



Department of
Higher Education

Mike DeWine, Governor
Randy Gardner, Chancellor



**Ohio Department of Higher Education
Aspire
Adult Workforce Readiness Education**

**Request for Proposal
Grant Guidance**

This 3-year grant application covers the following period:
State Fiscal Years 2022, 2023, 2024
July 1, 2021 – June 30, 2024

ADULT EDUCATION AND LITERACY PROGRAMS, ACTIVITIES, and SERVICES

Adult Education, Literacy, Workforce Preparation,
English for Speakers of Other Languages (ESOL) + Civics Education,
Workplace Education, Integrated Education and Training,
Corrections Education, Integrated English Literacy and Civics Education

Submission Deadline
March 31, 2021

Ohio Department of Higher Education
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The Applicant and any person acting on behalf of Applicant, shall not discriminate, by reason of race, religion, color, sex, sexual orientation, national origin, ancestry, disability, age, genetics, or military status against any citizen of this state.

General Information

Aspire, Ohio Adult Workforce Readiness Education

Vision: To increase the number of highly trained and educated individuals in the workforce.

Mission: To provide high-quality, basic educational services to assist students in acquiring skills for success in postsecondary education/training and employment, to earn a living wage, and to be contributing members of society.

The Ohio Aspire program has five main goals.

1. **Instructional Services** - Ohio Aspire will sustain an effective delivery system that provides instructional support for adult students to maintain participation and meet their educational goals.
2. **Partnerships** – Ohio Aspire will work collaboratively with practitioners, students, and other key stakeholders to strengthen student services and to increase awareness of the value and impact of the Aspire program.
3. **Professional Development** – Ohio Aspire will maintain and enhance a comprehensive professional development system that provides adult educators with the tools to support student achievement in postsecondary education/training and employment.
4. **Capacity** – Ohio Aspire will continue to systematically expand capacity to serve more students.
5. **Accountability** – Ohio Aspire will maintain and enhance an accountability system that supports and recognizes program achievement.

Overview

The Ohio Department of Higher Education (ODHE) Aspire Adult Workforce Readiness Education is accepting applications from eligible providers to develop, implement, and improve adult education and literacy activities within the state and to operate programs that provide a comprehensive service model for adult education and literacy services. This funding is made available through the Workforce Innovation Opportunity Act (WIOA), Title II, Adult Education and Family Literacy Act (AEFLA).

This Request for Proposal (RFP) instructions and general information apply to the following grant opportunities:

Grant Opportunities under the Adult Education & Family Literacy Act (AEFLA), WIOA

- 1) Aspire Instructional, *Section 231*
- 2) Corrections Education & Other Institutionalized Individuals, *Section 225*
- 3) Integrated English Literacy and Civics Education (IELCE), *Section 243*

Specific Funding Authorities

Adult Education and Family Literacy Act (AEFLA)

Federal Grant Programs Title II, Workforce Innovation and Opportunity Act (WIOA)

CFDA# 84.002, Adult Education – Basic Grants to States website: <https://www.cfda.gov/>

U.S. Department of Education Federal Award Identification Number (FAIN) V002A210036 and the state FY 2022-2023 biennium budget

The Total Funding Amount is contingent upon Ohio's FY 2022 Federal and State Awards.

Contact Information

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Aspire, Ohio Adult Workforce Readiness Education

Ohio Department of Higher Education

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After reviewing the application information, eligible applicants may submit questions to the ODHE Aspire office. Questions must be submitted in writing to aspiregrants@highered.ohio.gov. No phone calls will be accepted. Questions and responses will be posted on the ODHE Aspire website, www.ohiohighered.org/aspire/grants.

Grant Period

The ODHE Aspire office will award three-year grants on a competitive basis beginning with an initial one-year grant for FY 2022 (July 1, 2021 – June 30, 2022). Following the Year 1 grant, Year 2 and Year 3 grant funds will be awarded based on submitting a continuation application that includes meeting performance standards.

Funded providers for the FY 2022 grant period are not guaranteed additional funds beyond FY 2022. Renewals will be contingent on the grant recipient's ability to successfully implement the terms of the grant, to meet performance expectations, and the availability of the federal funds. ODHE reserves the right to hold new competitive grant competitions based on adult education and literacy needs in Ohio.

Available Funds

Approximately \$20 million is estimated to be available for adult education and literacy services under AEFLA (WIOA § 222(a)(1)) for the 2021-2022 fiscal year (July 1, 2021 – June 30, 2022), with funding contingent on federal and state appropriations. As is allowable according to WIOA § 222(a)(1), the ODHE Aspire Adult Education office will set aside 20%, or an estimated \$4 million, of the available AEFLA funds (not including available Integrated English Literacy and Civics Education funds) for corrections education to provide adult education and literacy services, leaving approximately \$16 million general AEFLA funds available for awards through the competitive grant application process in the 2021-2022 fiscal year (July 1, 2021 – June 30, 2022). Of this \$16 million, approximately \$1 million is estimated to be available specifically for Integrated English Literacy and Civics Education (IELCE) services for the 2021-2022 fiscal year (WIOA §243(a)).

The projected allocations of federal AEFLA funds for each of Ohio's 88 counties are determined using data from the latest five-year American Community Survey (ACS). (Appendix A). County allocations are based on eligible population census data of working age individuals 18 - 64 without a secondary credential and individuals age 18 - 64 who "speak English less than well."

ODHE reserves the right to fund multiple programs in a geographic workforce region and to distribute those funds in that service area at its discretion. Not all geographic areas of service in a region are guaranteed adult education funding. ODHE also reserves the right to offer award amounts that differ from the applicant's request. When considering a reasonable allocation for 231 funds, the cost per student should not exceed \$800. If services include Integrated Education and Training (IET), the cost per student may be higher than the \$800 threshold.

The minimum for each grant award is set at \$80,000, unless the applicant can show a demand for a small program in an underserved area of the state. See Consideration 1 Regional Needs Assessment, Question 1.5 [State Requirement]

Timeline

Event	Date
<p>Informational Webinar – Bidder’s Conference</p> <p>The purpose of the pre-recorded webinar is to answer written questions that have been asked to date, to clarify the RFP requirements, and to provide supplemental information to assist potential applicants in submitting responses to the RFP. Interested applicants are strongly encouraged to listen to the webinar. The webinar will be posted on the ODHE Aspire Grants website, https://www.ohiohighered.org/aspire/grants.</p>	Will be posted by 2/12/21
<p>Deadline for accepting grant questions. All questions must be submitted to aspiregrants@highered.ohio.gov. All questions and responses will be posted weekly on the ODHE Aspire Grants website.</p>	3/5/21
Deadline: Grant Applications submitted	3/31/21 by 5:00 PM
Review of applications by local workforce development boards and review committee	4/1/21 – 4/30/21
Deadline: local workforce development boards and review committee results/comments to ODHE	4/30/21
Final review and determination by Aspire office for awarding funding	5/10/21
Preliminary notification of awards	5/31/21
Official award notification to successful applicants	6/4/21
WIOA grant period begins	7/1/21

** Events and dates are subject to change without notice

Note to Applicants

The applicant understands that the information provided herein is intended solely to assist in proposal preparation. Interested parties bear the sole responsibility of obtaining the necessary information to submit a qualifying proposal. Resources are available on the ODHE Aspire website, www.ohiohighered.org/aspire/grants, and www.ohiohighered.org/aspire/reference. It is highly recommended that applicants become familiar with key Aspire documents prior to completing the application, including but not limited to:

- Grant Policies
- Budget Object and Purpose Codes
- College and Career Readiness (CCR) Standards
- English for Speakers of Other Languages (ESOL) Standards
- Indicators of Program Quality
- WIOA MOU Guidance
- National Reporting System ([NRS](#)) Guidelines
- Ohio's Workforce Development System - Appendix I
- [Local Workforce Development Area Plans](#)
- [Uniform Guidance for Federal Awards \(2CFR200\)](#)
- Definitions - Appendix B

The Ohio Department of Higher Education has high expectations of Aspire programs and practitioner performance. To help ensure quality and consistency among Ohio Aspire programs, program staff operate under a uniform set of standards, indicators, models, and frameworks. These standards of practice connect in a coherent, interrelated system of quality services to adult learners.



Eligible Applicants

An organization must be considered an eligible provider to receive federal adult basic education funding. An “eligible provider” is defined as an organization that has demonstrated effectiveness in providing adult education and literacy activities. These organizations may include, but are not limited to:

- a. local educational agencies;
 - b. community-based or faith-based organizations;
 - c. volunteer literacy organizations;
 - d. institutions of higher education;
 - e. public or private nonprofit agencies;
 - f. libraries;
 - g. public housing authorities;
 - h. nonprofit institutions not described in (a) through (g) of this section that have the ability to provide adult education and literacy activities to eligible individuals;
 - i. consortia or coalitions of agencies, organizations, institutions, libraries, or authorities described in (a) through (h) of this section; and
 - j. partnerships between employers and entities described (a) through (i) of this section.
- (WIOA Title II Section 203(5); 34 CFR 463.23)

Additionally, each applicant must complete a Financial Management Survey in order for ODHE to collect information about the organization’s capacity to manage federal grant funds prior to awards being finalized. (See Appendix C: Financial Management Survey)

Consortia Applications

Applications must identify one agency that will act as the lead agency for the consortium. The lead agency shall submit a single proposal on behalf of the consortium outlining a plan to provide adult education and literacy activities throughout the local workforce development area, explaining the roles and responsibilities of each member agency.

The lead agency serves as the applicant agency of record, the legally recognized fiscal agent for the grant project, and the single point of contact for ODHE. The lead agency is responsible for overseeing the implementation of all aspects of the grant, including project plan, grant project monitoring and data reporting, and fiscal management. All consortium members are subject to the terms and conditions of the grant award, federal requirements, and state policies.

In the case of applicants applying as a consortium, demonstrated effectiveness data from each member of the consortium is evaluated to determine if each member is an eligible provider of demonstrated effectiveness. All consortium members must be determined to be an eligible provider of demonstrated effectiveness in order for the consortium application to be forwarded for review, scoring and consideration for funding.

Direct and Equitable Access

All applicants will receive direct and equitable access required by WIOA Section 231(c). The competitive grant process ensures that—

- all eligible providers will have direct and equitable access to apply and compete for grants;
- the same grant announcement and application processes are used for all eligible applicants in the state; and
- in applying for grants under this section, all applicants must take into account the Thirteen Considerations identified in WIOA Title II, Sec. 231(e).

Demonstrated Effectiveness

An eligible provider must establish that it has demonstrated effectiveness through performance data on its record of improving the skills of eligible individuals, particularly those who have low levels of literacy in the content domains of reading, writing, mathematics, English language acquisition, and other subject areas relevant to the services contained in the state's application for funds.

An eligible provider must also provide information regarding its outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training. (34 CFR §463.24)

There are two ways in which an eligible provider may meet the requirements in this section:

1. An eligible provider that has been funded under Title II of the WIOA must provide NRS performance data required under Section 116 of the WIOA to demonstrate past effectiveness.
2. An eligible provider that has not been previously funded under Title II of WIOA must provide performance data to demonstrate its past effectiveness in serving basic skills deficient eligible individuals in all of the following areas:
 - Reading
 - Writing
 - Mathematics
 - English language acquisition

The following outcomes will be used in determining demonstrated effectiveness of eligible training providers:

- Number of eligible individuals served who are basic skills deficient in reading, writing, math and English language skills
- Skill Level Gains
- Employment measures
- Attainment of secondary diploma/equivalent
- Transition to postsecondary education and training

All applicants must complete the Demonstrated Effectiveness Chart to determine demonstrated effectiveness. (See Appendix D: Past Performance Data Tables) **Each application will be reviewed to determine whether it meets the standard of demonstrated effectiveness.**

Applications that do not provide sufficient evidence of demonstrated effectiveness will be eliminated from the competition. Applicants will be asked to cite sources for demonstrated effectiveness data provided.

Thirteen WIOA Considerations for Funding

In awarding grants, ODHE is required to evaluate each application based on the Thirteen WIOA Considerations for Funding, including past effectiveness of the eligible provider in improving the literacy of eligible individuals to meet state-adjusted levels of performance for the primary indicators of performance (described in the WIOA Section 116), especially with respect to eligible individuals who have low levels of literacy. Past effectiveness will be evidenced by meeting or exceeding performance measures based on documentation from the Past Performance Chart. This chart is used to show demonstrated effectiveness and to evaluate past performance for Consideration 3, Past Effectiveness.

The review of each grant application will involve an intense evaluation of the ability of the eligible provider to meet the literacy needs of the area and to comply with the expectations and statutes described within the Workforce Innovation and Opportunity Act. The review of proposals will include rating responses to the Thirteen Considerations in Title II of WIOA. (See Appendix E: Thirteen Considerations)

Financial Management

All awarded funds will be allocated on a cost reimbursement basis. Grantees will be reimbursed for expenditures, as approved, by requesting reimbursement through the Ohio Department of Education's web-based financial budgeting system, Comprehensive Continuous Improvement Plan (CCIP). Requests for reimbursement should be submitted monthly and all documentation must be available upon request.

All charges must be reported for the current period. Grant reimbursements are contingent upon satisfactory completion and timely submittal of all program deliverables, including required program and fiscal reports.

Grantees shall ensure that auditable and adequate records are maintained which support the expenditure of all funds received through a grant with ODHE Aspire. Programs will submit to periodic fiscal audits, adhere to assurances, and submit to periodic program review, monitoring, and technical assistance visits.

Eligible applicants are responsible for developing budgets that accurately reflect the planned activities for the grant period. Only expenditures that support approved AEFLA activities may be budgeted. All approved applicants will receive an official award notification, which will include the approved funding amount. Adjustments to the budgets will be made at that time. Budgets must be developed using standard state object codes. (See Appendix F: Object and Purpose Codes)

The ODHE reserves the right to adjust the grant award at any time with prior written notification.
[State Requirement]

Workforce Innovation and Opportunity Act (WIOA)

The Workforce Innovation and Opportunity Act (WIOA) of 2014 was created to provide state and local areas the flexibility to collaborate across systems in an effort to better address the employment and skills needs of current employees, jobseekers, and employers. WIOA accomplishes this by prescribing:

- A stronger alignment of the workforce, education, and economic development systems.
- Improvement in the structure and delivery in the system to assist America's workers in achieving a family-sustaining wage while providing America's employers with the skilled workers they need to compete on a global level.
- A focus on prosperity of workers and businesses and the economic growth of communities and the state.
- A strategic plan, the Ohio Combined State Plan, for training and skill development, employment services, adult education, and vocational rehabilitation.

Ohio's Strategic Vision for Workforce Development

The Governor's Office of Workforce Transformation's (OWT) vision for workforce development is to create a workforce system aligned to the needs of business, streamlined so individuals can easily move through various systems and connected to local, regional, and state economic development strategies. In support of that vision, OWT's strategic plan is focused on growing Ohio's economy by developing a skilled workforce, promoting effective training programs, and connecting Ohio employers with qualified workers. ([2020-2023 Ohio Combined State Plan](#))

Combined Plan Partners

The State of Ohio submitted a WIOA Combined Plan which includes the following required state programs:

- Adult Program (Title I), Ohio Department of Job and Family Services/Office of Workforce Development
- Dislocated Worker Program (Title I), Ohio Department of Job and Family Services
- Youth Program (Title I), Ohio Department of Job and Family Services
- Adult Education and Family Literacy Act (AEFLA) Program (Title II), Ohio Department of Higher Education/Aspire Office
- Wagner-Peyser Employment Services, (Title III), Ohio Department of Job and Family Services
- Vocational Rehabilitation Program (Title IV), Opportunities for Ohioans with Disabilities (OOD)

In addition, Ohio included career and technical education programs authorized under the Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), Jobs for Veterans State Grants Program, Senior Community Service Employment Program (SCSEP) as well as other strategic partners identified in the Ohio Combined State Plan. The plan identifies the roles and responsibilities of Title II, Adult Education and Family Literacy grantees.

Adult Education and Family Literacy Act (AEFLA) Program Purpose

The purpose of the adult education and literacy grant program is to enable eligible providers that receive grants under the program to create local partnerships to provide adult education and literacy activities, including Adult Basic Education (ABE), Adult Secondary Education (ASE), and English Language Acquisition (ELA), in order to:

- assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;
- assist adults who are parents or family members to obtain the education and skills that are necessary to becoming full partners in the educational development of their children and lead to sustainable improvements in the economic opportunities for their family;
- assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training, including through career pathways; and
- assist immigrants and other individuals who are English language learners (WIOA Sec. 202(a)(1)).
- provide educational programs for criminal offenders in correctional institutions and for other institutionalized individuals who are likely to leave the correctional facility within five years of participation in the program, including academic programs (WIOA Sec. 225).
- provide Integrated English Literacy and Civics Education/Integrated Education and Training program (WIOA Sec. 243(c)).

Individuals Eligible for Services

In accordance with WIOA Title II (Sec. 203), “Adult Education” is defined as services or instruction below the postsecondary level for individuals who:

- have attained 16 years of age and are not enrolled or required to be enrolled in secondary school under state law; and
- are basic skills deficient; do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or are English language learners (ELL)

Proposed Adult Education Services

Applicant must select at least one of the services in this section

Adult Basic
Education &
Adult
Secondary
Education
(ABE/ASE)
Section 231

Corrections
Education
(CE)
Section 225

ESOL + Civics
Education
(ESOL)
Section 231

Integrated
English
Literacy and
Civics
Education
(IELCE)
Section 243

**Applicant may
select any of these
additional services**

Workplace
Education
(WE)

Integrated
Education &
Training
(IET)

Workforce Preparation Activities are a requirement for each of these components*

Programs must also prepare adult learners for and support them in achieving successful transition to postsecondary education and training or employment.

*For a full description of Workforce Preparation Activities, see the definition on page 50.

WIOA Programs to be Funded	Aspire Grant Activities	Online Grant Instructions
<p>Adult Education & Literacy Activities- WIOA Sec. 231(b)</p> <p>Includes the following types of programs:</p> <ul style="list-style-type: none"> • Adult Education • Literacy • ESOL + Civics Education (ESOL) • Workforce Preparation • Workplace Education • Integrated Education and Training 	<p>Eligible providers must offer at least one of these services:</p> <ul style="list-style-type: none"> • Adult Basic Education/Adult Secondary Education (ABE/ASE) • ESOL + Civics Education (ESOL) <p>Eligible providers <u>may</u> also offer any of these services:</p> <ul style="list-style-type: none"> • Workplace Education • Integrated Education and Training (IET) – IET and IELCE application questions are the same. Refer to page 32, IELCE section, for IET application questions. 	<p>An applicant can apply for any or all of the following: ABE/ASE, ESOL</p> <p>After establishing eligibility and once logged into the online grant portal, the General Information: Applicant Information page will be the first to be completed. An applicant will select all types of funding being requested. See the check boxes in the Funding Requested section.</p> <p>If applying for an IET, the IET questions and budget will be available in the Budgets and Funding Specific Questions for the ABE/ASE section.</p>
<p>Integrated English Literacy and Civics Education - WIOA Section 243</p> <p>Integrated English Language and Civics Education funds under WIOA Section 243 can only be used in combination with Integrated Education and Training as defined in WIOA Section 203(11).</p>	<p>Eligible providers offer:</p> <ul style="list-style-type: none"> ○ Integrated English Literacy and Civics Education with Integrated Education and Training (IELCE) <p>IELCE <u>must</u> include instruction in:</p> <ul style="list-style-type: none"> ○ literacy and English language acquisition ○ instruction on the rights and responsibilities of citizenship and civic participation ○ must be delivered in combination with integrated education and training activities ○ Providers must offer at a minimum one IET per fiscal year. (State Requirement) <p>*Students do not have to attend the IET but must be provided the opportunity.</p>	<p>An applicant can apply for IELCE (243) funding <u>in addition</u> to Adult Education & Literacy Activities (231) funding <u>OR</u> apply <u>only</u> for IELCE (243) funding.</p> <p>After establishing eligibility and once logged into the online grant portal, the General Information: Applicant Information page will be the first to be completed. An applicant will select all types of funding being requested. See the check boxes in the Funding Requested section.</p> <p>The budget for IELCE (243) funds will be available in the Budgets and Funding Specific Questions section. Each IET budget will total in the greater 243 budget in this section.</p>
<p>Corrections Education & Other Institutionalized Individuals – WIOA Sec. 225 (included in Section 231 funds)</p> <p>Includes the following types of programs:</p> <ul style="list-style-type: none"> • Adult Education and Literacy Activities • Integrated Education and Training • Career Pathways • Peer Tutoring 	<p>Eligible providers must offer at least one of these services:</p> <ul style="list-style-type: none"> • Adult Basic Education/Adult Secondary Education (ABE/ASE) • ESOL + Civics Education (ESOL) <p>Eligible providers <u>may</u> also offer any of these services:</p> <ul style="list-style-type: none"> ○ Integrated Education and Training (IET) ○ Career Pathways ○ Peer Tutoring 	<p>An applicant can apply for Corrections Education & Other Institutionalized Individuals (225) funding <u>in addition</u> to other Adult Education & Literacy Activities (231) funding components <u>OR</u> can apply for Corrections funding <u>only</u>.</p> <p>After establishing eligibility and once logged into the online grant portal, the General Information: Applicant Information page will be the first to be completed. An applicant will select all types of funding being requested. See the check boxes in the Funding Requested section.</p> <p>The Corrections budget will be available in the Budgets and Funding Specific Questions section and will be totaled in with the 231 budget. If applying for an IET, the IET questions and budget will be available in the Budgets and Funding Specific Questions for the corrections section.</p>

Adult Education and Literacy Activities, Section 231

Each eligible provider receiving a grant for Section 231 funds must use the awarded funds to establish or operate programs to provide adult education and literacy activities, including programs that provide such activities concurrently. The term “adult education and literacy activities” includes academic standards-based programs, activities, and services outlined in WIOA, Title II Section 203(2); 34 CFR 463.30:

One of the following is a required service:

- Adult education and literacy activities for Adult Basic Education & Adult Secondary Education (ABE/ASE)
- ESOL + Civics Education (ESOL)

Optional:

- Workplace adult education and literacy activities
- Integrated Education and Training (IET)
- Corrections Education

See Appendix B: Definitions

Integrated English Literacy and Civics Education, Section 243

The Integrated English Literacy and Civics Education (IELCE) is a separate, competitive grant funded under Title II; however, all rules and regulations apply, including the same grant announcement and application process detailed in 34 CFR 463 Subpart C.

The purpose of Section 243 is to provide services and activities that—

- 1) Prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and
- 2) Integrate with the local workforce development system and its functions to carry out the activities of the program.

For a program to receive funding for IELCE under WIOA§243 it **must**:

- Provide instruction in literacy and English language acquisition; civic participation and the rights and responsibilities of citizens; and workforce training. Activities must be provided in combination with integrated education and training activities.
- Prepare adults who are English Language Learners (ELLs) for unsubsidized employment in in-demand occupations or career pathways, which lead to economic self-sufficiency;
- Assist English Language Learners in achieving competency in English reading, writing, speaking, and comprehension;
- Lead to a secondary school diploma or its equivalent (HSE – high school equivalency);
- Lead to ELLs entering postsecondary education or training; and
- Offer adult education instruction in combination with integrated education and training (IET).
- **Providers must offer at a minimum one IET per fiscal year. (State Requirement)**

- **Students do not have to attend the IET but must be provided the opportunity.**

WIOA [§134(C)(3)(D)] defines integrated education and training as a service approach which provides adult education and literacy activities simultaneously and contextually with workforce preparation activities and workforce training for a specific occupational cluster.

Corrections Education, Section 225 (included in Section 231 funding)

Specific funding is available for Corrections Education and the Education of Other Institutionalized Individuals. Funds must be used for the cost of educational programs for criminal offenders in correctional institutions and other institutionalized individuals, including academic programs for adult education and literacy activities; integrated education and training; career pathways, or peer tutoring.

The term *criminal offender* is defined as any individual who is charged with or convicted of any criminal offense. Services must be provided to individuals who are likely to leave the correctional institution within five years of participation in the program.

The term *correctional institution* is defined as any prison, jail, reformatory, work farm, detention center, halfway house, community-based rehabilitation center, or any other similar institution designed for the confinement or rehabilitation of criminal offenders

ODHE will award between one percent (1%) and twenty percent (20%) of the total Section 231 funds to be used specifically for Corrections Education.

Grant Obligations

Federal statute authorizes ODHE, as the state fiscal agent (pass-through entity), to ensure grantee compliance with all WIOA, Title II: AEFLA fiscal and legal requirements, and Federal Uniform Guidance requirements (2 CFR 200):

1. **Supplement Not Supplant**

Funds received under this grant shall be used to supplement and not supplant funds already available to the applicant from other sources for purposes authorized by the WIOA Title II grant programs.

2. **Allowable Expenses**

Program funds must be used solely for activities that directly support the purpose, priorities, and expected outcomes of the program during the award period. All expenditures must be consistent with the approved application as well as applicable state and federal laws, regulations, and guidance.

Eligible providers accept the responsibility of using the fiscal control and fund accounting procedures that will ensure the proper disbursement of and accounting for federal funds. Applicable federal regulations are included in 2 CFR 200 in the Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards.

3. **Provider Effectiveness**

Providers are responsible for collecting data that will be used to evaluate their effectiveness in enabling enrolled participants to make educational gains, earn workforce credentials, and obtain and retain employment. Providers will be expected to meet federal and state performance targets.

4. **Responsiveness to Technical Assistance and Monitoring**

[Federal Uniform Guidance](#) [2 CFR 200.331] mandates ODHE to conduct program monitoring of grantees. The purpose of monitoring is to ensure that grantees are using federal awards for authorized purposes in compliance with the laws, regulations, and provisions of the grant agreement and that performance goals are achieved. Program monitoring is conducted through various means, including risk assessment, on-site reviews, and desk reviews. Programs are expected to be responsive to ODHE's technical assistance efforts which may include meetings, workshops, or trainings. As recommendations arise from technical assistance, grantees are expected to implement and follow through on them in a timely manner.

The local program will accept liability for any failure to comply with the terms of the award and the fiscal requirements of the grant. ODHE Aspire staff may, as it deems necessary, evaluate and provide guidance, technical assistance, and program support in conducting activities performed under this grant. However, failure of the ODHE Aspire staff to evaluate and provide guidance, technical assistance, and program support will not relieve the fiscal agent of its liability. [State Requirement]

5. Corrective Action and Sanctions

When findings arise, ODHE will implement a series of corrective actions which may include further technical assistance or training to help agencies achieve the stated objectives. If these actions do not result in grantee compliance, ODHE may conduct audits and impose appropriate sanctions. The federal guidelines for sanctions are defined in the Uniform Guidance. Actions may include the following:

- o temporarily withholding payment until the grantee complies with requirements;
- o disallowing costs;
- o adding new terms and conditions to the grant agreement (for example, designation as a high-risk grantee);
- o refusing to continue a grant under a noncompetitive renewal;
- o suspending grant funds pending corrective action or award termination;
- o voiding or terminating the award; or
- o pursuing recovery of funds.

6. Memorandum of Understanding with the Local Workforce Development Board (WDB) and Local One-Stop Infrastructure Cost

To assure that designated One-Stop partners comply with the requirements governing (1) the Memorandum of Understanding with the WDB and (2) the local One-Stop infrastructure costs of WIOA and its implementing regulations (34 CFR 463.505 and 34 CFR 463.720), the recipient agrees that if funded, the designated organization will enter into a Memorandum of Understanding relating to the operation of the One-Stop delivery system in the local area with the WDB.

In addition, the grantee will contribute its proportionate share of local infrastructure costs based on corresponding use of the One-Stop center and relative benefit received. Grantee contribution will be designated from federal funds reserved for local administration and will not exceed 5% of the grant award.

The grantee further agrees that the local contribution to infrastructure costs, in addition to local federal administrative costs, may include non-federal resources that are cash, in-kind, or third-party contributions.

7. Alignment with Local Workforce Development Board Plans

Applicants will describe the alignment between their proposed services and the local WDB plan by demonstrating the extent to which the eligible provider aligns the proposed activities and services; strategy; and goals of the local plan to the activities and services of the one-stop partners. Local WDB plans may be accessed at <http://ifs.ohio.gov/owd/Whats-New.stm>.

As required under WIOA (34 CFR 463.21), the ODHE Aspire office will submit all applications to the appropriate WDBs. If an applicant's intended service delivery area includes more than one local workforce development area, the WDB from each area must review the application. The WDB will make recommendations to the ODHE Aspire office about the application's alignment with the local WDB plan. Local workforce boards provide recommendations but are not responsible for approving or denying Aspire applications.

8. **General Education Provisions Act (GEPA) Section 427**

The purpose of the General Education Provisions Act is to ensure that applicants address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the program and to achieve high standards. Consistent with program requirements and its approved application, an applicant may use the federal funds awarded to eliminate barriers it identifies. Eligible providers must provide a concise description of the process to ensure equitable access to and participation of students, teachers, and other program beneficiaries with special needs. For details, refer to

<https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf>.

9. **Record Retention**

The federal records retention period is three years from the end of a fiscal year for all financial and programmatic records kept in paper and/or electronic form. The retention period for equipment records starts on the date of disposition, replacement, or transfer. The following guidelines clarify which programmatic records must be retained:

- Programs are not required to keep documents such as progress plans, homework, or informal testing papers or results. These documents can be given to the student or destroyed.
- Programs must retain documents such as student data forms, Individual Education Plans (IEP) from a school district, diagnostic results of standardized tests, and attendance records.

10. **Maintenance of Effort**

For ODHE Aspire to maintain the federally required maintenance of effort, ODHE expects grantees to contribute at least a 25 percent local match, monetary and/or in-kind. This maintenance of effort (MOE) can include, but is not limited to, the following:

- Any non-federal and non-state dollars used to provide adult education and literacy activities;
- In-kind contributions to adult education and literacy activities such as:
 - o Infrastructure, facilities, and utilities costs;
 - o custodial services;
 - o copying and printing costs; and
 - o phone, Internet, or other technology costs.
- The cost of staff time spent in providing adult education and literacy activities either:
 - o volunteered or
 - o paid for from non-federal and non-state funds.

Amounts reported for acceptable matching must:

- be properly documented and verifiable from recipient records;
- be necessary and reasonable to accomplish program objectives;
- be allowable under the Uniform Guidance cost principles;
- not be included as contribution for other federally assisted programs; and
- have the value supported by appropriate documentation of fair market value.

Program Accountability

To meet federal and state accountability requirements, ODHE requires that eligible providers must agree to implement the following accountability practices:

1. All staff of funded programs are expected to adhere to Aspire policies and procedures posted on the ODHE Aspire website, <https://www.ohiohighered.org/aspire>.
2. Local providers are responsible for allocating sufficient resources to collect NRS measures and enter data into the statewide data management system (DMS). Programs are required to meet all elements for data collection, entry, verification, and accountability. The DMS is free of charge to providers. All grantees will be responsible for using the DMS at the local level.
3. The ODHE Aspire office has adopted and implemented standards-based instruction, focusing on College and Career Readiness (CCR) Standards to promote the quality of adult education and literacy outcomes to prepare learners for success in adult education, postsecondary education, and employment. All grantees are required to adopt and align instruction to the CCRs.
4. The purpose of professional development (PD) is to raise the level of expertise of Aspire adult educators through continuing learning opportunities. Program directors shall ensure the program's compliance with the PD requirements set forth by the Aspire Professional Development Policy.
5. ODHE has high expectations of practitioner performance. Eligible providers will ensure services are delivered by knowledgeable, well-trained staff by using the standards identified in the [Practitioner Standards](#), a framework of what Ohio Aspire professionals should know and be able to do to perform their jobs.

WIOA Performance Accountability

In order to measure the effectiveness of state and local areas, WIOA performance accountability measures apply across the core programs. The ODHE Aspire levels of performance are negotiated with the U.S. Department of Education, Office of Career Technical and Adult Education (OCTAE) to establish minimum levels for each fiscal year. The goal is for each local program to meet or exceed projected performance levels including:

1. Measurable Skill Gains
 - a. Educational Functioning Level Gain; and
 - o Measured by pre-post test
 - b. Secondary diploma or equivalent
 - c. Entry to postsecondary
2. Credential attainment
3. Employment rate – second and fourth quarter
4. Median earnings
5. Effectiveness in serving employers

See Appendix G: WIOA Performance Accountability Measures and Appendix H: Educational Functioning Level Tables

Application Components

Format

From the [ODHE Grants Resources & RFP page](#), select the Aspire, Adult Workforce Readiness Education link. Applicants will be directed to the online grant. Click the “Login to Aspire grant application” link. There are three questions applicants must answer to determine eligibility to apply. These questions will determine if the applicant is (1) a WIOA eligible provider in Ohio (2) debarred from receiving a federal award, and (3) able to demonstrate effectiveness in serving eligible adults with barriers to employment. The answer to these questions will determine whether the applicant may continue on to set up a new account and complete the application.

Only one login is available per applicant. This account will be used for all facets of the grant application process. Once an account is set up with a username and password, the applicant will enter essential information about the applicant organization, including organization name, key staff, and contact information. Grant application sections will then be available until the applicant organization submits the proposal or until the application deadline.

This is an open competition for all eligible providers of Adult Education and Literacy Services as defined by WIOA section 231 and 34 CFR 463 Subpart C. Eligible applicants must submit a complete application by the established deadline in order to be considered for funding. The following information must be completed in the application:

- Eligibility questions including Demonstrated Effectiveness chart
- General Information
- Financial Management Survey
- Projected Outcomes and Service Delivery
- Application Questions – Considerations 1-13
- Budget and Narrative – Instructional and IET, if applicable (Sec. 231)
- Budget and Narrative – IELCE (Sec. 243), if applicable
- Budget and Narrative – Corrections Education (Sec. 225), if applicable
- Staffing
- Sites and Classes

Completing and Submitting the Application

The Review and Error Checking section is always available and will display any issues which may impact the completeness or accuracy of the application. Any errors may result in a delay of your grant being reviewed or the application being returned. Error checking includes missing information such as budget narrative descriptions, contact information, and plan sections. Budgets and enrollment counts are automatically calculated as they are saved, but the review section also checks to ensure that numbers entered in different sections are consistent. Additionally, most narrative and plan sections have a maximum character count of 1000 characters, including spaces, and text exceeding the limit will display an error on both the data entry page as well as the review section. By submitting the application, the applicant is agreeing to abide by all assurances and grant

requirements. Applicants will be asked to upload tracking documentation and standardized assessments for Consideration 3.6. Documentation must be uploaded in one PDF file and must not include Personally Identifiable Information (PII).

Review Process

Eligibility Determination

All applications received will be screened to ensure applicants have met the minimum eligibility requirements.

In order to be eligible to apply for this grant opportunity, an applicant must meet the following criteria:

1. Proposals completed and received by the submission deadline
2. Be an eligible organization
3. Meet a minimum demonstrated effectiveness score (See scoring chart in Appendix D)

Evaluation Criteria

Teams composed of adult education content experts and agency partners from across the nation and state will read and score each application. Readers will note the thoroughness of the proposed plan by specific criteria. Each section of the application will be evaluated and scored on the basis of completeness, clarity, and merit. Although the applicant may have provided the same or similar information in a previous section, the information should be included in each section where applicable to fully explain, answer, or clarify.

Receipt of a grant award in a previous competition is not, and should not be regarded as, a guarantee of funding in the current competition. Applicants not funded in previous competitions are not precluded and may apply for funding in the current competition.

Each application will be evaluated solely on the criteria identified in the application using a scoring rubric that indicates the point values and items described in this application. (See Appendix J: Scoring Rubric). The ODHE Aspire office will rank applications based on the scores, determine the level of funding, and award final grants. The questions incorporate the general requirements and 13 considerations federally mandated by WIOA.

ODHE will select awardees based on several factors, which may include the following:

- review teams' scoring and recommendations;
- evaluation of cost of service relative to need and cost efficiency; and/or
- evaluation of historic program data provided by the applicant.

All lead applicants of this grant will be notified in writing whether their application(s) are approved for funding. Applicants that do not meet the qualifications may reapply for future grants.

Grant Application Questions

Thirteen Considerations for Funding WIOA Eligible Local Providers

Applicants will be evaluated based upon the Thirteen Considerations, as specified by the Workforce Innovation and Opportunity Act, Section 231. Applicants are to answer all questions in the online application. The following Thirteen Considerations and corresponding questions should be completed in the following order.

Consideration 1: Regional Needs Assessment

The degree to which the eligible provider would be responsive to:

- (A) regional needs as identified in the local plan under WIOA, Section 108; and*
- (B) serving individuals in the community who were identified in such plan as most in need of adult education and literacy activities, including individuals who:*
 - (i) have low levels of literacy skills; or*
 - (ii) are English language learners;*

WIOA Section 231(e)(1)

1.1 Describe the local and/or regional workforce needs of the identified geographical/service delivery areas as identified by the local workforce plan; include how adult education fits into the workforce strategies identified in the plan.

1.2 Describe the demographics (e.g. race/ethnicity, socio-economic status) of the program's identified geographical area/service delivery area.

1.3 Detail the literacy needs of the program's target population. Cite sources.

1.4 Describe how the program will recruit and serve individuals in the community most in need of literacy services, including individuals who have multiple barriers to employment.

1.5 The ODHE expects providers to enroll* a minimum of 100 students per year. Detail any regional circumstances that may prohibit the eligible provider from meeting this enrollment expectation. *See full definition in Appendix B.

Consideration 2: Serving Individuals with Disabilities

The ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities;

WIOA Section 231(e)(2)

2.1 Describe the policies adopted by the program to accommodate students and staff with disabilities, including learning disabilities, as described in the American Disabilities Act of 1990.

2.2 Detail how the program will ensure that individuals with disabilities have equitable access to programs, activities and related services.

2.3 Explain how the program will identify and provide services to students with physical, emotional, mental, and learning disabilities.

Consideration 3: Past Effectiveness

Past effectiveness of the eligible provider in improving the literacy of eligible individuals, to meet State-adjusted levels of performance for the primary indicators of performance described in WIOA Section 116, especially with respect to eligible individuals who have low levels of literacy;

WIOA Section 231(e)(3)

3.1 Describe the program's past effectiveness in meeting the needs of the target population(s) identified under Consideration 1.3. Include service to ABE/ASE and/or ESOL + Civics Education students.

3.2 Describe how the program measures educational performance and student transition into postsecondary education, training, and the workforce.

3.3 Describe the program's capacity to manage a federal grant and any unique aspects of the program which would facilitate delivery of adult education and literacy services.

3.4 Describe the program's past effectiveness, supported by the data provided in the past effectiveness table, in improving the literacy of eligible individuals to meet the state's estimated FY 2022 performance levels, especially with respect to eligible individuals who have low levels of literacy. *Only FY2018 and FY2019 will be used to score this question. **(WEIGHTED QUESTION)**

FY 2022 Approved WIOA Measures Minimum Performance Levels for Ohio Aspire Programs	
Measurable Skill Gain (MSG)	
<ul style="list-style-type: none"> Educational Functioning Level (EFL) completion measured on pre and post test 	60%
<ul style="list-style-type: none"> Enrollment in postsecondary education after program exit 	
<ul style="list-style-type: none"> Receipt of recognized secondary credential or its recognized equivalent 	
Employment – 2 nd Qtr after Exit	46%
Employment – 4 th Qtr after Exit	42%
Median Earnings	\$4,000
Credential Attainment	21.5%

*Full description in Appendix G

3.5 Describe how the pandemic impacts program outcomes (including FY20 and FY21) and how the program is reacting to improving outcomes.

3.6 Complete the Past Effectiveness Chart to demonstrate past service and effectiveness in serving ABE/ASE and/or ESOL + Civics Education participants in Fiscal Years 2018, 2019, and 2020. See Appendix D: Past Performance Data Tables. Note, uploading tracking documentation that supports the data for past effectiveness, including academic skill gain/EFL completion as measured on a standardized assessment*, will be required. *Only FY2018 and FY2019 will be used to score this question.

*See definition of Standardized Assessment in Appendix B

Consideration 4: Alignment with One-Stop Partners and Coordination with Other Agencies

The extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan under WIOA, Section 108, as well as the activities and services of the one-stop partners;

WIOA Section 231(e)(4)

4.1 Describe any formal or informal agreements between the program and the local WDB that coordinate and align services benefitting adult learners.

4.2 Describe the coordination with other available education and training resources for the development of career pathways.

4.3 Describe any existing Memorandums of Understanding (MOU), Memorandums of Agreement (MOA), or contracts with other core providers of WIOA services. Include organizations that provide resources for individuals with disabilities and individuals with barriers to employment.

4.4 Describe how the program will align its services with and contribute to the local One-Stop Center, OhioMeansJobs, to meet the goals identified in the local Workforce Development Board plan(s).

Consideration 5: Intensity, Duration, and Flexible Scheduling

Whether the eligible provider's program—

- a. is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and*
- b. uses instructional practices that include the essential components of reading instruction;*

WIOA Section 231(e)(5)(A)

5.1 The ODHE has an expectation for programs to offer managed enrollment. Describe the program's enrollment system (e.g., open-entry/open-exit, managed enrollment) and the expectations for eligible individuals' participation and attendance (e.g., number of hours, weeks, semester).

5.2 Describe how the instructional schedule is aligned with the program's posttesting procedure to allow sufficient intensity and duration. Services are to be offered year-round with at least 8 hours per week offered at each site. Programs should be closed for no more than four consecutive weeks at one time and for no more than a total of six weeks within a fiscal year. [State Requirement]

5.3 Describe how the program incorporates the essential components of reading instruction, differentiated instruction, and direct explicit instruction.

5.4 Describe rigorous research-based instructional practices the program will use to assist students with achieving substantial learning gains.

5.5 Describe the program's service delivery format(s) and explain how the format(s) enable individuals to attend and complete the program. The ODHE has expectations that programs use multiple delivery methods. Program delivery formats may include one-on-one instruction, small groups, workshops, large classes, distance learning options and other methods or combinations.

(WEIGHTED QUESTION)

5.6 Explain how teachers use formative and summative assessments to inform instruction.

5.7 Describe how the program will capture feedback on reportable individual and enrolled participant satisfaction and how this feedback will be used for continuous improvement.

5.8 To demonstrate that a variety of class opportunities will be available, complete the class schedule provided in the Sites and Classes sections of the application. Include all planned sites and classes.

Consideration 6: Evidence-Based Instructional Practices

Whether the eligible provider's activities, including whether reading, writing, speaking, mathematics, and English language acquisition instruction delivered by the eligible provider, are based on the best practices derived from the most rigorous research available and appropriate, including scientifically valid research and effective educational practice;

WIOA Section 231(e)(6)

6.1 Describe how the program uses rigorous research and evidence-based instruction for the various content components of ABE/ASE and/or ESOL + Civics Education (i.e. reading, writing, speaking, mathematics, and English language acquisition). Cite sources and include details of the program's use of standards-based curriculum and lesson plans.

6.2 Describe how the program will meet the educational needs of students with special learning needs, including those with low levels of literacy, and learning disabilities.

6.3 Detail how the program assesses the effectiveness of curriculum and instructional practices.

6.4 The state has set the expectation for each program to post-test 65% of enrolled participants using an NRS-approved standardized assessment after achieving sufficient hours of instruction.

Describe what measures are in place to ensure that the program will meet or exceed that expectation.

Consideration 7: Effective Use of Technology and Distance Education

Whether the eligible provider's activities effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance;

WIOA Section 231(e)(7)

7.1 Describe how the program will use technology to engage students in a classroom whether physical or virtual. (e.g. how teachers will use technology as an instructional tool and how students will use technology to develop digital literacy skills.) **(WEIGHTED QUESTION)**

7.2 Describe how the program will implement distance learning opportunities that follow the Ohio Aspire distance education policy, including opportunities for those with low levels of literacy and those with learning disabilities.

7.3 Complete the Distance Education chart. **(WEIGHTED QUESTION)**

Consideration 8: Facilitate Learning in Context

Whether the eligible provider's activities provide learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship;

WIOA Section 231(e)(8)

8.1 Detail how the agency will provide contextualized instruction to help adult learners advance their academic skills and transition to postsecondary education or training; increase employability; engage in their communities; and exercise the rights and responsibilities of citizenship. **(WEIGHTED QUESTION)**

8.2 Describe how the program will implement career pathways into instructional practices (i.e. contextualized curriculum, bridge classes, IET, transition services).

8.3 Explain how career readiness and workforce preparation skills will be taught to eligible individuals.

Consideration 9: Qualified Instructors and Staff

Whether the eligible provider's activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have access to high quality professional development, including through electronic means;

WIOA Section 231(e)(9)

Note: Individual hiring and staffing decisions at the local program are made at the discretion of each individual organization. The Aspire Practitioner Standards provide a framework for the expectations of staff roles.

9.1 Describe the program's plan for implementing continuous professional development to ensure staff are knowledgeable about adult education instruction, assessment, policies, procedures, career pathways strategies, and other priorities.

9.2 Describe how the Aspire program administrator, as the person responsible for making decisions for the Aspire program at the local level, meets the criteria outlined in the administrator standards.

9.3 Describe how the program will ensure that educational activities are delivered by well-trained and highly qualified instructors who meet the criteria outlined in the teacher standards.

9.4 Describe the program's minimum qualifications for instructors, support staff, and administrators delivering program activities.

9.5 Explain how the program will ensure that all Aspire personnel will adhere to Aspire policies and Indicators of Program Quality. Include a description of the recourse for staff not meeting this requirement.

9.6 Describe how the program will provide and disseminate high-quality professional development to its professional and volunteer staff that is based on the most rigorous and scientifically valid research available.

9.7 Describe how the program will ensure that information and skills obtained through professional development is being implemented in the classroom and leads to positive program outcomes. Include frequency of classroom observations, peer mentoring, and/or coaching.

9.8 Complete the Staffing chart.

Consideration 10: Partnerships

Whether the eligible provider's activities coordinate with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local workforce investment boards, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, non-profit organizations, and intermediaries, for the development of career pathways;

WIOA Section 231(e)(10)

10.1 Complete the Partnership chart. **(WEIGHTED QUESTION)**

10.2 Describe how the program will develop partnerships and implement career pathway strategies that are aligned to the local workforce development board plan to expand access to employment, education, and other services for individuals with barriers to employment.

10.3 Provide details about the workplace education class(es), if applicable. If there is more than one employer partnership, describe each. Include how the program activities offered are designed to improve the productivity of employees, and how the employer contributes to the success of the program.

Consideration 11: Support Services

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

WIOA Section 231(e)(11)

11.1 Describe how the program will assess students' needs for educational programming, support services, or accommodations.

11.2 Describe the program's coordination of support services (e.g., childcare, transportation, mental health services, career planning, postsecondary advisement) to reduce barriers in order for adults to access educational services that support their academic advancement and transition to postsecondary education or training.

Consideration 12: High-Quality Information and Data Collection Systems

Whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes (consistent with Section 116) and to monitor program performance;

WIOA Section 231(e)(12)

12.1 Describe the agency's data management practices for tracking student outcomes, monitoring program performance, and maintaining data quality. Include a description of any information management system the organization uses.

12.2 Describe how the agency's personnel engage in the collection and management of data.

12.3 Describe how data will be used for program management, to measure participant outcomes, and program improvement, such as evaluating learner gains and student outcomes.

12.4 Describe how the program will comply with the reporting requirements of the NRS and WIOA Performance Measures (Section 116).

Consideration 13: ESOL + Civics Education

Whether the local areas in which the eligible provider is located have a demonstrated need for additional English language acquisition programs and civics education programs (Integrated English Literacy and Civics Education)

WIOA Section 231(e)(13)

All Aspire instructional services are to be provided in English [State Requirement]

If the program will provide ESOL + Civics Education, answer the following:

13.1 What is the English Language Learner (ELL) population in the local area? Cite ACS data. Describe the local area's demonstrated need for a program that offers ESOL + Civics Education services.

13.2 Described how the program will implement each of required ESOL + Civics Education components listed as defined in WIOA section 203(12):

- Literacy
- English language acquisition
- Civics education
- Workforce training (optional)

Integrated English Literacy and Civics Education (IELCE) (Optional)

WIOA Title II [§203(12)] authorizes the funding of programs providing adult education and literacy activities to English language learners, including professionals with degrees and credentials from their native countries, that enables such adults to achieve competency in the English language and to acquire both basic and advanced skills necessary to function effectively as parents, workers, and citizens of the United States. These services include:

- academic instruction in literacy and English language acquisition—reading, writing, speaking, and comprehending;
- instruction on the rights and responsibilities of U.S. citizenship and civic participation; and
- workforce training.

For a program to receive funding for IELCE under WIOA [§243] it **must**:

1. prepare adults who are ELLs for unsubsidized employment in in-demand occupations or career pathways, which lead to economic self-sufficiency;
2. assist ELLs in achieving competency in English reading, writing, speaking, and comprehension;
3. lead to a secondary school diploma or its equivalent;
4. lead to ELLs entering postsecondary education or training; and
5. offer adult education instruction in combination with integrated education and training (IET)
6. allowable costs: occupational skills training (costs toward the instructor), testing costs and fees for occupational certifications, software, curriculum, instructional resources for all ESOL students, professional development, conferences, and technology resources (i.e. equipment)
7. unallowable costs: tuition for students, transcript reviews, credential evaluations, uniforms, medical screenings, background checks, and vaccinations
8. **Providers must offer at a minimum one IET per fiscal year. (State Requirement)**
9. **Students do not have to attend the IET but must be provided the opportunity.**

WIOA [§134(C)(3)(D)] defines integrated education and training as a service approach that provides adult education and literacy activities simultaneously and contextually with workforce preparation activities and workforce training for a specific occupational cluster.

Integrated English Literacy and Civics Education (IELCE)

The extent to which the provider has the capacity to provide, is partnered with other organizations that can provide, adult education and literacy services, which meet the standards outlined in Considerations 1 - 13 including English literacy and civics education, in combination with integrated education and training activities.

WIOA Section 243

1. Complete the IELCE application for each IET being proposed, if applicable.

The application includes:

- IET project title and model type
 - Specific occupation or occupational cluster and certificates/credentials earned
 - Projected number of students and duration
 - Employer questions
 - Projected budget for the IET (grid and narrative)
2. How does the single set of IET learning objectives identify specific adult education content, workforce preparation activities, and workforce training competencies? Describe the entry level skills for individuals to enter and succeed in the IET.
 3. How are the program activities organized to function cooperatively? How do activities in one component build on and scaffold learning from another component?

Refer to the [IET Checklist](#) for IET guidance.

Corrections Education and Education of Other Institutionalized Individuals (Optional)

Specific funding will be made available for Corrections Education and the Education of Other Institutionalized Individuals within Section 231 funding (WIOA, section 225). Funds must be used for the cost of educational programs for criminal offenders in correctional institutions and other institutionalized individuals, including academic programs for:

- adult education and literacy activities
- integrated education and training
- career pathways, and
- peer tutoring

The term *criminal offender* is defined as any individual who is charged with or convicted of any criminal offense. Services must be provided to individuals who are likely to leave the correctional institution within five years of participation in the program.

The term *correctional institution* is defined as any prison, jail, reformatory, work farm, detention center; halfway house, community-based rehabilitation center, or any other similar institution designed for the confinement or rehabilitation of criminal offenders

Local institutionalized classes must have the support of the warden and other administrative officers and have the following requirements: [State Requirement]

- At least six hours per week of classroom instruction must be available, allowing for sufficient instructional time for meeting the policy for post-testing.
- During instructional time, the correctional facility must dedicate an adequate space conducive to learning. The space should have a low noise level, adequate lighting, a comfortable temperature, and appropriate furnishings.
- Inmates (students) should have access to instructional material for additional study outside of the classroom.

No more than 20% of the grant received for adult education and literacy activities funded under Section 222(a) can be used to provide programs for corrections education and education for other institutionalized individuals as described in Section 225 of WIOA.

Corrections Education and Education of Other Institutionalized Individuals

The extent to which the provider has the capacity to provide, is partnered with other organizations that can provide, adult education and literacy services, which meet the standards outlined in Considerations 1 - 13 to eligible individuals who are currently incarcerated.

WIOA Section 225

1. List the locations where the program intends to provide adult education and literacy activities, including, when applicable, integrated education and training, career pathways, or peer tutoring to eligible individuals who are currently institutionalized.
2. Describe the program's plan to identify and provide service for eligible individuals with needs for special education accommodations.
3. Describe how the program will ensure that classes are of sufficient intensity and duration, the environment is conducive to learning, and that students have access to instructional materials in and outside of the classroom.
4. Complete the Corrections Education budget.

Budget Guidelines and Requirements

Costs

The ODHE Aspire office and the federal government expect grant recipients to expend 95% of the grant award for adult education instructional and/or support activities.

Guidelines regarding allowable instructional costs may include, but are not limited to:

- salaries and benefits for teachers and instructional assistants directly involved in instructional delivery of education activities;
- textbooks and technology used for direct instruction;
- instructional materials that support students' academic experiences, such as pencils or flash drives; and
- repair, maintenance, and replacement of instructional supplies used in the program.

Guidelines regarding expenditures that are not allowed include, but are not limited to:

- food;
- promotional items and memorabilia, including models, gifts, and souvenirs and agency promotional items such as agency backpacks, cups, water bottles, and plaques; and
- cost of taking and proctoring credential tests, including HSE tests.

Adults enrolled in Aspire programs will not be required to pay tuition, fees, or other charges. Students may, but are not required to, purchase books or other materials needed for participation in the program. [State Requirement]

Local Administrative Cost Limits

Administrative costs are those non-instructional costs that are considered reasonable, necessary, and allowable expenses associated with overall project management. Not less than 95% shall be expended for carrying out adult education and literacy activities. The remaining amount, not to exceed 5%, shall be used for administrative costs. In cases where the cost limits described below are too restrictive, the program shall negotiate with the ODHE Aspire office in order to determine an adequate level of funds to be used for non-instructional purposes. (WIOA Title II Section 233, 241(b); 34 CFR 463.25-.26). Submit request to aspiregrants@highered.ohio.gov to negotiate a higher administrative funding level. Include the program name and a written narrative, less than 300 words, to justify this request for administrative costs greater than 5% of the grant award amount. Include specific references to explain each of the following:

- why an amount greater than 5% is requested;
- in what ways will the program be hindered in accomplishing the project goals and objectives if only 5% administrative costs are allowed in the grant.

Local Administrative Costs (34 CFR, 463.26)

An eligible provider receiving a grant or contract under this part may consider costs incurred in connection with the following activities to be administrative costs (34 CFR, 463.26):

- planning;
- administration, including carrying out performance accountability requirement;
- professional development;
- providing adult education and literacy services in alignment with local workforce plans, including promoting co-enrollment in programs and activities under Title I, as appropriate; and
- carrying out the one-stop partner responsibilities described in §678.420, including contributing to the infrastructure costs of the one-stop delivery system.

Examples include: director's salary and benefits; fiscal salary and benefits; clerical and data entry salaries and benefits; facilities, including rent, custodial or security services, and transportation; support services capital outlay; professional development, and indirect cost.

Complete the Budget Grid and Budget Narrative in the application. Follow the Object and Purpose Code Guidelines and General Budget Guidelines in Appendix F.

System for Award Management (SAM)

The Federal Government requires that all applicants for Federal grants must obtain a Dun and Bradstreet (DUNS) number and register the DUNS number in the federal System for Award Management (SAM) as required by 2 C.F.R. 25 Appendix A.

Time and Effort Reporting

The Uniform Guidance (2 CFR Sec. 200.430) requires that time distribution records be maintained for all employees whose salaries are paid in whole or part with federal funds or are used to meet a match or cost share requirement for a grant. Effort reporting is a federal compliance requirement.

Carryover of Funds

Any funds not obligated or expended during the period for which they were awarded become carryover funds. Carryover funds may be reallocated to budget categories other than those specified in the original application, providing the funds are expended on approved activities in accordance with program guidelines. ODHE Aspire will allow a maximum 15% carryover of the original allocation each fiscal year. Any remaining carryover funds will be returned to ODHE [State Requirement]. In the event of a competition year, all carryover funds must be expended by September 30 to meet federal obligations and closeout deadlines.

Equipment Inventory and Disposition

The program must maintain an equipment/inventory report to include all non-consumable items purchased at a cost of \$500 or more [State Requirement]. The inventory must be reconciled with the inventory property records at least once every two years to:

- 1) confirm the equipment item/property was found at the location indicated;
- 2) assess condition of the equipment item/property; and
- 3) verify equipment item/property is located in a secure environment that can be locked when not in use.

An inventory control system and records showing maintenance procedures must be developed and implemented to ensure adequate safeguards to prevent loss, damage, or theft of the item or property. Any loss, damage, or theft must be investigated and fully documented by local law enforcement officials. This specific inventory information must be updated as equipment items or property are purged, or new purchases are made. Disposition of equipment acquired with federal grant funds but is no longer needed for the original project or program or for other activities currently or previously supported by federal funds, must be done in accordance with the grant requirements. In the absence of specific instructions of the federal grant, equipment valued at \$5,000 or less may be retained, sold, or otherwise disposed of with no further federal obligation. [2 CFR 200.313(e)]

Legal Considerations

The applicant understands that if its application is accepted by ODHE the applicant shall enter into a contract with ODHE. The applicant agrees to comply with all applicable federal, state, and local laws in the conduct of the work hereunder.

The ODHE reserves the right to fund any application in full or in part; to request additional information to assist in the review process; to require new applications from interested parties; to reject any or all applications responding to this announcement; or to re-issue the announcement if it is determined that it is in the best interest of the State of Ohio. Issuing this announcement does not bind the State to making an award. The ODHE Aspire staff administers the program. The ODHE reserves the right to adjust the dates for this announcement for whatever reasons are deemed appropriate. The ODHE reserves the right to waive any infractions made by an applicant.

All costs incurred in preparation of an application shall be borne by the applicant's institution(s), including lead applicants and collaborating partners. Application preparation costs are not recoverable under an award. The State of Ohio shall not contribute in any way to recovering the costs of application preparation.

The funding decisions of the ODHE Aspire office are final. All lead applicants of this grant will be notified in writing whether their application(s) will be approved for funding.

The applicant understands that the information provided herein is intended solely to assist the applicant in submittal preparation. To the best of the ODHE Aspire staff's knowledge, the information provided is accurate. The ODHE does not warrant such accuracy and any errors or omissions subsequently determined will not be construed as a basis for invalidating this solicitation. Interested parties bear the sole responsibility of obtaining the necessary information to submit a qualifying application. The ODHE retains the right to modify or withdraw this solicitation at any time. By submitting a proposal, responders expressly agree to these terms. Questions can be directed to aspiregrants@highered.ohio.gov.

Attestations and Certifications

1. The sponsoring institution (sub grantee) agrees to: (1) manage the project in accordance with the requirements stipulated in Part A of Title II of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001; and in accordance with the Education Department General Administrative Regulations (EDGAR) 34 CFR as well as 2 CFR as applicable and the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR Part 200 and 3474; (2) maintain appropriate records as required for federal awards, e.g., signed monthly personal activity reports; (3) use accounting and audit procedures that are in compliance with applicable federal audit requirements; (4) adhere to the audit requirements set forth in 2 CFR 200.501; (5) supply the Ohio Department of Higher Education with required reports when requested.

2. Materials developed in whole or in part with the support of Aspire funds administered by the Ohio Department of Higher Education must include the following statement: "Support for the development/production of this material was provided by a grant under the federally funded Aspire Adult Education Program, administered by the Ohio Department of Higher Education."

Please be aware that the U.S. Department of Education requires that grant recipients acknowledge the amount and percentage of Federal and nongovernmental funding for projects when making any type of public announcement about awards. When issuing statements, press releases, requests for proposals, bid solicitations, and other documents describing projects or programs funded in whole or in part with Federal money, all grantees receiving Federal funds, including but not limited to State and local governments shall clearly state:

- the dollar amount and percent of the total costs of the project or program which will be financed with Federal funds; and
 - the dollar amount and percent of the total costs of the project or program that will be financed by non-governmental sources.
3. Pursuant to 2 CFR 200.315:
 - a. if any copyrightable material is developed under this grant, the grantee is free to copyright the material, and
 - b. if any copyrightable material is developed in the course of or under this grant, the Ohio Department of Higher Education and the U.S. Department of Education (US ED) shall have royalty-free, nonexclusive, and irrevocable right to reproduce, publish, or otherwise use, and to authorize others to use, the work for State and Federal Government purposes, and
 - c. the grantee agrees to provide such copyrightable materials to the Ohio Department of Higher Education or its designee royalty-free for distribution and promotion within and outside the State for State Government purposes. Further, the grantee agrees to provide the Ohio Department of Higher Education with one (1) copy of such materials on publication and an additional copy of each edition published.

4. **Trafficking in Persons**

The U.S. Department of Education adopts the requirements in the Code of Federal Regulations at 2 CFR 175 and incorporates those requirements into this grant through this condition. The grant condition specified in 2 CFR 175.15(b) is incorporated into this grant with the following changes. Paragraphs a.2.ii.B and b.2.ii. are revised to read as follows:

"a.2.ii.B. Imputed to you or the subrecipient using the standards and due process for imputing the conduct of an individual to an organization that are provided in 34 CFR part 85."

"b.2.ii. Imputed to the subrecipient using the standards and due process for imputing the conduct of an individual to an organization that are provided in 34 CFR part 85."

Under this condition, the Secretary may terminate this grant without penalty for any violation of these provisions by the grantee, its employees, or its subrecipients.

5. **Prohibition of Text Messaging and Emailing while Driving during Official Federal Grant Business**

Federal grant recipients, sub recipients, and their grant personnel are prohibited from text messaging while driving a government-owned vehicle, or while driving their own privately

owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving.

Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving."

6. Certification Regarding Lobbying (34 CFR Appendix A to Part 82)
Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies by submission of this proposal, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

7. Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion –
Lower Tier Covered Transactions

The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participating in this transaction by any Federal department or agency or the state of Ohio Department of Administrative Services. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

8. WIOA SEC. 502. BUY-AMERICAN REQUIREMENTS.

(a) COMPLIANCE WITH BUY AMERICAN ACT.—None of the funds made available under title I or II or under the Wagner-Peyser Act (29 U.S.C. 49 et seq.) may be expended by an entity unless the entity agrees that in expending the funds the entity will comply with sections 8301 through 8303 of title 41, United States Code (commonly known as the “Buy American Act”).

(b) SENSE OF CONGRESS; REQUIREMENT REGARDING NOTICE.—

(1) PURCHASE OF AMERICAN-MADE EQUIPMENT AND PRODUCTS.—

In the case of any equipment or product that may be authorized to be purchased with financial assistance provided using funds made available under title I or II or under the Wagner-Peyser Act (29 U.S.C. 49 et seq.), it is the sense of Congress that entities receiving the assistance should, in expending the assistance, purchase only American-made equipment and products.

(2) NOTICE TO RECIPIENTS OF ASSISTANCE.—In providing financial assistance using funds made available under title I or II or under the Wagner-Peyser Act, the head of each Federal agency shall provide to each recipient of the assistance a notice describing the statement made in paragraph (1) by Congress.

(c) PROHIBITION OF CONTRACTS WITH PERSONS FALSELY LABELING PRODUCTS AS MADE IN AMERICA.—If it has been finally determined by a court or Federal agency that any person intentionally affixed a label bearing a “Made in America” inscription, or any inscription with the same meaning, to any product sold in or shipped to the United States that is not made in the United States, the person shall be ineligible to receive any contract or subcontract made with funds made available under title I or II or under the Wagner-Peyser Act (29 U.S.C. 49 et seq.), pursuant to the debarment, suspension, and ineligibility procedures described in sections 9.400 through 9.409 of title 48, Code of Federal Regulations, as such sections were in effect on August 7, 1998, or pursuant to any successor regulations.

Appendices

Appendix A: American Community Survey (ACS)

EDUCATIONAL ATTAINMENT BY COUNTY - Age 18 to 64 without high school equivalency

County	Total population age 18 to 64:	Total age 18 to 64 without HSD/HSE:	Percentage of 18 to 64 without HSD/HSE:	County	Total population age 18 to 64:	Total age 18 to 64 without HSD/HSE:	Percentage of 18 to 64 without HSD/HSE:
Adams	16,229	2,735	16.85%	Licking	105,304	8,690	8.25%
Allen	61,497	5,483	8.92%	Logan	26,763	2,079	7.77%
Ashland	31,565	3,211	10.17%	Lorain	184,648	18,203	9.86%
Ashtabula	58,021	8,392	14.46%	Lucas	263,373	27,578	10.47%
Athens	47,950	3,074	6.41%	Madison	28,348	3,646	12.86%
Auglaize	26,482	1,776	6.71%	Mahoning	136,625	11,868	8.69%
Belmont	41,299	3,972	9.62%	Marion	40,286	4,678	11.61%
Brown	25,658	2,473	9.64%	Medina	106,911	5,435	5.08%
Butler	235,625	18,171	7.71%	Meigs	13,647	2,086	15.29%
Carroll	15,939	1,390	8.72%	Mercer	23,287	1,489	6.39%
Champaign	23,093	1,848	8.00%	Miami	61,623	4,359	7.07%
Clark	78,673	8,458	10.75%	Monroe	7,780	738	9.49%
Clermont	124,516	10,249	8.23%	Montgomery	319,950	28,727	8.98%
Clinton	25,207	2,357	9.35%	Morgan	8,510	1,229	14.44%
Columbiana	61,536	6,654	10.81%	Morrow	21,099	2,768	13.12%
Coshocton	21,014	3,515	16.73%	Muskingum	51,376	5,289	10.29%
Crawford	24,143	2,374	9.83%	Noble	7,905	1,432	18.12%
Cuyahoga	764,930	71,394	9.33%	Ottawa	23,082	1,681	7.28%
Darke	29,348	2,507	8.54%	Paulding	10,937	980	8.96%
Defiance	22,421	1,660	7.40%	Perry	21,646	2,428	11.22%
Delaware	120,951	4,854	4.01%	Pickaway	36,295	4,242	11.69%
Erie	43,552	3,042	6.98%	Pike	16,584	3,086	18.61%
Fairfield	93,472	6,712	7.18%	Portage	105,986	6,722	6.34%
Fayette	16,892	2,209	13.08%	Preble	24,123	1,886	7.82%
Franklin	837,269	71,338	8.52%	Putnam	19,533	1,353	6.93%
Fulton	24,918	1,842	7.39%	Richland	71,607	9,041	12.63%
Gallia	17,601	2,517	14.30%	Ross	48,018	5,829	12.14%
Geauga	53,529	6,362	11.89%	Sandusky	34,738	2,800	8.06%
Greene	104,218	5,171	4.96%	Scioto	45,924	6,177	13.45%
Guernsey	22,976	3,141	13.67%	Seneca	33,488	2,434	7.27%
Hamilton	503,239	40,159	7.98%	Shelby	28,694	2,620	9.13%
Hancock	46,277	2,918	6.31%	Stark	221,244	17,059	7.71%
Hardin	19,249	1,622	8.43%	Summit	332,487	25,969	7.81%
Harrison	8,828	962	10.90%	Trumbull	116,916	12,903	11.04%
Henry	15,912	811	5.10%	Tuscarawas	53,481	7,559	14.13%
Highland	24,985	3,716	14.87%	Union	35,919	2,368	6.59%
Hocking	16,857	1,643	9.75%	Van Wert	16,411	1,341	8.17%
Holmes	24,104	11,337	47.03%	Vinton	7,898	1,355	17.16%
Huron	34,402	4,024	11.70%	Warren	139,908	8,406	6.01%
Jackson	19,177	2,680	13.98%	Washington	36,162	2,823	7.81%
Jefferson	39,589	3,132	7.91%	Wayne	67,673	9,254	13.67%
Knox	36,544	2,923	8.00%	Williams	21,658	1,926	8.89%
Lake	138,606	9,556	6.89%	Wood	84,270	3,597	4.27%
Lawrence	35,886	4,027	11.22%	Wyandot	12,797	925	7.23%
				Ohio	7,109,093	635,449	8.94%

Information from ACS 5-Year Estimates Detailed Table B15001
2015-2019

ABILITY TO SPEAK ENGLISH BY COUNTY - Age 18 - 64 Who Speak English Less Than Well

County	Total 18 and older:	Total 18+ that Speak English less than well:	Percentage 18+ that Speak English less than well:	County	Total 18 and older:	Total 18+ that Speak English less than well:	Percentage 18+ that Speak English less than well:
Adams	21,085	-	0.00%	Licking	133,301	692	0.52%
Allen	79,244	336	0.42%	Logan	34,716	79	0.23%
Ashland	41,384	185	0.45%	Lorain	239,317	2,674	1.12%
Ashtabula	76,153	377	0.50%	Lucas	331,608	2,607	0.79%
Athens	56,231	381	0.68%	Madison	35,062	279	0.80%
Auglaize	34,668	51	0.15%	Mahoning	183,567	2,021	1.10%
Belmont	55,129	65	0.12%	Marion	51,552	253	0.49%
Brown	33,558	38	0.11%	Medina	137,718	386	0.28%
Butler	290,232	4,851	1.67%	Meigs	18,096	30	0.17%
Carroll	21,625	14	0.06%	Mercer	30,361	101	0.33%
Champaign	30,124	52	0.17%	Miami	80,975	537	0.66%
Clark	104,308	981	0.94%	Monroe	11,023	2	0.02%
Clermont	156,677	472	0.30%	Montgomery	413,674	5,347	1.29%
Clinton	32,158	58	0.18%	Morgan	11,547	2	0.02%
Columbiana	82,003	232	0.28%	Morrow	26,908	10	0.04%
Coshocton	27,962	96	0.34%	Muskingum	66,413	155	0.23%
Crawford	32,679	76	0.23%	Noble	11,750	16	0.14%
Cuyahoga	986,297	21,980	2.23%	Ottawa	33,008	89	0.27%
Darke	39,209	60	0.15%	Paulding	14,351	116	0.81%
Defiance	29,366	197	0.67%	Perry	27,492	25	0.09%
Delaware	147,438	1,323	0.90%	Pickaway	45,246	191	0.42%
Erie	59,482	260	0.44%	Pike	21,499	25	0.12%
Fairfield	117,231	1,229	1.05%	Portage	131,817	865	0.66%
Fayette	21,851	72	0.33%	Preble	31,816	95	0.30%
Franklin	988,680	26,253	2.66%	Putnam	25,255	141	0.56%
Fulton	32,215	334	1.04%	Richland	94,838	311	0.33%
Gallia	23,167	37	0.16%	Ross	60,407	86	0.14%
Geauga	72,110	209	0.29%	Sandusky	45,635	348	0.76%
Greene	132,135	863	0.65%	Scioto	59,450	89	0.15%
Guernsey	30,429	56	0.18%	Seneca	43,163	176	0.41%
Hamilton	625,690	8,757	1.40%	Shelby	36,493	216	0.59%
Hancock	58,900	374	0.63%	Stark	291,983	1,547	0.53%
Hardin	24,147	79	0.33%	Summit	427,089	6,803	1.59%
Harrison	12,014	-	0.00%	Trumbull	159,039	569	0.36%
Henry	20,812	61	0.29%	Tuscarawas	71,235	611	0.86%
Highland	32,708	27	0.08%	Union	42,718	108	0.25%
Hocking	22,118	48	0.22%	Van Wert	21,641	88	0.41%
Holmes	29,963	101	0.34%	Vinton	10,124	34	0.34%
Huron	44,148	145	0.33%	Warren	171,943	1,322	0.77%
Jackson	24,621	64	0.26%	Washington	48,538	63	0.13%
Jefferson	53,539	147	0.27%	Wayne	87,784	649	0.74%
Knox	47,450	82	0.17%	Williams	28,457	100	0.35%
Lake	183,390	2,481	1.35%	Wood	103,559	842	0.81%
Lawrence	46,962	108	0.23%	Wyandot	16,927	182	1.08%
				Ohio	9,050,387	104,494	1.15%

Information from ACS 5-Year Estimates Detailed Table B16004
2015-2019

Appendix B:

Definitions

Adult Basic Education (ABE) refers to instruction at the 0 - 8.9 grade levels in reading, communication skills (writing, speaking, listening), mathematics, social and physical sciences, health, critical thinking, financial literacy, health literacy, basic computer literacy and employability skills needed to function effectively in society. The curricula of beginning and intermediate ABE courses shall assist adult learners in the development of the skills necessary to process both written and oral information, and to derive meaning from the information applied to specific tasks.

Adult Education refers to 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.

Adult Education and Family Literacy Act (AEFLA) Program, authorized under Title II of the Workforce Innovation and Opportunity Act (WIOA), is the main source of federal support for adult basic and literacy education programs for adults who lack basic skills, a high school diploma, or proficiency in English. It is administered through the U.S. Department of Education.

Adult Education and Literacy Activities are programs, activities, and services that include adult literacy and education, English language acquisition, integrated English literacy and civics education, workforce preparation, integrated education and training, and workplace education.

Adult Secondary Education (ASE) refers to instruction at the 9.0 – 12.9 grade levels designed to assist learners in pursuit of a high school equivalency diploma. Adult secondary education/HSE test preparation provides instruction designed for adults who have some literacy skills and can function in everyday life but who are not proficient in reading, writing, speaking, problem solving or computation or do not have a high school credential.

Aspire is the Ohio Department of Higher Education AEFLA program. Aspire programs help adults build the skills they need to become employed or pursue higher education or training.

Bridge Programs prepare adults with limited academic or limited English skills to enter and succeed in postsecondary education and training leading to career-path employment in skilled jobs. The core elements of such a course would include: contextualized instruction, career development, and transition services.

Career Clusters is a grouping of occupations and broad industries based on commonalities.

Career Pathway means a combination of rigorous and high-quality education, training, and other services that –

- aligns with the skill needs of industries in the economy of the state or regional economy involved;
- prepares an individual to be successful in any of a full-range of secondary or postsecondary options, including apprenticeships;
- includes counseling to support an individual in achieving the individual's education and career goals;
- includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupational cluster;
- 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;
- enables an individual to attain a secondary diploma or its recognized equivalent, and at least one recognized postsecondary credential; and
- helps an individual enter or advance within a specific occupation or occupational cluster

Code of Federal Regulation (CFR) is the codification of the general and permanent rules published in the Federal Register by the departments and agencies of the Federal Government.

College and Career Readiness (CCR) Standards for Adult Education present a set of college and career readiness standards that reflect the content most relevant to preparing adult students for success in colleges, technical training programs, work, and citizenship—in the areas of English language arts/literacy and mathematics.

Concurrent refers to an eligible individual's participation or enrollment in multiple activities or programs that occur simultaneously, not sequentially, for the purpose of accelerating the attainment of educational and training outcomes.

Contextualized Instruction includes a set of teaching, learning, and assessment practices that: (1) are aimed directly at developing the skills and knowledge that adults need to deal with specific situations or perform specific tasks, and (2) have been identified as important and meaningful to themselves in their everyday lives.

Correctional Institution is any prison, jail, reformatory, work farm, detention center, halfway house/community-based rehabilitative center, or other similar institution for the confinement or rehabilitation of criminal offenders.

Criminal offender is an individual who is charged with or convicted of any criminal offense.

Data Management System (DMS) is a statewide system used to collect NRS data.

Demonstrated Effectiveness is a requirement for an eligible provider to demonstrate past effectiveness by providing performance data on its record of improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy, in the content domains of reading, writing, mathematics, English language acquisition, and other subject areas relevant to the services contained in this application for funds. An eligible provider must also provide

information regarding its outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training.

There are two ways in which an eligible provider may meet this requirement:

- (1) An eligible provider that has been funded under AEFLA must provide performance data required under section 116 to demonstrate past effectiveness.
- (2) An eligible provider that has not been previously funded under AEFLA must provide performance data to demonstrate its past effectiveness in serving basic skills deficient eligible individuals, including evidence of its success in achieving outcomes listed above.

Digital Literacy are the skills associated with using technology to enable users to find, evaluate, organize, create, and communicate information. Technology should be used to enhance teaching and learning, including the use of effective distance education technology and instructional software.

Distance Education as defined by the NRS is formal learning activity where students and instructors are separated by geography, time, or both for the majority of the instructional period. Most distance education, also called distance learning, occurs as a blended approach to instruction for Aspire students; they receive both distance and traditional classroom education during the program year in order to increase access to instruction.

Educational Gain occurs when a student completes or advances one or more educational functioning level as measured by a standardized pre and post-test.

Educational Functioning Level refers to the ABE, ASE, and ESL literacy levels, as provided in the NRS Guidelines, that describe a set of skills and competencies that students demonstrate in the NRS skill areas.

Eligible Individual is a learner who is 16 years of age, not enrolled or required to be enrolled in secondary school under state law; and who is basic skills deficient, does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or is an English language learner.

Eligible Provider is an organization that has demonstrated effectiveness in providing adult education and literacy activities. These organizations may include, but are not limited to:

- (a) local educational agencies;
- (b) community-based or faith-based organizations;
- (c) volunteer literacy organizations;
- (d) institutions of higher education;
- (e) public or private nonprofit agencies;
- (f) libraries;
- (g) public housing authorities;
- (h) nonprofit institutions not described in (a) through (g) of this section that has the ability to provide adult education and literacy activities to eligible individuals;

- (i) consortia or coalitions of the agencies, organizations, institutions, libraries, or authorities described in (a) through (h) of this section; and
- (j) partnerships between employers and entities described (a) through (i) of this section

English as a Second Language (ESL) means instruction designed for an adult whose educational functioning level is equivalent to a particular ESL English language proficiency level listed in the NRS educational functioning level table in the NRS Guidelines.

English Language Acquisition (ELA) services will be provided in areas with demonstrated need. English language acquisition program of instruction is designed to help eligible individuals, who are English language learners, achieve competence in reading, writing, speaking, and comprehension of the English language. Instruction must be designated to lead to attainment of a secondary school diploma or its recognized equivalent and transition to postsecondary education and training; or employment. *Every adult education program offering English language acquisition services will integrate civics education into ELA services.*

English Language Learner (ELL) is an eligible student who has limited ability in reading, writing, speaking, or comprehending the English language, and whose native language is a language other than English or who lives in a family or community environment where a language other than English is the dominant language.

Enrollment is defined as a student assessed and enrolled 12 hours or more in adult literacy, adult basic education/adult secondary education and/or ESOL + Civics Education.

Entered Postsecondary or Training is defined as the learner enrolling in a postsecondary educational institution or occupational skills program after exit from the adult education program.

English for Speakers of Other Languages (ESOL) + Civics Education refers to instruction for English language learners, including professionals with degrees and credentials in their native countries. Instruction should enable 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.

Essential Components of Reading Instruction means explicit and systematic instruction in: (a) phonemic awareness; (b) phonics; (c) vocabulary development; (d) reading fluency, including oral reading skills; and (e) reading comprehension strategies. Every Student Succeeds Act, SEC. 9215 (c), p. 365. Section 1208 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6368):

Evidence-Based Instruction is the integration of professional wisdom with the best available empirical evidence in making decisions about how to deliver instruction.

Fiscal Year (FY) is the state reporting period beginning July 1 and ending June 30 of the next year.

Indicators of Program Quality is a framework of indicators and standards that reflect effective and efficient program performance.

Individual with Barriers to Employment means a member of one or more of the following populations: (a) displaced homemakers (b) low-income individuals (c) Indians, Alaska Natives, and Native Hawaiians, as such terms are defined in section 166 (d) individuals with disabilities, including youth who are individuals with disabilities (e) older individuals (f) ex-offenders (g) homeless individuals (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e–2(6))), or homeless children and youths (as defined in section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2))) (h) youth who are in or have aged out of the foster care system (i) Individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers (j) eligible migrant and seasonal farmworkers, as defined in section 167(i). (k) Individuals within two years of exhausting lifetime eligibility under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) (l) single parents (including single pregnant women) (m) long-term unemployed individuals (n) such other groups as the governor involved determines to have barriers to employment.

Integrated Education and Training (IET) is a program designed to provide adult education and literacy, workforce preparation, **and** workforce training each of sufficient intensity and quality, and based on the most rigorous research available, especially with respect to improving reading, writing, mathematics, and English proficiency of eligible individuals that occurs concurrently, uses occupationally relevant (contextual) instructional materials, and are organized to function cooperatively with a single set of learning outcomes for the purpose of educational and career advancement.

Integrated English Literacy and Civics Education - Section 243 (IELCE)

Services provided through Section 243 must include education services that enable adult English language learners to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. It must 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. Additionally, the Section 243 IELCE/IET program must be provided in combination with integrated education and training. As part of the IELCE/IET program requirements, each program that receives funding under Section 243 must be designed to (1) prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and (2) integrate with the local workforce development system and its functions to carry out the activities of the program.

Literacy - A student's ability to read, write, and speak in English, compute, and solve problems at levels of proficiency necessary to function on the job, in a family, and in society.

Managed Enrollment is defined as classes where a student may enter an instructional program only during specific enrollment periods, attend a specific class for the duration of the class term, continue in the same class for subsequent terms only by re-enrolling, and miss no more than a prescribed number of class sessions within a term.

Measureable Skill Gain (MSG) is a performance indicator measuring student progress for academic improvement. MSG includes EFL gain, receipt of a secondary credential, and transition to postsecondary education or training.

Memorandum of Understanding (MOU) is an agreement developed and executed between two or more partners relating to the delivery of adult education and literacy services. The documentation is dated, with activities and responsibilities outlined, and a signature from each party.

Monitoring - the annual, systematic tracking of adult education program implementation. It consists of examining the progress made in the project against the agreed upon goals set forth in the application for funds. The purpose of monitoring also provides the opportunity to make constructive suggestions or recommendations. It employs systematic collection of data and on-site observations by providing stakeholders the extent of progress and achievement of objectives, proper and lawful use of funds, and compliance with policies, guidelines, Adult Education and Family Literacy Act (P.L. 105-220) and the federal Uniform Grant Guidance document. Various methods of evaluation and monitoring can be performed independently and/or a combination thereof, to include:

Desktop Monitoring: Through continuous, routine data collection and reports including the mid- and end-of-year reports from providers, desk-top monitoring informs management how the grantee is performing against expected results. The primary method of conducting desktop monitoring is the Program Improvement Consultation Plan (PICP).

On-Site Monitoring: Program Management/Administration, Staff Development, Student Experience Model, and Performance are assessed using an ODHE Aspire monitoring instrument.

National Reporting System (NRS) is the accountability system for the federally funded adult education program. The system includes a set of student measures to allow assessment of the impact on adult education instruction.

One-Stop Centers/OhioMeansJobs Centers provide a single location to access employment and supportive services from federal, state, and local partners. Each local area must have one comprehensive one-stop center that provides access to physical services of the core WIOA programs and other required partners where services and activities under all WIOA-required programs are made available to local job seekers and employers.

One-Stop Center/OhioMeansJobs Center Costs — infrastructure costs and other shared costs associated with the one-stop center. Infrastructure costs are non-personnel costs that are necessary for the general operation of the one-stop center and may include:

- rental of the facilities;
- utilities and maintenance;
- equipment (including assessment-related products and assistive technology for individuals with disabilities); and

- technology to facilitate access to the one-stop center, including technology used for the center's planning and outreach activities

All required partners that carry out their program in the local area must contribute toward infrastructure costs based on their proportionate use of the one-stop delivery centers and relative benefits received. Additional information regarding the infrastructure funding of the one-stop delivery system can be found at:

[**Program Memorandum 17-3 – Infrastructure Funding of the One-Stop Delivery System**](#), which focuses on how infrastructure and additional costs are determined and paid for by one-stop partners in a local one-stop delivery system.

Participant is an individual participating in an adult education program who has achieved 12 contact hours after program entry, is reported on NRS and Statewide Performance Report tables, and is counted toward performance measures.

Reportable Individual is an individual who registers with an adult education program or provides identifying information, takes action that demonstrates an intent to use program services, but has less than 12 contact hours.

Standardized Assessment is any form of test that (1) requires all test takers to answer the same questions, or a selection of questions from common bank of questions, in the same way, and that (2) is scored in a “standard” or consistent manner, which makes it possible to compare the relative performance of individual students or groups of students. While different types of tests and assessments may be “standardized” in this way, ODHE’s expectation is that they are large-scale tests administered to large populations of students, such as a multiple-choice test given to all students entering into English language classes in adult education as well as other NRS approved assessments.

Transition Services include a continuum of personal and instructional strategies, collaborative interdisciplinary team supports and the use of technology to help students develop essential skills for goal setting, and the academic and occupational skills for further education and employment. Transition services also encompass the awareness of and access to community resources that support individual career and education goals.

[**Uniform Guidance \(2CFR200\)**](#) is an authoritative set of rules and requirements for Federal awards that aims to reduce the administrative burden on award recipients and, at the same time, guard against the risk of waste and misuse of Federal funds.

Unsubsidized Employment is work with earnings provided by an employer that does not receive a subsidy for the creation and maintenance of the employment position.

Workforce Development Board (WDB) is an entity composed of local representatives as described in WIOA. The WDB works to oversee the delivery of workforce services relevant to local residents and businesses, including oversight of the local OhioMeansJobs Centers.

Workforce Development Board Plan is the industry analysis, workforce strategies, and plan of work for a regional or local workforce area, written by the local WDB.

Workforce Credential represents confirmation of an individual's competence of measurable technical or occupational skills necessary to obtain employment or advance within an occupation. Issued by a third-party entity, industry recognized, portable and stackable credentials allow individuals to work toward both short- and long-term employment and career goals. Stackable credentials are accumulated over time and move an individual along a career pathway. Types of workforce credentials include the following: occupational licenses (i.e. LPN); industry certifications (i.e. American Welding Society (AWS) certifications; apprenticeship programs; and college degree).

Workforce Preparation Activities are 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.

Workplace Education refers to adult education and literacy activities offered by an eligible provider in collaboration with an employer or employee organization at a workplace or an off-site location designed to improve the productivity of the workforce.

Purpose

This survey is intended to collect information about the capacity of the applicant to manage federal grant funds. Information from the report will be used to assess an organization's structure and capacity-building needs and identify any appropriate technical assistance and/or resources to strengthen operations.

Procedure

Completion of this report is required. Applicant organizations are advised to make sure that the person or persons completing this form are those responsible for and knowledgeable about the organization's financial management functions. This information will be taken into consideration as part of the grant application. Scores will determine if the organization's level of risk to manage federal grant funds is high, medium, or low.

Risk Assessment

The risk score determines the order in which state staff will evaluate and monitor the grant program.

- **High Risk** - A score over 20 requires **intensive monitoring and improvement** based on a thorough evaluation of the grant project.
- **Medium Risk** - A score between 8 and 20 requires evaluation of areas that **need improvement** and improving those areas based on the approved action plan.
- **Low Risk** - A score below 8 generally identifies that the program is at **lower** risk for potential waste, mismanagement, non-compliance or fraud.

**Scoring: The following questions will be awarded a score ranging from 0 to 5.
5 - High Risk / 0 - Low Risk**

Financial Management Survey		SCORE
1	Is the Applicant on the Federal or State Debarment List? (If yes, no need to go further)	
	Yes No	
2	Has the agency or principals thereof ever been suspended or debarred from receiving state or federal grants or contracts?	
	Yes (5) No (0)	
3	Has the agency ever had a government contract, project, or agreement terminated?	
	Yes (5) No (0)	
4	Does the agency employ a finance director with at least three years of experience in accounting?	
	Yes (0) No (5)	
5	How many years has the organization been in existence?	
	Fewer than two years (4)	
	2-5 years (3)	
	6-10 years (2)	
	11-14 years (1)	
	15 years or more (0)	
6	Other than WIOA Title II, does the Agency have experience managing other federal, state, local or private funds?	
	0-1 years of experience (4)	
	2-4 years of experience (3)	
	5-7 years of experience (2)	
	8-10 years of experience (1)	
	More than 10 years of experience (0)	
7	Does the Agency have experience administering WIOA Title II funds or other grants that provide funds for services to a comparable target population?	
	0-1 years of experience (4)	
	2-4 years of experience (3)	
	5-7 years of experience (2)	
	8-10 years of experience (1)	
	More than 10 years of experience (0)	

8	Number of years that the Program Administrator has been in the position as of the application date?	
	Less than 1 year of experience (4)	
	1-2 years of experience (3)	
	3-5 years of experience (2)	
	6-9 years of experience (1)	
	10 years+ (0)	
9	Amount of grant award requested for this project:	
	\$800,000 + (4)	
	\$600,000 - \$799,999 (3)	
	\$400,000 - \$599,999 (2)	
	\$150,000 - \$399,999 (1)	
	\$0 - \$149,999 (0)	
10	Single Audit Status:	
	No single audit performed (5)	
	Received an Aspire and non-Aspire audit finding* (4)	
	Received an Aspire audit finding* (3)	
	Received a non-Aspire audit finding* (2)	
	No findings (0)	
*Finding refers to a material weakness, significant deficiency or questioned costs.		
	TOTAL	

*The Auditor of State defines material weakness and significant deficiency related to financial statements in their **Independent Auditor's Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Required by Government Auditing Standards** for the State of Ohio:

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, when performing their assigned functions, to prevent, or detect and timely correct misstatements. A *material weakness* is a deficiency, or combination of internal control deficiencies resulting in a reasonable possibility that internal control will not prevent or detect and timely correct a material misstatement of the State's financial statements. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

And define those terms as related to compliance in their **Independent Auditor's Report on Compliance with Requirements Applicable to Each Major Federal Program and on Internal Control over Compliance Required by the Uniform Guidance** for the State of Ohio:

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, when performing their assigned functions, to prevent, or to timely detect and correct, noncompliance with a federal program's applicable compliance requirement. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a federal program's compliance requirement will not be prevented, or timely detected and corrected.

Appendix D: Past Performance Data Tables and Scoring Chart

Demonstrated Effectiveness - For Applicants that DO have NRS data

	2017-2018	2018-2019	2019-2020
	July 1, 2017 - June 30, 2018	July 1, 2018 - June 30, 2019	July 1, 2019 - June 30, 2020
	Total number of students with 12 hours or more	Total number of students with 12 hours or more	Total number of students with 12 hours or more
Reading			
Writing			
Math			
English Language Acquisition			
<p>An eligible provider must also provide information regarding its outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training.</p>			
Use total enrollment as the denominator	2017-2018	2018-2019	2019-2020
Percentage of students who enrolled in postsecondary education after program exit			
Percentage of students who received a recognized secondary credential or its recognized equivalent			
Percentage of students who are employed in unsubsidized employment during the second quarter after exit			
Percentage of students who are employed in unsubsidized employment during the fourth quarter after exit			

Demonstrated Effectiveness - For Applicants that DO NOT have NRS data

Demonstrated Effectiveness - Option 2			
An eligible provider must establish that it has demonstrated effectiveness through performance data on its record of improving the skills of eligible individuals, particularly those who have low levels of literacy in the content domains of reading, writing, mathematics, English language acquisition, and other subject areas relevant to the services contained in the state's application for funds.			
	2017 - 2018	2018-2019	2019-2020
	July 1, 2017 - June 30, 2018	July 1, 2018 - June 30, 2019	July 1, 2019 - June 30, 2020
	Total number of students with 12 hours or more	Total number of students with 12 hours or more	Total number of students with 12 hours or more
Reading			
Writing			
Math			
English Language Acquisition			
An eligible provider must also provide information regarding its outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training.			
Use total enrollment as the denominator	2017-2018	2018-2019	2019-2020
Percentage of students who enrolled in postsecondary education after program exit			
Percentage of students who received a recognized secondary credential or its recognized equivalent			
Percentage of students who obtained unsubsidized employment			

Demonstrated Effectiveness – Scoring Chart

Applicants that <u>DO</u> have NRS data		
Step 1: must meet enrollment in order to proceed to Step 2		
Enrollment	≥3 students in 3 years	
Step 2: must meet 2 of 3 components, based on 2017-2018 and 2018-2019 data, in order to be eligible to apply for this grant opportunity		
Component 1	Percentage of students who enrolled in postsecondary education after program exit	≥1%
Component 2	Percentage of students who received a recognized secondary credential or its recognized equivalent	≥1%
Component 3	Percentage of students who are employed in unsubsidized employment during the second quarter after exit	Average is ≥10%
	Percentage of students who are employed in unsubsidized employment during the fourth quarter after exit	

Applicants that <u>DO NOT</u> have NRS data		
Step 1: must meet enrollment in order to proceed to Step 2		
Enrollment	≥3 students in 3 years	
Step 2: must meet 2 of 3 components, based on 2017-2018 and 2018-2019 data, in order to be eligible to apply for this grant opportunity		
Component 1	Percentage of students who enrolled in postsecondary education after program exit	≥1%
Component 2	Percentage of students who received a recognized secondary credential or its recognized equivalent	≥1%
Component 3	Percentage of students who obtained unsubsidized employment	≥10%

Past Effectiveness - For Applicants that DO have NRS data

Past Effectiveness - Option 1			
	2017-2018	2018-2019	2019-2020
	July 1, 2017 - June 30, 2018	July 1, 2018 - June 30, 2019	July 1, 2019 - June 30, 2020
	Total number of students with 12 hours or more	Total number of students with 12 hours or more	Total number of students with 12 hours or more
Total enrollment			
Measurable Skill Gain (MSG) - a student can only be counted in one of the three sections for MSG			
Educational Functioning Level (EFL) completion measured on pre and post test			
Enrollment in postsecondary education or training after program exit			
Receipt of secondary credential or its recognized equivalent			
Employment			
Participants who were employed in unsubsidized employment during the second quarter after exit			
Participants who were employed in unsubsidized employment during the fourth quarter after exit			
What tracking documentation and standardized assessment(s) are you providing as evidence for past effectiveness?			

Past Effectiveness - For Applicants that DO NOT have NRS data

Past Effectiveness - Option 2			
	2017-2018	2018-2019	2019-2020
	July 1, 2017 - June 30, 2018	July 1, 2018 - June 30, 2019	July 1, 2019 - June 30, 2020
	Total number of students with 12 hours or more	Total number of students with 12 hours or more	Total number of students with 12 hours or more
Total enrollment			
Measurable Skill Gain (MSG) - a student can only be counted in one of the three sections for MSG			
Academic Skill Gains as measured on a standardized assessment			
Enrollment in postsecondary education or training after program exit			
Receipt of secondary credential or its recognized equivalent			
Employment			
Participants who were employed in unsubsidized employment six months after exit			
Participants who were employed in unsubsidized employment twelve months after exit			
What tracking documentation and standardized assessment(s) are you providing as evidence for past effectiveness?			

1. The degree to which the eligible provider would be responsive to:
 - a) regional needs as identified in the local plan under section 108; and
 - b) serving individuals in the community who were identified in such plan as most in need of adult education and literacy activities, including individuals who:
 - i. have low levels of literacy skills; or
 - ii. are English language learners;
2. The ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities;
3. Past effectiveness of the eligible provider in improving the literacy of eligible individuals, to meet State-adjusted levels of performance for the primary indicators of performance described in section 116, especially with respect to eligible individuals who have low levels of literacy;
4. The extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan under Section 108, as well as the activities and services of the one-stop partners;
5. Whether the eligible provider's program
 - a) is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and
 - b) uses instructional practices that include the essential components of reading instruction;
6. Whether the eligible provider's activities, including whether reading, writing, speaking, mathematics, and English language acquisition instruction delivered by the eligible provider, are based on the best practices derived from the most rigorous research available and appropriate, including scientifically valid research and effective educational practice;
7. Whether the eligible provider's activities effectively use technology, services, and delivery systems, including distance education, in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance;
8. Whether the eligible provider's activities provide learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship;
9. Whether the eligible provider's activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have access to high quality professional development, including through electronic means;
10. Whether the eligible provider's activities coordinate with other available education, training, and social service resources in the community, such as by establishing strong

links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local workforce investment boards, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, non-profit organizations, and intermediaries, for the development of career pathways;

11. Whether the eligible provider's activities offer flexible schedules and coordination with Federal, State, and local support services (such as child care, transportation, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs;
12. Whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes (consistent with Section 116) and to monitor program performance;
13. Whether the local areas in which the eligible provider is located have a demonstrated need for additional English language acquisition programs and civics education programs.

Object and Purpose Codes

Object and purpose codes are defined below to give applicants an understanding of what items can be included in each line item on the budget grid(s).

Listed below are the object codes that appear on the budget grid.

100 Salaries: Amounts paid to employees of the agency who are in positions of a permanent nature or who are hired temporarily, including personnel substitutes for those in permanent positions. This includes gross salary for all services rendered while on the payroll of the agency.

200 Retirement Fringe Benefits: Amounts paid by the employing agency on behalf of employees. The amounts are not included in the gross salary but are over and above. Such payments are not paid directly to employees but may be part of an agency's personnel costs.

400 Purchased Services: Amounts paid for personal services rendered by persons who are not on the payroll of the agency and for other services which the agency may purchase. While a product may or may not result from the transaction, the primary reason for the purchase is the services provided to obtain the desired results. Services provided by other agencies are included under this definition.

500 Supplies: Amounts paid for expendable materials that are consumed or worn out or that may deteriorate in use. Also included are items that lose their identity through fabrication or incorporation into different or more complex units or substances.

600 Capital Outlay: For the purpose of this grant, expenditures for new or replacement equipment and furnishings.

800 Other: Amounts for goods and services not otherwise identified above. Included are expenditures for membership in authorized associations and organizations and the prorated charge for the auditing costs of a state examination.

The purpose codes for the proposed project are as follows:

Instruction: The activities/costs directly related to teaching. Costs for services provided by certificated/licensed teachers, substitutes and tutors, such as salaries, retirement benefits, supplemental contracts and termination benefits. Supplies, materials, technology and equipment for teaching are also included.

Support Services: Services that provide technical and logistical support to facilitate and enhance instruction. This includes expenses for program support, curriculum services, teacher aides, paraprofessionals, orientation specialist, transitions specialist, secretary and/or coordinator's time only if directly assisting students.

Governance/Administration: Expenditures for activities related to fiscal operations, process management, along with directing and managing the operation of a particular program, which may include program oversight and/or direct program supervision. This includes expenses for directors, coordinator's time providing oversight and supervision, data entry specialist, secretary if supporting an administrative function, and OhioMeansJobs infrastructure costs.

Professional Development: Learning experiences designed to help personnel develop knowledge, skills, attitudes and behaviors that enhance student success. This includes purchased services related to costs for program-related staff development, such as travel, meals, lodging, stipends, substitute teachers and teacher mentors. Memberships in organizations would be placed in this purpose code within the “Other” Object Code.

Family and Community Involvement: Activities and programs designed to encourage families and communities to become involved in education. Expenses may include parenting-skills training, family literacy, family liaison, parent mentor, communications and purchase of related parent involvement materials to increase student achievement.

Safety: Activities that contribute to creating a safe environment for all persons involved in an educational experience. This includes school safety equipment.

Facilities: Costs for the provision of appropriate facilities. These may include the costs of acquisition, maintenance, upgrading and care of physical facilities and property.

Transportation: Costs associated with conveyance of individuals to and from school and school-related activities.

Nonpublic: Costs associated with providing services to district students attending nonpublic schools.

Indirect Cost: An indirect cost figure may be charged only if the district/agency has been approved by the Ohio Department of Education. Non-LEA’s may not exceed an indirect cost rate of eight (8) percent. See [ODE Indirect Cost Rate Proposal](#) for more information

Allowable Expenditures - use the guidelines that follow to determine if a proposed expense is allowable for Aspire grants.

Instruction: all codes except 800

Support Services: all codes except 800

Governance/Administration: all codes allowed. However, there is a five percent (5%) limit for non-instructional services and activities, including planning, administration, personnel development and interagency coordination.

Professional Development: codes 100, 200, 400, 500 and 800 allowed

Family/Community: codes 400 and 500 allowed

Safety: codes 400, 500, 600 allowed

Facilities: codes 400, 500, 600 allowed

Transportation: only code 400 allowed

Nonpublic: all codes blocked

Indirect Cost: code 800. “No expenditure is authorized for school districts until the rates for the fiscal year have been approved by Ohio Department of Education (ODE). Colleges and universities may not exceed an eight (8) percent indirect cost rate and do not need prior approval from ODE. The eight (8) percent may not be applied to capital outlay, sub grants and other unallowable items as specified per 34 CFR 76.759.” See [ODE Indirect Cost Rate Proposal](#) for more information.

General Budget Guidelines

All costs should be rounded to the nearest whole dollar.

Not less than **95 percent** of allocated funds shall be expended for providing direct instructional services and activities.

Not more than **5 percent** shall be used for non-instructional services and activities including planning, administration, professional development and interagency coordination

- This includes the administrator's salary and benefits, fiscal salary, and operational cost such as facilities costs, safety costs, indirect costs and OhioMeansJobs infrastructure costs. **Remember, the administrative costs also include the data entry specialist and secretary's time based on administrative function.** The 5 percent cap for administrative costs include any and all administrative costs from the other agencies in the partnership/consortium.

The costs for the secretary, administrator and/or coordinator need(s) to be broken out between administrative costs and support costs based on the function. The budget should reflect these percentages by coding the percent of the salary costs associated to administrative duties as administrative costs and the percent of the salary costs associated to coordination/support service duties as support services.

For example, if a coordinator makes \$18,000 and his/her time is divided:

- 60% of the time involves administrative duties such as grant writing, directly supervising staff, conducting staff meetings, etc. – \$10,800 is coded Gov/Amin.
- 40% of the time involves support services duties such as conducting orientation, meeting with students, answering inquiries from students - \$7,200 is coded Support.

The program will be solely responsible for paying for any expenses for Professional Development (PD). Local programs will pay their staff as needed for attending professional development activities. The amount to be covered is a local decision. Professional development expenses will need to be kept as a separate budget for fiscal accounting and are coded as administrative costs. Expenses that can be covered in PD include:

- Registration
- Travel to the training
- Overnight stay as a result of attending the training
- Staff hourly pay for attending professional development
- Other expenses related to the training

Each local program must meet or exceed projected performance levels.

Measurable skill gains (MSG) are expressed as the percentage of participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains, which are defined as documented academic, technical, occupational, or other forms of progress toward a credential or employment.

Measurable Skills Gains also measure participant's individual Educational Functioning Level (EFL) gain, which is the primary purpose of the adult education program. The National Reporting System (NRS) approach to measuring educational gain is to define a set of educational functioning levels at which participants are initially placed based on their abilities to perform literacy-related tasks in specific content areas. After a set time period or number of instructional hours set by the ODHE Aspire office, participants are again assessed to determine their skill levels. See assessment policy for pre- and post-test requirements.

Participants can also achieve an MSG by:

- Obtaining a secondary credential or its recognized equivalent during the program year; and/or
- Exiting the education or training program and enrolling in post-secondary education or training during the program year.

NOTE: Participants can earn multiple MSGs during a program year (July 1 – June 30).

Follow-Up Core Performance Outcomes

The NRS follow-up measures are outcomes individuals may achieve at some time following participation in adult education. These measures are:

- **Employment, Quarter 2.** This employment measure is the percentage of participants who are in unsubsidized employment during the second quarter after exit from the program in question; the measure for youth also includes the percentage who were in education or training activities during the second quarter after exit.
- **Employment, Quarter 4.** This employment measure is the percentage of participants who are in unsubsidized employment during the fourth quarter after exit from the program in question; the measure for youth also includes the percentage who were in education or training activities during the fourth quarter after exit.
- **Median Earnings, Quarter 2.** This measure identifies the median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program.
- **Credential Attainment Rate.** The credential attainment rate is expressed as the percentage of participants who obtained a recognized postsecondary credential or a secondary school diploma, or its recognized equivalent, during participation in or within one year of exit from the program.
 - A participant who has obtained a secondary school diploma (HSE) or its recognized equivalent is only included in this measure if the participant is also employed or is enrolled in an education or training program leading to a recognized postsecondary credential within one year after program exit.

For more information, see [NRS Follow-Up Outcome Grid](#).

FY 2022 Approved WIOA Measures Minimum Performance Levels for Ohio Aspire Programs			
Group 1 - Measurable Skill Gains (MSG) <i>Achieved one of three ways during the program year:</i>	MSG Minimum Performance Level Target	MSG Actual	MSG Difference
1. Learner Gain – Educational Functioning Level (EFL) completion measured on pre and post test	60%		
2. Enrollment in postsecondary education after program exit			
3. Receipt of recognized secondary credential or its recognized equivalent			
Group 2 - Employment Measures	Employment Minimum Performance Level Targets	Employment Actual	Employment Difference
Employment Participants who are employed in unsubsidized employment during the second quarter after exit	46%		
Employment Participants who are employed in unsubsidized employment during the fourth quarter after exit	42%		
Median Earnings Median earnings of participants who are in unsubsidized employment during the second quarter after exit	\$4,000		

Group 3 - Credential Attainment Measure Achieved one of two ways:	Credential Attainment Minimum Performance Level Target	Credential Attainment Actual	Credential Attainment Difference
<p>1. Postsecondary Credential Participants who co-enroll in Aspire and postsecondary education program who</p> <ul style="list-style-type: none"> a. Achieve a recognized PSET credential while enrolled or within a year of exit. <p>2. Secondary Credential Participants who achieve a recognized secondary credential who</p> <ul style="list-style-type: none"> a. enter or advance to the 9th grade level and b. did not previously possess a high school equivalent and c. exit during the program year and d. are employed or enrolled in PSET during participation in or within one year after exit from the program. 	21.5%		

Appendix H:

Educational Functioning Level Tables

Functioning Level Table

Literacy Level	Literacy/English Language Arts (ELA)	Mathematics
ABE Level 1 Test Benchmark TABE (11–12) scale scores (grade level 0–1): Reading: 300–441 Mathematics: 300–448 Language: 300–457 CASAS Reading GOALS scale scores: Reading: 203 and below CASAS Math GOALS scale scores: Mathematics: 193 and below	Content Areas Reading Writing Speaking and Listening ¹ Language See Appendix B for descriptors.	Content Areas Mathematic Practices Number Sense and Operations Algebraic Thinking Geometry and Measurement Data Analysis See Appendix B for descriptors.
ABE Level 2 Test Benchmark TABE (11–12) scale scores (grade level 2–3): Reading: 442–500 Mathematics: 449–495 Language: 458–510 CASAS Reading GOALS scale scores: Reading: 204–216 CASAS Math GOALS scale scores: Mathematics: 194–203 MAPT scale scores: All tests: 200–299	Content Areas Reading Writing Speaking and Listening Language See Appendix B for descriptors.	Content Areas Mathematic Practices Number Sense and Operations Algebraic Thinking Geometry and Measurement Data Analysis See Appendix B for descriptors.

Note: The descriptors are *entry-level* descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level.

CASAS = Comprehensive Adult Student Assessment System • TABE = Test of Adult Basic Education • MAPT= Massachusetts Adult Proficiency Tests

Literacy Level	Literacy/English Language Arts (ELA)	Mathematics
ABE Level 3 Test Benchmark TABE (11–12) scale scores (grade level 4–5): Reading: 501–535 Mathematics: 496–536 Language: 511–546 CASAS Reading GOALS scale scores: Reading: 217–227 CASAS Math GOALS scale scores: Mathematics: 204–214 MAPT scale scores: All tests: 300–399	Content Areas Reading Writing Speaking and Listening Language See Appendix B for descriptors.	Content Areas Mathematic Practices Number Sense and Operations Algebraic Thinking Geometry and Measurement Data Analysis and Statistics See Appendix B for descriptors.
ABE Level 4 Test Benchmark: TABE (11–12) scale scores (grade level 6–8): Reading: 536–575 Mathematics: 537–595 Language: 547–583 CASAS Reading GOALS scale scores: Reading: 228–238 CASAS Math GOALS scale scores: Mathematics: 215–225 MAPT scale scores: All tests: 400–499	Content Areas Reading Writing Speaking and Listening Language See Appendix B for descriptors.	Content Areas Mathematic Practices Number Sense and Operations Algebraic Thinking Geometry Statistics and Probability See Appendix B for descriptors.

Note: The descriptors are *entry-level* descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level.

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Literacy Level	Literacy/English Language Arts (ELA)	Mathematics
ABE Level 5 Test Benchmark: TABE (11–12) scale scores (grade level 9–10): Reading: 576–616 Language: 584–630 Mathematics: 596–656 CASAS Reading GOALS scale scores: Reading: 239 – 248 CASAS Math GOALS scale scores: Mathematics: 226-235 MAPT scale scores: All tests: 500-599	Content Areas Reading Writing Speaking and Listening Language See Appendix B for descriptors.	Content Areas Mathematic Practices Number Sense and Operations Algebraic Thinking Geometry Statistics and Probability See Appendix B for descriptors.
ABE Level 6 Test Benchmark TABE (11–12) scale scores (grade level 11–12): Reading: 617–800 Language: 631–800 Mathematics: 657–800 CASAS Reading GOALS scale scores: Reading: 249 and above CASAS Math GOALS scale scores: Mathematics: 236 and above MAPT scale scores: All tests: 600-700	Content Areas Reading Writing Speaking and Listening Language See Appendix B for descriptors.	Content Areas Mathematic Practices Number Sense and Operations Algebraic Thinking Geometry Data Analysis and Statistics See Appendix B for descriptors.

Note: The descriptors are *entry-level* descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level.

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Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH AS A SECOND LANGUAGE LEVELS			
Literacy Level	Listening and Speaking	Basic Reading and Writing	Functional and Workplace Skills
English as a Second Language (ESL) Level 1 Test Benchmark: CASAS scale scores: Reading: 180 and below Life &Work (L&W) Listening: 162–180 and below BEST Plus 2.0: 88–361 (Student Performance Level (SPL 0–1) BEST Literacy: 0–20 (SPL 0–2) TABE CLAS-E scale scores: * Total Reading & Writing: 225–394 Total Listening & Speaking: 230–407	Individual cannot speak or understand English, or understands only isolated words or phrases.	Individual has no or minimal reading or writing skills in any language. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument.	Individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words, such as name and other personal information; may recognize only common signs or symbols (e.g., stop sign, product logos); and can handle only very routine entry-level jobs that do not require oral or written communication in English. There is no knowledge or use of computers or technology.
ESL Level 2 Test Benchmark: CASAS scale scores Reading: 181–190 L&W Listening: 181–189 BEST Plus 2.0: 362–427 (SPL 2) BEST Literacy: 21–52 (SPL 2–3) TABE CLAS-E scale scores: * Total Reading and Writing: 395–441 Total Listening and Speaking: 408–449	Individual can understand basic greetings, simple phrases, and commands. Can understand simple questions related to personal information, spoken slowly and with repetition. Understands a limited number of words related to immediate needs and can respond with simple learned phrases to some common questions related to routine survival situations. Speaks slowly and with difficulty. Demonstrates little or no control over grammar.	Individual can read numbers and letters and some common sight words. May be able to sound out simple words. Can read and write some familiar words and phrases, but has a limited understanding of connected prose in English. Can write basic personal information (e.g., name, address, telephone number) and can complete simple forms that elicit this information.	Individual functions with difficulty in social situations and in situations related to immediate needs. Can provide limited personal information on simple forms, and can read very simple common forms of print found in the home and environment, such as product names. Can handle routine entry-level jobs that require very simple written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge and experience with computers.

Note: The descriptors are *entry-level* descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level.

CASAS = Comprehensive Adult Student Assessment System • BEST= Basic English Skills Test • TABE CLAS-E = Test of Adult Basic Education Complete Language Assessment System—English

* Refer to the TABE CLAS-E technical manual for score ranges for individual reading, writing, listening, and speaking tests. Table shows only total scores.

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH AS A SECOND LANGUAGE LEVELS			
Literacy Level	Listening and Speaking	Basic Reading and Writing	Functional and Workplace Skills
ESL Level 3 Test Benchmark: CASAS scale scores Reading: 191–200 L&W Listening: 190–199 BEST Plus: 2.0: 428–452 (SPL 3) BEST Literacy: 53–63 (SPL 3–4) TABE CLAS-E scale scores:* Total Reading and Writing: 442–482 Total Listening and Speaking: 450–485	Individual can understand common words, simple phrases, and sentences containing familiar vocabulary, spoken slowly with some repetition. Individual can respond to simple questions about personal everyday activities, and can express immediate needs, using simple learned phrases or short sentences. Shows limited control of grammar.	Individual can read most sight words and many other common words. Can read familiar phrases and simple sentences but has a limited understanding of connected prose and may need frequent rereading. Individual can write some simple sentences with limited vocabulary. Meaning may be unclear. Writing shows very little control of basic grammar, capitalization, and punctuation and has many spelling errors.	Individual can function in some situations related to immediate needs and in familiar social situations. Can provide basic personal information on simple forms and recognizes simple common forms of print found in the home, workplace, and community. Can handle routine entry-level jobs requiring basic written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge or experience using computers.
ESL Level 4 Test Benchmark: CASAS scale scores: Reading: 201–210 L&W Listening: 200–209 BEST Plus 2.0: 453–484 (SPL 4) BEST Literacy: 64–67 (SPL 4–5) TABE CLAS-E scale scores:* Total Reading and Writing: 483–514 Total Listening and Speaking: 486–525	Individual can understand simple learned phrases and limited new phrases containing familiar vocabulary, spoken slowly with frequent repetition; can ask and respond to questions using such phrases; can express basic survival needs and participate in some routine social conversations, although with some difficulty; and has some control of basic grammar.	Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety but shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization).	Individual can interpret simple directions and schedules, signs, and maps; can fill out simple forms but needs support on some documents that are not simplified; and can handle routine entry-level jobs that involve some written or oral English communication but in which job tasks can be demonstrated. Individual can use simple computer programs and can perform a sequence of routine tasks given directions using technology (e.g., fax machine, computer).

Note: The descriptors are *entry-level* descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level.

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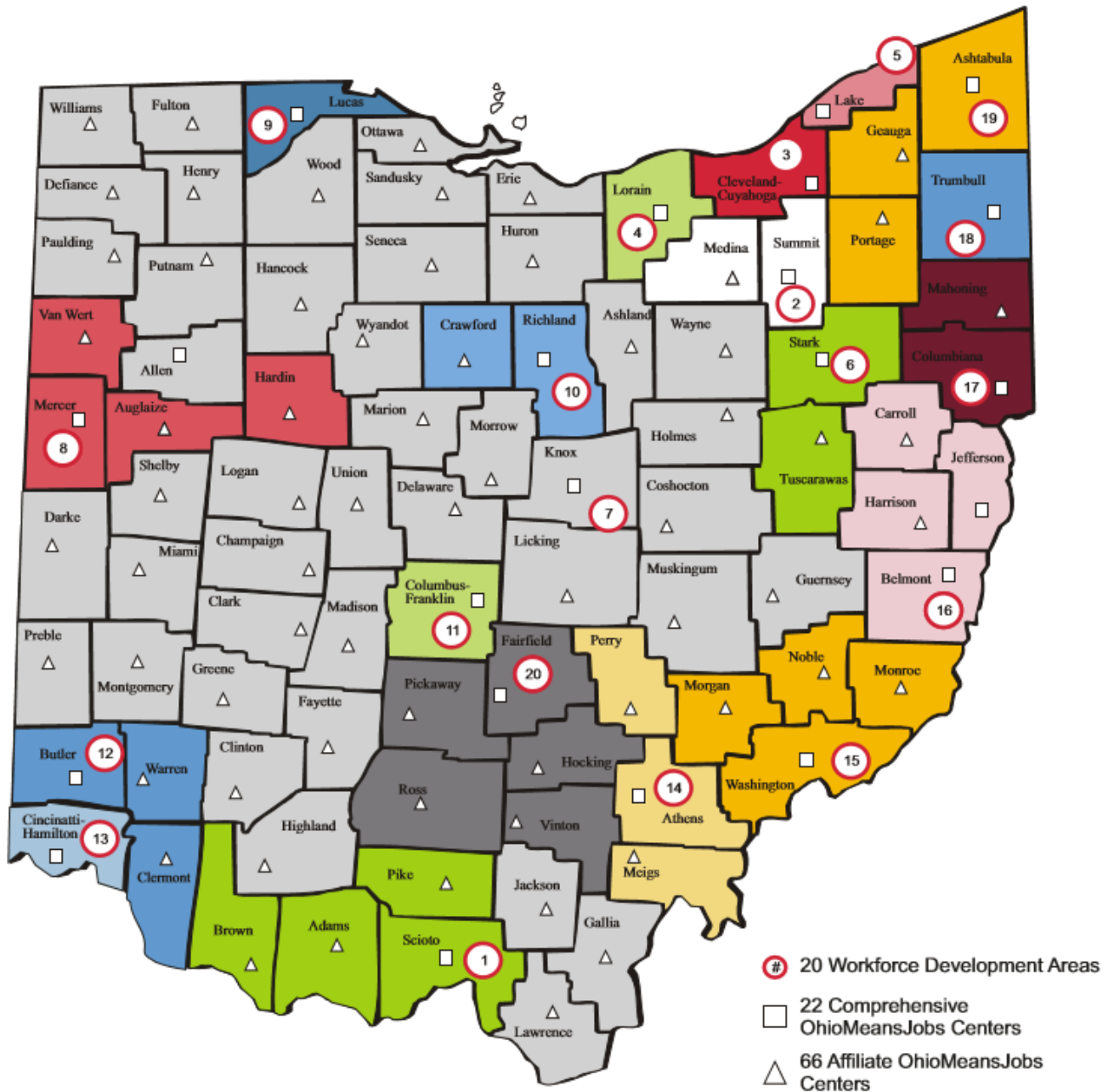
* Refer to the TABE CLAS-E technical manual for score ranges for individual reading, writing, listening, and speaking tests. Table shows only total scores.

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH AS A SECOND LANGUAGE LEVELS			
Literacy Level	Listening and Speaking	Basic Reading and Writing	Functional and Workplace Skills
ESL Level 5 Test Benchmark: CASAS scale scores: Reading: 211–220 L&W Listening: 210–218 BEST Plus 2.0: 485–524 (SPL 5) BEST Literacy: 68–75 (SPL 5–7) TABE CLAS-E scale scores:* Total Reading and Writing: 515–556 Total Listening and Speaking: 526–558	Individual can understand learned phrases and short new phrases containing familiar vocabulary, spoken slowly and with some repetition; can communicate basic survival needs with some help; can participate in conversation in limited social situations and use new phrases with hesitation; and relies on description and concrete terms. There is inconsistent control of more complex grammar.	Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with a main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self- and peer edit for spelling and punctuation errors.	Individual can meet basic survival and social needs, can follow some simple oral and written instruction, and has some ability to communicate on the telephone on familiar subjects; can write messages and notes related to basic needs; can complete basic medical forms and job applications; and can handle jobs that involve basic oral instructions and written communication in tasks that can be clarified orally. Individual can work with or learn basic computer software, such as word processing, and can follow simple instructions for using technology.
ESL Level 6 Test Benchmark: CASAS scale scores: Reading: 221–235 L&W Listening: 219–227 BEST Plus 2.0: 525–564 (SPL 6) BEST Literacy: 76–78 (SPL 7–8) ** TABE CLAS-E scale scores:* Total Reading and Writing: 557–600 Total Listening and Speaking: 559–600	Individual can understand and communicate in a variety of contexts related to daily life and work. Can understand and participate in conversation on a variety of everyday subjects, including some unfamiliar vocabulary, but may need repetition or rewording. Can clarify own or others' meaning by rewording. Can understand the main points of simple discussions and informational communication in familiar contexts. Shows some ability to go beyond learned patterns and construct new sentences. Shows control of basic grammar but has difficulty using more complex structures. Has some basic fluency of speech.	Individual can read moderately complex text related to life roles and descriptions and narratives from authentic materials on familiar subjects. Uses context and word analysis skills to understand vocabulary, and uses multiple strategies to understand unfamiliar texts. Can make inferences and predictions, and compare and contrast information in familiar texts. Individual can write multiparagraph text (e.g., organizes and develops ideas with clear introduction, body, and conclusion), using some complex grammar and a variety of sentence structures. Makes some grammar and spelling errors. Uses a range of vocabulary.	Individual can function independently to meet most survival needs and to use English in routine social and work situations. Can communicate on the telephone on familiar subjects. Understands radio and television on familiar topics. Can interpret routine charts, tables, and graphs and can complete forms and handle work demands that require nontechnical oral and written instructions and routine interaction with the public. Individual can use common software, learn new basic applications, and select the correct basic technology in familiar situations.

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Appendix I: Ohio's Workforce Development System



For more information visit <http://jfs.ohio.gov/owd/wioa/map.stm>.

Appendix J:**Scoring Rubric**

Required Sections	Total Points
Application Questions Considerations 1-12 six questions are weighted 3.4, 5.5, 7.1, 7.3, 8.1, 10.1	190
Past Performance Chart	75
Budget	15
Class/Site/Staffing Charts	20
Total	300
If Applicable	Points
ESOL + Civics Education Application Questions Consideration 13	10
Corrections Education	10
IET (231 Funds)	10
IELCE (243 Funds)	20