.25	1.5	0.75	-
Total Points Awarded (out of 3 possible points)					

3. Organizational Capability and Demonstrated Effectiveness (8 points)

Criteria	Very Good	Good	Fair	Poor	N/A
a) The applicant described and **uploaded/submitted in EGMS** 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,	3.0	2.25	1.5	0.75	-

	Criteria					
	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/submitted in EGMS** the applicable documents.					
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 participants, that can be verified in a management information system or other reliable data source/system.	5.0	3.75	2.5	1.25	-
	Total Points Awarded (out of 8 possible points)					

4. Sound Fiscal Management (6 points)

Criteria		Very Good	Good	Fair	Poor	N/A
a)	The applicant described and **uploaded/submitted in EGMS** 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 **uploaded/submitted in EGMS** 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 **uploaded/submitted in EGMS** its 2017 annual financial audit or the 2016 financial audit accompanied by a 990 tax form with a statement explaining the status of the 2017 audit.	2.0	1.5	1.0	0.5	-
	Total Points Awarded (out of 6 possible points)					
	TOTAL POINTS AWARDED OUT OF 20 POSSIBLE POINTS:					
	Since some questions in this section may not be applicable to all applicants, final scores will be converted into a percentage of possible, applicable points.					

B. Program Design (60 Points)						
1. Program Model(s) (3 points)						
Criteria		Very Good	Good	Fair	Poor	N/A
a)	The applicant indicated the program model for which the organization is seeking funding, the high-demand industries that students will learn about/explore during their participation in the program, the name of the program and a brief description of the program.	3.0	2.25	1.5	0.75	-
	Total Points Awarded (out of 3 possible points)					

2. Program Alignment with the District's WIOA Unified State Plan (6 points)					
Criteria	**Very Good**	**Good**	**Fair**	**Poor**	**N/A**
a) The applicant specified how the program aligns with the strategic vision and goals for career pathways as described in the District's WIOA Unified State Plan, and of which career pathway the program is a part.	**3.0**	**2.25**	**1.5**	**0.75**	-
b) The applicant proposed a reasonable number of eligible individuals to be served and described the extent to which the proposed activities and services are responsive to the needs of the individuals/target population.	**3.0**	**2.25**	**1.5**	**0.75**	-
Total Points Awarded (out of 6 possible points)					
4. Program Logistics (3 points)					
Criteria	**Very Good**	**Good**	**Fair**	**Poor**	**N/A**
a) The applicant described the timeline for participation in, and completion of the program, tuition costs, enrollment options and instructional delivery options.	**3.0**	**2.25**	**1.5**	**0.75**	-
Total Points Awarded (out of 3 possible points)					
4. Program Entry Requirements (3 points)					
Criteria	**Very Good**	**Good**	**Fair**	**Poor**	**N/A**
a) The applicant described the entry requirements for the program, including the minimum educational functioning level for Reading and Math; the expected educational outcomes upon completion; and other requirements to enter the program, if applicable.	**3.0**	**2.25**	**1.5**	**0.75**	-
Total Points Awarded (out of 3 possible points)					
5. Standards Integration (4 points)					
Criteria	**Very Good**	**Good**	**Fair**	**Poor**	**N/A**
a) The applicant described the educational and workforce preparation standards, if applicable, that are reflected in the adult education and literacy and workforce preparation components of the program.	**4.0**	**3.0**	**2.0**	**1.0**	-
Total Points Awarded (out of 4 possible points)					
6. Single Set of Learning Objectives (6 points)					
Criteria	**Very Good**	**Good**	**Fair**	**Poor**	**N/A**
a) The applicant provided a description of a Single Set of Integrated Learning Objectives for students in the program that included: i) the specific adult education and literacy content that students will learn; ii) the workforce preparation activities that students will engage in; and iii) the manner in which the program activities are organized to function cooperatively so that students achieve the learning outcomes.	**6.0**	**4.5**	**3.0**	**1.5**	-
Total Points Awarded (out of 6 possible points)					

7. Curriculum and Occupationally Relevant Materials (4 points)					
Criteria	**Very Good**	**Good**	**Fair**	**Poor**	**N/A**
a) The applicant listed the curricula and occupationally relevant materials that will be used in the program.	2.0	1.5	1.0	0.5	-
b) The applicant described how the curricula and occupationally relevant materials will be used to provide instruction.	2.0	1.5	1.0	0.5	-
Total Points Awarded (out of 4 possible points)					

8. Technology Integration (4 points)					
Criteria	**Very Good**	**Good**	**Fair**	**Poor**	**N/A**
a) The applicant listed the technology (computer hardware and software) that will be available for use by students in the program.	2.0	1.5	1.0	0.5	-
b) The applicant described how technology is selected and used in the program.	2.0	1.5	1.0	0.5	-
Total Points Awarded (out of 4 possible points)					

9. Instruction (8 points)					
Criteria	**Very Good**	**Good**	**Fair**	**Poor**	**N/A**
a) The applicant described how integrated adult education and literacy and workforce preparation (e.g. career awareness, career exploration, career mapping, career planning) will be offered for a specific occupation or occupational cluster cooperatively and simultaneously within the scope of the program.	2.0	1.5	1.0	0.5	
b) The applicant described how it will meet the state's requirement that students access/interact with an instructor/trainer for a minimum of 4 to 6 hours per week and that the eligible provider offers a minimum of 24 hours of instruction (classroom, tutoring, and/or blended learning) per week.	2.0	1.5	1.0	0.5	-
c) The applicant indicated the name of the provider(s) of the adult education and literacy and workforce preparation activities, the location/address where the services will be offered.	2.0	1.5	1.0	0.5	-
d) The applicant described the process for staff collaboration if the adult education and literacy and workforce preparation services are offered by more than one instructor/trainer.	2.0	1.5	1.0	0.5	
Total Points Awarded (out of 8 possible points)					

10. Research (4 points)					
Criteria	**Very Good**	**Good**	**Fair**	**Poor**	**N/A**
a) The applicant described the research, with respect to 1) improving reading, writing, mathematics, and English proficiency of eligible individuals and 2) providing workforce preparation activities to eligible individuals, that is reflected in the program's design.	4.0	3.0	2.0	1.0	-
Total Points Awarded (out of 4 possible points)					

11. Facilities (3 points)					
Criteria	**Very Good**	**Good**	**Fair**	**Poor**	**N/A**
a) 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 **uploaded/submitted in EGMS** 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)					

12. Program Intensity and Quality and Student Goal Attainment (3 points)					
Criteria	**Very Good**	**Good**	**Fair**	**Poor**	**N/A**
a) The applicant described how it will ensure that the program is of sufficient intensity and quality to assist students in: o Making measurable skills gains, o Acquiring workforce preparation skills, o Demonstrating progression in knowledge (academic and career awareness), o Demonstrating persistence/being retained in the program long enough for educational advancement and goal achievement. o Earning, if applicable, entry level workforce credentials/certifications, and o Transitioning to the next step in the educational continuum to pursue their desired career path(s).	**3.0**	**2.25**	**1.5**	**0.75**	-
Total Points Awarded (out of 3 possible points)					

13. Supportive Services (3 points)					
Criteria	**Very Good**	**Good**	**Fair**	**Poor**	**N/A**
a) The applicant described the supportive services (e.g. counseling services; referral to social service agencies; assistance with applying for/accessing public benefits; linkages to community resources for food, clothing, health care, housing, childcare and/or transportation assistance, and other related services, if applicable) that will be offered to students in the program.	**3.0**	**2.25**	**1.5**	**0.75**	-
Total Points Awarded (out of 3 possible points)					

14. Career Pathway Transition Services (6 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 path and ensures seamless transitions from program to program, training, and/or employment.	2.0	1.5	1.0	0.5	-
b) The applicant described the services or activities offered, including counseling, to support students in progressing along their individual career path.	2.0	1.5	1.0	0.5	-
c) The applicant listed the education and training providers it will be partnering with to help students achieve their desired outcomes.	2.0	1.5	1.0	0.5	-
Total Points Awarded (out of 6 possible points)					
TOTAL POINTS AWARDED OUT OF 60 POSSIBLE POINTS:					
Since some questions in this section may not be applicable to all applicants, final scores will be converted into a percentage of possible, applicable points.					

C. Other Program Elements (15 Points)					
1. Partnerships, Consortia and Coalitions (3 points)					
Criteria	**Very Good**	**Good**	**Fair**	**Poor**	**N/A**
a) The applicant described, if applicable, 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, including a rationale for determining its partners. The applicant also 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	
Total Points Awarded (out of 3 possible points)					
2. Enrollment Management (3 points)					
Criteria	**Very Good**	**Good**	**Fair**	**Poor**	**N/A**
a) The applicant described their enrollment management strategies, including but not limited to recruitment and retention, and an explanation as to how barriers to education and employment are addressed.	3.0	2.25	1.5	0.75	
Total Points Awarded (out of 3 possible points)					

3. 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, promote community awareness as well as outreach to other stakeholders, if applicable.	**2.0**	**1.5**	**1.0**	**0.5**	-
Total Points Awarded (out of 2 possible points)					

4. Key Personnel (4 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.	**2.0**	**1.5**	**1.0**	**0.5**	-
b) The applicant **uploaded/submitted in EGMS** 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.	**2.0**	**1.5**	**1.0**	**0.5**	-
Total Points Awarded (out of 4 possible points)					

5. Data Collection, Management and Reporting (3 points)					
Criteria	**Very Good**	**Good**	**Fair**	**Poor**	**N/A**
a) 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 management information system, to capture participant outcomes and monitor program performance against the relevant indicators of performance and the DC Data Vault to refer District residents to other agencies for services.	**3.0**	**2.25**	**1.5**	**0.75**	-
Total Points Awarded (out of 3 possible points)					
TOTAL POINTS AWARDED OUT OF 15 POSSIBLE POINTS:					
*Since some questions in this section may not be applicable to all applicants, final scores will be converted into a percentage of possible, applicable points.					

D. Detailed Planned Expenditures and Match Requirements (5 Points)					
1. Budget with Detailed Planned Expenditures (3 points)					
Criteria	**Very Good**	**Good**	**Fair**	**Poor**	**N/A**
a) The program budget with detailed planned expenditures is complete, describes allowable and allocable expenditures based on the activities described in the program design, and is reasonable to achieve the anticipated results for the number of persons to be served.	**3.0**	**2.25**	**1.5**	**0.75**	-
Total Points Awarded (out of 3 possible points)					

2. Match Requirement (2 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.	2.0	1.5	1.0	0.5	-
Total Points Awarded (out of 2 possible points)					
TOTAL POINTS AWARDED OUT OF 5 POSSIBLE POINTS:					
*Since some questions in this section may not be applicable to all applicants, final scores will be converted into a percentage of possible, applicable points.					

Application Scoring Criteria Summary			
		Total Points Per Section	**Total Points Awarded Per Section**
Section A	Project Information	15	
Section B	Program Design	65	
Section C	Other Program Elements	15	
Section D	Detailed Planned Expenditures and Match Requirements	5	
	Total	**100**	

SECTION IX: GRANT AWARDS

Grant Award Period

The Program Year 2018-19 grant award period is March 18, 2019 through September 30, 2019.

Subsequent Multi-Year Funding

Recipients may be refunded for subsequent years contingent upon: 1) local program performance, 2) demonstration of continuous improvement, and 3) the availability of local funds, if applicable. Additionally, recipients must:

1. Score at least 80% of the total points possible on the Final Monitoring Instrument for Program Year 2018-19 and each subsequent program year;
2. Meet or exceed the performance targets of OSSE for Program Year 2018-19 and each subsequent program year as evidenced local program performance data on National Reporting System (NRS) Tables 4 and 4B, if applicable;
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.

OSSE reserves the right to award subsequent year funding if recipients meet the above criteria. However, recipients who do not meet the performance metrics must develop and implement a continuous improvement plan and participate in technical assistance and monitoring follow-up activities. Further, OSSE may require a continuous improvement plan at any point during either the initial grant term or a subsequent year based on demonstrated non-compliance. If the local program does not improve its performance and/or continues to fail to meet the state's performance requirements and metrics, the grant award may be terminated or temporarily withheld, reduced, or suspended.

Notification of Grant Award
In order to be awarded a grant, an organization must establish eligibility by submitting an application to OSSE in accordance with the relevant program statute(s) and this RFA. Each awarded applicant will receive a Grant Award Notification (GAN) generated through OSSE's electronic grant management system (EGMS) that will include the award amount, award agreement, terms and conditions of the award, and any supplemental information required. Once OSSE has fully approved the application and issued an official GAN, grantees may then receive payment for allowable expenditures for which obligation was made during the grant period.
Receipt of Grant Funds from OSSE
This grant is a <u>cost reimbursable grant</u>. Therefore, payment of grant funds can only be made through the OSSE Cost Reimbursement Process. 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). Grant recipients must upload supporting documentation for (1) all vendors that provide professional services and (2) equipment 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 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.
Audit
At any time or times before final payment and during the required record retention period, the District government may have the grantee's expenditure statements and source documentation audited.
Liabilities
The applicant cannot at any time prior to the application process nor during the award period be in violation of any previous grant obligations to the District of Columbia government or a federal agency.
Accountability and Reporting Requirements
Throughout the program year, OSSE provides state, local program and student performance, progress and outcome data to key stakeholders. Recipients are required to collect, maintain and report data about program activities and student outcomes in Literacy, Adult and Community Education System and the OSSE Monitoring Tool in EGMS. Recipients are also required to use the D.C. Data Vault for service coordination purposes with the WIOA core partners and other key stakeholders.   Recipients must have computer(s) and Internet connectivity to utilize the Literacy, Adult and Community Education System, the D.C. Data Vault and the Enterprise Grants Management System.
Program Monitoring, Evaluation and Continuous Improvement
OSSE has a multi-tiered process for monitoring and evaluating local programs performance. Recipients are required to submit monthly statistical reports with evidence, quarterly narrative reports with evidence, and participate in all monitoring activities (e.g. site visits, check-in sessions, desk reviews and final monitoring review, inclusive of the submission of evidence). 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".

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

APPENDIX - ATTACHMENT A

DEFINITION OF TERMS

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

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

ADULT EDUCATION AND LITERACY ACTIVITIES	The term ''adult education and literacy activities'' means programs, activities, and services that include adult education, literacy, workplace adult education and literacy activities, family literacy activities, English language acquisition activities, integrated English literacy and civics education, workforce preparation activities, or integrated education and training.	Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014.
ADULT BASIC EDUCATION	The term "adult basic education" (ABE) refers to educational levels in the National Reporting System (NRS). The ABE levels in the NRS are generally equivalent to grades 1-8.	

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 8th grade level on a generally accepted standardized test; or
	    (B) that the individual is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual's family, or in society.
		Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014.

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

CAREER PATHWAY	The term ''career pathway'' means a combination of rigorous and high-quality education, training, and other services that—
	    (A) aligns with the skill needs of industries in the economy of the State or regional economy involved;
	     (B) prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under
		Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014.

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

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

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

CONSORTIUM	A consortium is made up of a group in which all members of the consortium are eligible providers and one member is designated as the lead member.	U.S. Department of Labor
CONTEXTUALIZED LEARNING	Contextualized learning, based on constructivist theory, is learning that occurs when students apply knowledge and skills and allows them to construct meaning based on their own experiences.	
COST REIMBURSABLE GRANT	A cost-reimbursable grant refers to a grant under which reasonable costs incurred by an eligible provider in the performance of the grant are reimbursed in accordance with the terms of the grant.	
DC DATA VAULT	The DC Data Vault: -Facilitates the shared intake, assessment, and referral of customers to and from OSSE and DOES for services (expansion plans include DHS, DDS/RSA, and UDC Community College); -Allows DOES staff to register customers for assessment services on a specific date/time at each American Job Center and refer customers to the OSSE onsite provider partner or another offsite OSSE provider for services; -Provides access to information and notifications to key staff at each agency about customers (i.e. registering for assessments, being referred to a specific provider for services, status/updates on customers); -Links customers to relevant programs and services; -Allows adult literacy provider staff and District of Columbia government agency staff to upload and maintain customer eligibility documents so that they can be accessed by each agency and eliminate the need for District residents to provide the same documentation to multiple agencies; -Links District residents to DC Networks to register in the Virtual One Stop system; -Tracks customer participation, performance, progress and outcomes; and -Facilitates cross agency communication, case management and collaboration of services for District residents.	
DIGITAL LITERACY	The term "digital literacy" refers to the knowledge and skills associated with using technology to enable users to find, evaluate, organize, create, and communicate information.	

DISTRICT RESIDENT	For the purposes of this RFA the term "District resident" means an individual who resides in the District of Columbia and verifies their residency by providing one of the following items that shows a DC home address in the name of the student:
	• A pay stub;
	• A Supplemental Security Income annual benefits notification;
	• A copy of Form D40 certified by the DC Office of Tax and Revenue;
	• A Military Housing Order;
	• An embassy letter;
	• Proof of financial assistance from the DC Government, in the form of either a:
	   o Temporary Assistance for Needy Families (TANF) verification of income notice or recertification approval letter;
	   o Medicaid approval letter or recertification letter;
	   o Housing assistance letter from a housing shelter, including contact name and phone number or a letter from the Housing Authority; or
	   o Proof of receipt of financial assistance from another DC Government program.	

	If none of the above items are available to verify residency, two of the following items are acceptable as proof of residency: • A valid unexpired DC motor vehicle registration; • A valid unexpired lease or rental agreement; • A valid unexpired DC motor vehicle operator's permit or other official non-driver identification; and • One utility bill (only gas, electric and water bills acceptable). If the student is residing with someone else and therefore none of these documents are available in the student's name the student can provide a letter from the individual with whom the student is residing and two copies of the above mentioned documents in the name of the individual with whom the student is residing.	
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
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;	Workforce Innovation and Opportunity Act Public Law 113-128 – July 22, 2014.

	(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).	
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)
FEDERAL EMPLOYEE IDENTIFICATION NUMBER	Federal Employee Identification Number (FEIN) is used to pull previously registered vendor information, or to activate New Vendor registration fields.	
IN-DEMAND INDUSTRY SECTOR OR OCCUPATION	(A) In general, —The term ''in-demand industry sector or occupation'' means— (i) an industry sector that has a substantial current or potential impact (including through jobs that lead to economic self-sufficiency and opportunities for advancement) on the State, regional, or local economy, as appropriate, and that contributes to the growth or stability of other supporting businesses, or the growth of other industry sectors; or (ii) an occupation that currently has or is projected to have a number of positions (including positions that lead to economic self-sufficiency and opportunities for advancement) in an industry sector so as to have a significant impact on the State, regional, or local economy, as appropriate. (B) Determination. —The determination of whether an industry sector or occupation is in-demand under this paragraph shall be made by the State board or local board, as appropriate, using State and regional business and labor market projections, including the use of labor market information.	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,	U.S. Department of Education, Office of the Chief Financial Officer

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

	(C) a nonprofit educational institution offering certificate or apprenticeship programs at the postsecondary level.	
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
TRANSITION SERVICES	The term "transition services" as defined by 29 USCS § 705(37) [Title 29. Labor; Chapter 16. Vocational Rehabilitation and Other Rehabilitation Services; General Provisions] means a coordinated set of activities for a student, designed within an outcome-oriented process, that promotes movement from school to post school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based upon the individual student's needs, taking into account the student's preferences and interests, and shall include	https://definitions.uslegal.com/t/transition-services/

	instruction, community experiences, the development of employment and other post school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation. For the purposes of this grant, the provision of transition services is required for all students in the program.	
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.