Aspire

LEARN MORE. EARN MORE.
Workforce Innovation and Opportunity Act (WIOA) of 2014, Title II
Adult Education and Family Literacy Act (AEFLA)
Request for Proposal Bidder’s Conference
All grant information is located at the Aspire Grants website: https://www.ohiohighered.org/aspire/grants

Submit all questions to: aspiregrants@highered.ohio.gov

Check back weekly for updated FAQs.
Purpose of the Bidder’s Conference

Webinar information includes:

• Background Information
• Requirements for submitting an application for federal and state adult education funding
• Overview of the Application
• Clarification of programmatic and fiscal requirements
Important Information

Applicants need to be familiar with the:

- Law (WIOA, Title II, AEFLA)
- Applicable regulations
- Instructions and General Information document
- Aspire policies
This proposal is intended to solicit applications from eligible providers of demonstrated effectiveness that work to achieve the purpose of Title II of the Workforce Innovation and Opportunity Act (WIOA) of 2014 utilizing a comprehensive adult education model.
Background
Four Titles under WIOA

Title I – Adults, Youth and Dislocated Workers
U.S. Department of Labor, ODJFS/Office of Workforce Dev

Title II – Adult Education
U.S. Department of Education, Ohio Dept of Higher Education/Aspire

Title III – Wagner-Peyser Employment Services
U.S. Department of Labor, ODJFS/Office of Workforce Dev

Title IV – Vocational Rehabilitation Program
U.S. Department of Education, Opportunities for Ohioans with Disabilities
Purpose TITLE II: AEFLA

(1) assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency;
(2) assist adults who are parents or family members to obtain education and skills that-
    (A) are necessary to becoming full partners in the educational development of their children; and
    (B) lead to sustainable improvements in the economic opportunities for their family;
(3) assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training, including through career pathways;
(4) assist immigrants and other individuals who are English language learners in-
    (A) improving their reading, writing, speaking and comprehension skills in English; and mathematics skills; and
    (B) acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship.
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.

Ohio WIOA Combined State Plan
Eligible Services and Allowable Activities
What is Adult Education?

Adult Education means academic instruction and education services below the postsecondary level that increases 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
Individual (Student) Eligibility for Services

An eligible individual to receive Adult Education and Literacy services is an individual:

(A) who has attained 16 years of age;
(B) who is not enrolled or required to be enrolled in secondary school under state law; and
(C) who:

i. is basic skills deficient;
ii. does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or
iii. is an English language learner.
Comprehensive Adult Education Model

Aspire Instructional Grant
Section 231 funds

Required Activities
- Adult basic, adult secondary, high school equivalence preparation
- Workforce Preparation
- Integrated English literacy and civics education, if applicable

Optional Activities
- Workplace Education
- Integrated Education and Training (IET)
- Corrections Education
  Section 225 funds

IELCE/IET Grant
Section 243 funds

Ohio Department of Higher Ed.org
Comprehensive Adult Education Model

Aspire Instructional Grant
Section 231 funds

Optional Activities

Workplace Education

Integrated Education and Training (IET)

Corrections Education
Section 225 funds

Required Activities

Adult basic, adult secondary, high school equivalence preparation

Workforce Preparation

Integrated English literacy and civics education, if applicable

IELCE/IET Grant
Section 243 funds

Check county census data
Comprehensive Adult Education Model

Aspire Instructional Grant
Section 231 funds

Required Activities
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Optional Activities
- Workplace Education
- Integrated Education and Training (IET)
- Corrections Education
  - Section 225 funds
  - Max 20% of grant

IELCE/IET Grant
Section 243 funds
Comprehensive Adult Education Model

**Aspire Instructional Grant**
Section 231 funds

- **Required Activities**
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**IELCE/IET Grant**
Section 243 funds

Section 225 funds
Integrated Education and Training (IET)

- A service approach that provides adult education and literacy activities *simultaneously* and *contextually* with workforce preparation and workforce training for a specific occupational cluster for the purpose of educational and career advancement

- IET Checklist
Eligible Applicant Information
Pre-Qualification Questions

Aspire - Ohio Adult Workforce Readiness Education Application for Fiscal Year 2019
Grant Period July 1, 2018 - June 30, 2019

2019 Grant Application Login
(for applicants who have completed the eligibility verification)

Username: 
Password: 

Log in to Aspire grant application

All applicants must start here:

Begin applicant eligibility verification

Forgot password?
Applicant Eligibility Verification

• Eligible Provider
• Demonstrated Effectiveness
• Not debarred from receiving a federal award
Applicant Eligibility Categories

- Local Educational Agencies
- Community–Based Organizations or Faith–Based Organization
- Volunteer Literacy Organizations
- Institutions of Higher Education
- Public or Private nonprofit agencies
- Libraries
- Public–housing authorities
- Non-profit institutions that are described previously and have the ability to provide adult education and literacy services to eligible individuals
- Consortium or coalition of agencies, organizations, institutions, libraries, or authorities described previously
- Partnership between an employer and an entity described above.
Applicants of Demonstrated Effectiveness

The eligible applicant must establish effectiveness in serving the target population(s) by providing data demonstrating the applicant’s past ability to improve skills and outcomes of low-literate adults.

• Number of eligible individuals enrolled who are basic skills deficient in reading, writing, math and English language skills
• Attainment of secondary diploma/equivalent
• Transition to postsecondary education and training
Applicants of Demonstrated Effectiveness

Applications that do not provide sufficient evidence of demonstrated effectiveness, serving a minimum of 10 participants in the past two years, will be eliminated from the competition.
Considerations

The applicant must:

1. Document the need in serving individuals in the community
2. Demonstrate the ability to serve those eligible with disabilities
3. Demonstrate past effectiveness in improving literacy skills of adults
4. Propose allowable services and activities that are aligned with local plans including those in the one-stop
5. Demonstrate the use of research based instruction practices
6. Demonstrate effectiveness in providing allowable instructional activities including reading, writing, speaking, ESL/ELA and are based on the state standards
7. Propose the use of technology in instruction
Considerations Continued

8. Propose activities that facilitate learning in context
9. Propose activities that are delivered by well trained instructors and staff
10. Propose to coordinate services and activities within the community
11. Offer supportive services
12. Maintain a high quality information system
13. Document the need for English Literacy and Civics Education programs

Considerations are on the Aspire Grants website
Considerations Example

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 serve a minimum of 100 students per year. Detail any regional circumstances that may prohibit the eligible provider from meeting this enrollment expectation.
Program Expectations
Comprehensive Adult Education Program

• Career Pathway focused
• Aligned with the Ohio Adult Education Standards (ABE/ASE/ESL)
• Responsive to regional and local labor market and workforce needs
• Data driven to improve instruction
• Services delivered by knowledgeable, well-trained staff
• Uses evidence-based teaching methodologies
Comprehensive Adult Education Program

• Technology focused to improve instruction
• Accelerated learning opportunities that include Integrated Education and Training and Bridge programs
• Collaborations with partners
• Data driven professional development
• Established partnership with core and/or required partners (at a minimum, adult education partners, postsecondary education, vocational rehabilitation, and workforce development agencies)
Grant Period and Funding
Grant Period

✓ The grant period is July 1, 2018 to June 30, 2021.
  • FY2019, FY2020, FY2021

✓ This grant application represents the initial grant period of July 1, 2018 – June 30, 2019 with subsequent continuation provided WIOA is continued by Congress.

✓ For continued funding, successful applicants will be required to submit a non-competitive continuation application annually and show positive performance outcomes.
Financial Requirements

Grantees must:

- follow WIOA Title II and Uniform Grant Guidance regulations

- request funds monthly, on a reimbursement basis, in the CCIP web-based financial budgeting system

- have an independent single audit if expenditures are $750,000 or more in federal awards during the fiscal year

- follow federal procurement standards when purchasing contractor/vendor services
Financial Requirements

5% administrative cost limit
** can negotiate for a higher admin cost, send rationale to aspiregrants@highered.ohio.gov and get tentative approval PRIOR to submitting the application

** designated One-Stop partners are required to contribute to the local one-stop system, including infrastructure cost

Remaining amount for adult education instructional and/or support activities
** HSE and workforce credential testing costs, including proctoring, are unallowable
Administrative Costs

Examples include:

- Administrator’s salary and benefits, fiscal salary, clerical and data entry salaries and benefits
- Facilities - including rent, custodial, and security
- Transportation
- Professional development - conferences and staff salary
- One-stop infrastructure costs
- Indirect cost
Budget Guidelines

Staff duties must be broken out, if applicable, to accurately reflect administrative costs

Example: Administrative Assistant
Works a total of 15 hours per week, $20 per hour

<table>
<thead>
<tr>
<th>Administrative Costs</th>
<th>Support Services Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 hours x $20 = $100/week</td>
<td>10 hours x $20 = $200/week</td>
</tr>
<tr>
<td>Duties: compiling minutes from advisory</td>
<td>Duties: answering phones and providing overview of program</td>
</tr>
<tr>
<td>committee meeting, completing purchase orders,</td>
<td>services, organizing paperwork for student orientation</td>
</tr>
<tr>
<td>setting up staff meetings</td>
<td></td>
</tr>
</tbody>
</table>

Financial Expectation

• Applicants are expected, not required, to provide a cash or in-kind match at a minimum of 25% toward the maintenance of effort provision under this grant.
Funding

- The minimum for each grant award is set at $75,000
- No maximum set
- Expectation is to enroll a minimum of 100 students
- Reasonable cost/student is max of $700
Funding

☑ Continued funding is contingent upon:
  • the availability and a sufficient appropriation of both federal and state resources;
  • the applicant’s demonstrated effectiveness in serving the target population and achieving the required performance and programmatic outcomes; and
  • the ability to meet all grant requirements
Funding

ODHE reserves the right to

• Conduct a subsequent competitive bid process in any region where applicants fail to meet the minimum requirements
• Offer award amounts different than the applicant’s request
• Adjust the grant award and service region at any time with prior written notification
Budget Guidelines

• Round to the nearest whole dollar
• Administrative costs – page 33 and 55-57 in Instructions and General Information document
• Admin cost apply to purchase service contracts too
• Provide details on the budget narrative
Grant Requirements

• The state accountability system, ABLELink, will be used by all successful applicants to submit all required data for federal and state reporting.

• All successful applicants will be required to meet all federal and state performance measures.

• All successful applicants will be required to submit all required reports.

• All successful applicants will be monitored to ensure compliance with all programmatic and fiscal requirements.

• All successful applicants are required to abide by all Legal Considerations and Terms of the Grant.
Scoring Rubric Considerations

- Applicant must first meet eligibility qualifications to have application reviewed and scored.

- Be thorough in your application, as not all reviewers will be from adult education.

- Local workforce development board will review applications for alignment to the local plan, but will not score applications.

- Number of grants awarded depends on number of proposals received and amount of funds requested.
Weighted Items

Application Questions
3.5  Past Performance Data Tables
5.1  Describe the program’s enrollment system
5.5  Describe the service delivery formats
7.1  Describe how technology in integrated into instruction
8.2  Describe implementation of career pathways into instructional practices
Not Scored but Relevant

- Financial Management Survey – determines pre-award risk and level of monitoring
- Maintenance of Effort (MOE) contribution
- General Education Provisions Act (GEPA) question
- Local workforce development board recommendations on alignment with the local plan
Update

• Notified on 1/19/18 by U.S. Department of Education (OCTAE Program memorandum 18-1)
• “Added an assurance, applicable to AEFLA, regarding the statutory requirement in section 502 of WIOA concerning the Buy American Act.”
• Instructions and General Information document has been updated to include this as Legal Consideration #8
Timeline

• Submit all questions to: aspiregrants@highered.ohio.gov
• FAQs are posted weekly at grants website
• The deadline for submittal of final questions is Friday, March 9, 2018.
• The deadline for submittal of grant application is Friday, March 30, 2018 by 5:00 P.M.
• Official award notifications sent by June 4, 2018
Comprehensive Adult Education Model

Aspire Instructional Grant

Required Activities
- Adult basic, adult secondary, high school equivalence preparation
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IELCE/IET Grant
Section 243 funds
Integrated English Literacy and Civics Education with Integrated Education and Training (IELCE/IET)

Eligible providers must provide services that include:

• instruction in literacy and English Language acquisition
• rights and responsibilities of citizenship and civic participation
• workforce training
IELCE/IET Program Components

- Literacy
- English Language Acquisition
- Civics Education

Must meet all of the requirements in Subpart D

Provided in combination with IET

- Adult Education & Literacy Activity
- Workforce Preparation Activities
- Workforce Training (specific sector)

Must meet all of the requirements in Subpart D
IELCE/IET Funding

• IELCE/IET checklist and budget will not be scored as part of the rubric for determining grant awards.
• After Instructional Grant awards are made, IELCE/IET section of the application will be reviewed by ODHE Aspire staff.
• Like the Instructional grant, IELCE/IET plans and budgets may need revised before approved by ODHE for funding.
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