



Department of
Higher Education

John R. Kasich, Governor
John Carey, Chancellor

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

**Request for Proposal
Instructions and General Information**

This 3-year grant application covers the following period:
State Fiscal Years 2019, 2020, 2021
July 1, 2018 – June 30, 2021

ADULT EDUCATION AND LITERACY PROGRAMS, ACTIVITIES, and SERVICES

Adult Education, Literacy, Workforce Preparation
Integrated English Literacy and Civics Education
Workplace Education, Integrated Education and Training,
Corrections Education, Integrated English Literacy and Civics Education with
Integrated Education and Training

Submission Deadline
March 30, 2018

Ohio Department of Higher Education
25 S. Front Street, 2nd Floor
Columbus, Ohio 43215

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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

Instructional Grant

- 1.) Adult Education & Family Literacy Act (AEFLA), *WIOA, Section 231*
- 2.) Corrections Education & Other Institutionalized Individuals *WIOA, Section 225*
- 3.) Integrated English Literacy and Civics Education with Integrated Education and Training (IELCE/IET) *WIOA, 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) V002A180036 and HB 49

Total Funding Amount is contingent upon Ohio's FY 2019 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 2019 (July 1, 2018 – June 30, 2019). Following the first one-year grant, ODHE retains the right to fund the grant recipient for up to two consecutive fiscal years – FY 2020 and FY 2021. If continuation funds are awarded for the two remaining years, programs must submit a continuation grant application each year.

Funded providers for the FY 2019 grant period are not guaranteed additional funds beyond FY 2019. Renewals will be contingent on the grant recipient's ability to successfully implement the terms of the grant, to meet performance expectations, and to provide value to the community. ODHE reserves the right to hold new competitive grant competitions.

Available Funds

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, the cost per student should not exceed \$700.

The minimum for each grant award is set at \$75,000, 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>Technical Assistance 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>	<p>Will be posted by 2/2/18</p>
<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>	<p>3/9/18</p>
<p>Deadline: Grant Applications submitted</p>	<p>3/30/18 by 5:00 PM</p>
<p>Review of applications by local workforce development boards and review committee</p>	<p>4/2/18 – 4/27/18</p>
<p>Deadline: local workforce development boards and review committee results/comments to ODHE</p>	<p>4/27/18</p>
<p>Final review and determination by Aspire office for awarding funding</p>	<p>5/11/18</p>
<p>Preliminary notification of awards</p>	<p>5/28/18</p>
<p>Official award notification to successful applicants</p>	<p>6/4/18</p>
<p>WIOA grant period begins</p>	<p>7/1/18</p>

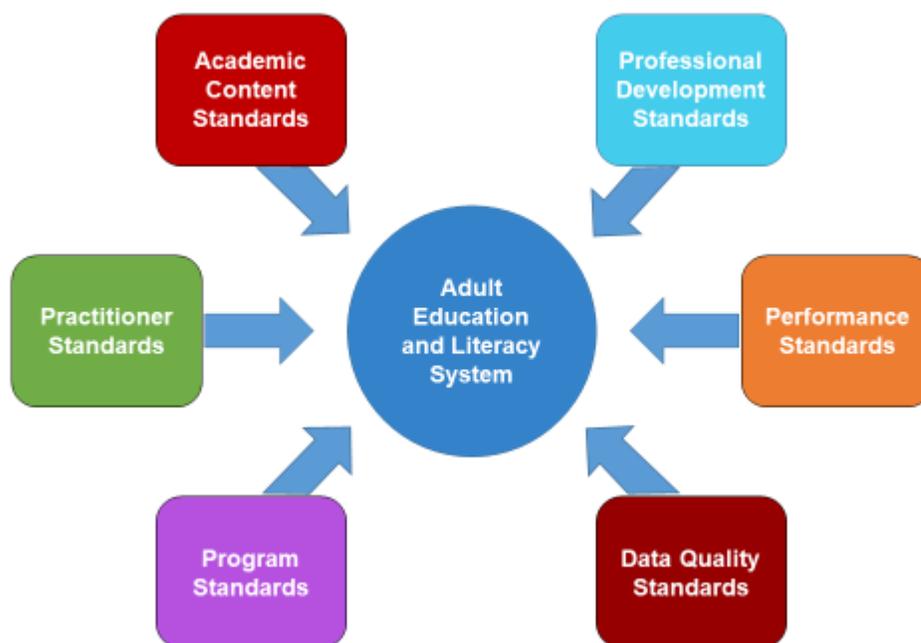
** Events and dates are subject to change without notice

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 found at www.nrsweb.org
- Ohio's Workforce Development System - Appendix I
- Local Workforce Development Area Plans <http://ifs.ohio.gov/owd/Whats-New.stm>
- [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.

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
- Attainment of secondary diploma/equivalent
- Transition to postsecondary education and training

All applicants must complete either Past Performance Data Table 1 or Data Table 2 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, serving a minimum of 10 participants in the past two years, will be eliminated from the competition.** The same data tables will be used to determine Past Effectiveness in Consideration 3.

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 Tables. These tables are 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/or on-site 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) 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; and
- Improving 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.

Workforce Innovation and Opportunity Act

- Replaces the 1998 Workforce Investment Act (WIA).
- Represents a renewed commitment to workforce development.
- Focuses on prosperity of workers and businesses and the economic growth of communities and the state.
- Required Ohio to create 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. (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 Act Program, (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, 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. The 2016 Ohio Combined State Plan is available at <https://www2.ed.gov/about/offices/list/osers/rso/wioa/state-plans/oh.pdf>.

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)

AEFLA Grant Opportunities

Eligible providers will be required to be a full-service adult education program providing, as needed, instruction at ALL educational functioning levels (EFL) – six ABE and ASE plus all six English as a Second Language (ESL), based on identified needs of the region. [State Requirement] Programs must also prepare adult learners for and support them in achieving successful transition to postsecondary education and training or employment.

WIOA Programs to be Funded	Aspire Instructional Grant
<p>Adult Education & Literacy Activities- WIOA Sec. 231(b) Includes the following types of programs:</p> <ul style="list-style-type: none"> • Adult Education • Literacy • Integrated English Literacy and Civics Education • Workforce Preparation • Workplace Education • Integrated Education and Training 	<p>Eligible providers <u>must</u> offer these activities:</p> <ul style="list-style-type: none"> • Adult Education • Literacy • Integrated English Literacy and Civics Education, based on county need • Workforce Preparation <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
<p>Corrections Education & Other Institutionalized Individuals – WIOA Sec. 225 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 <u>may</u> offer up to twenty percent (20%) of the total Instructional Grant funds to provide programs for:</p> <ul style="list-style-type: none"> • Corrections Education and Other Institutionalized Individuals <ul style="list-style-type: none"> ○ Adult Education and Literacy ○ Integrated Education and Training ○ Career Pathways ○ Peer Tutoring
<p>Integrated English Literacy and Civics Education - WIOA Section 243; 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 style="background-color: #f2f2f2;">Aspire Integrated English Literacy and Civics Education with Integrated Education and Training Grant</p> <p>Eligible providers <u>may</u> offer, under separate grant funds:</p> <ul style="list-style-type: none"> • Integrated English Literacy and Civics Education with Integrated Education and Training (IELCE/IET) <p>IELCE/IET <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

Adult Education and Literacy Activities, Section 231 - REQUIRED

Each eligible provider receiving a grant 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:

Required:

- Adult education and literacy activities
- Integrated English literacy and civics education, including English language acquisition
- Workforce preparation activities

Optional:

- Workplace adult education and literacy activities
- Integrated education and training

See Appendix B: Definitions

Corrections Education, Section 225 - OPTIONAL

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

Eligible providers may offer up to 20 percent of the total Instructional Grant funds to provide programs for Corrections Education.

Integrated English Literacy and Civics Education with Integrated Education and Training, Section 243 - OPTIONAL

The Integrated English Literacy and Civics Education with Integrated Education and Training (IELCE/IET) 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/IET 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)

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. See [IET Checklist](#).

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. The state accountability system, ABLELink, is Ohio's web-based online reporting tool for NRS reporting. Local providers are responsible for allocating sufficient resources to collect NRS measures and enter data into ABLELink. Programs are required to meet all elements for data collection, entry, verification, and accountability. The ABLELink system is free of charge to providers. All grantees will be responsible for using ABLELink as the data management system 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
 - o Entry to postsecondary
 - b. Secondary diploma or equivalent
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 (a minimum of 10 enrolled students the last two years). 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
- Demonstrated Effectiveness chart
- General Information
- Financial Management Survey
- Projected Outcomes and Service Delivery
- Plan of Services and Budget – Instructional (Sec. 231)
- Plan of Services and Budget – Corrections Education (Sec. 225) - Optional
- Plan of Services and Budget – IELCE/IET (Sec. 243) – Optional
- 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.

Review Process

Eligibility Determination

All applications received will be screened to ensure applicants have met the minimum eligibility requirements. Proposals that meet the following minimum technical requirements will be considered eligible for further evaluation if the application was:

- submitted by an eligible organization of demonstrated effectiveness and
- complete and received by the submission deadline.

Evaluation Criteria

Teams composed of ODHE adult education content experts and agency partners from across the 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. Additionally, feedback from local workforce development boards on alignment will be considered for each plan.

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 REQUIRED of ALL Applicants

Each application 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 serve a minimum of 100 students per year. Detail any regional circumstances that may prohibit the eligible provider from meeting this enrollment expectation.

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 as well as ESL 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 in improving the literacy of eligible individuals to meet the state’s estimated FY19 performance levels (percent of students placed within level who will complete the level), especially with respect to eligible individuals who have low levels of literacy.

Ohio Aspire Estimated FY19 Performance Targets	
ABE 1	72
ABE 2	61
ABE 3	62
ABE 4	63
ABE 5	77
ABE 6	70
ESL 1	53
ESL 2	64
ESL 3	68
ESL 4	67
ESL 5	67
ESL 6	54

3.5 Complete either Table 1 or Table 2, to demonstrate past service and effectiveness in serving ABE/ASE and ESL participants in Fiscal Years 2015, 2016, and 2017. See Appendix D: Past Performance Data Tables.

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.

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 ELA (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 integrate the use of technology into class instruction. Include how teachers will use technology as an instructional tool and how students will use technology to develop digital literacy skills.

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.

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.

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 Describe partnerships, including partner responsibilities, with service providers such as schools, libraries, postsecondary institutions, businesses, and social service agencies that provide program support, outreach, and referrals.

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.

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., child care, 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: Integrated English Language and Civics Education (IELCE)

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)

Note: ODHE Aspire requires programs to integrate civics education in the English language program.

Applicants may request an exemption from the requirement of providing IELCE as a service if fewer than 500 people in the county of the proposed service area are documented in the ACS as “speak English less than well.” Any county with 500 or more eligible individuals must offer IELCE services. Please provide supporting census data and rationale. [State Requirement]

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

If the program will provide Integrated English Literacy and 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 IELCE services.

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

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

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 (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. Eligible providers may offer up to 20% of the total Instructional Grant funds for Corrections Education.

Integrated English Literacy and Civics Education with Integrated Education and Training (IELCE/IET) (Optional)

** The IELCE/IET checklist and budget will not be scored as part of the rubric for determining grant awards.

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/IET 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)

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. See [IET Checklist](#).

Integrated English Literacy and Civics Education with Integrated Education and Training (IELCE/IET)

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/IET checklist in the application for each IET being proposed, if applicable. The Checklist includes:
 - IET project title
 - Specific occupation of occupational cluster
 - Projected number of students served in the IET
 - Projected budget for the IET
 - IELCE/IET questions
2. Complete the IELCE/IET budget. This will be an aggregate budget from the projected IELCE/IET projects identified in each checklist, if applicable.

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.

DUNS Number

The Federal Government requires that all applicants for Federal grants have a Dun & Bradstreet Data Universal Numbering System (DUNS) number, and that the registration be renewed annually. A currently registered DUNS number is required in order to submit a grant application, and also in order to submit a reimbursement request for payment of any grant funds. To obtain a DUNS number, go to <http://fedgov.dnb.com/webform/>.

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.

Appendices

Appendix A: American Community Survey (ACS)

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

County	Population 18 to 64	Population 18 to 64 without HSE	% without HSE	County	Population 18 to 64	Population 18 to 64 without HSE	% without HSE
Adams	16,763	3,177	18.95%	Logan	27,097	2,780	10.26%
Allen	64,225	6,507	10.13%	Lorain	185,457	18,358	9.90%
Ashland	31,901	3,706	11.62%	Lucas	272,550	30,118	11.05%
Ashtabula	60,254	8,783	14.58%	Madison	28,250	3,714	13.15%
Athens	47,846	2,706	5.66%	Mahoning	141,991	13,342	9.40%
Auglaize	27,056	1,618	5.98%	Marion	41,721	5,616	13.46%
Belmont	43,444	4,310	9.92%	Medina	106,999	5,964	5.57%
Brown	26,664	3,358	12.59%	Meigs	14,289	2,052	14.36%
Butler	234,223	20,082	8.57%	Mercer	23,669	1,401	5.92%
Carroll	16,954	1,862	10.98%	Miami	62,010	5,929	9.56%
Champaign	23,777	2,350	9.88%	Monroe	8,330	972	11.67%
Clark	81,565	9,901	12.14%	Montgomery	326,775	32,968	10.09%
Clermont	124,281	10,854	8.73%	Morgan	8,817	944	10.71%
Clinton	25,556	2,604	10.19%	Morrow	21,077	2,474	11.74%
Columbiana	64,786	7,232	11.16%	Muskingum	51,857	5,872	11.32%
Coshocton	21,712	3,194	14.71%	Noble	9,314	1,661	17.83%
Crawford	25,079	2,820	11.24%	Ottawa	24,299	1,500	6.17%
Cuyahoga	783,942	83,886	10.70%	Paulding	11,416	970	8.50%
Darke	30,123	2,847	9.45%	Perry	21,929	3,241	14.78%
Defiance	23,139	2,114	9.14%	Pickaway	35,781	4,346	12.15%
Delaware	113,228	4,040	3.57%	Pike	17,002	3,377	19.86%
Erie	45,520	3,668	8.06%	Portage	107,144	7,071	6.60%
Fairfield	91,274	7,720	8.46%	Preble	24,945	2,407	9.65%
Fayette	17,215	2,278	13.23%	Putnam	20,188	1,260	6.24%
Franklin	798,947	75,200	9.41%	Richland	73,943	9,193	12.43%
Fulton	25,309	2,095	8.28%	Ross	48,930	6,923	14.15%
Gallia	18,222	3,108	17.06%	Sandusky	36,116	2,658	7.36%
Geauga	54,486	5,483	10.06%	Scioto	48,076	6,736	14.01%
Greene	105,112	6,565	6.25%	Seneca	34,384	2,602	7.57%
Guernsey	23,615	3,196	13.53%	Shelby	29,247	2,605	8.91%
Hamilton	504,948	47,268	9.36%	Stark	227,173	19,472	8.57%
Hancock	46,569	3,280	7.04%	Summit	337,925	27,931	8.27%
Hardin	19,737	1,751	8.87%	Trumbull	123,779	12,942	10.46%
Harrison	9,244	1,075	11.63%	Tuscarawas	55,127	7,013	12.72%
Henry	16,460	1,445	8.78%	Union	33,840	2,568	7.59%
Highland	25,486	3,325	13.05%	Van Wert	16,744	1,267	7.57%
Hocking	17,286	1,617	9.35%	Vinton	8,094	1,251	15.46%
Holmes	23,700	11,117	46.91%	Warren	134,810	8,707	6.46%
Huron	35,364	3,785	10.70%	Washington	37,472	3,142	8.38%
Jackson	19,895	2,983	14.99%	Wayne	68,651	9,723	14.16%
Jefferson	41,640	3,224	7.74%	Williams	22,424	2,251	10.04%
Knox	37,064	3,660	9.87%	Wood	84,645	3,750	4.43%
Lake	140,677	9,976	7.09%	Wyandot	13,250	1,231	9.29%
Lawrence	37,148	4,426	11.91%				
Licking	103,704	9,486	9.15%				
				Statewide	7,172,677	695,984	9.70%

Source: U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates

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

County	Population 18 to 64 years:	18 to 64 Who Speak English Less Than Well	% of 18 to 64 Who Speak English Less Than Well	County	Population 18 to 64 years:	18 to 64 Who Speak English Less Than Well	% of 18 to 64 Who Speak English Less Than Well
Adams	16,763	6	0.04%	Logan	27,097	70	0.26%
Allen	64,225	172	0.27%	Lorain	185,457	1,970	1.06%
Ashland	31,901	91	0.29%	Lucas	272,550	2,230	0.82%
Ashtabula	60,254	195	0.32%	Madison	28,250	213	0.75%
Athens	47,846	258	0.54%	Mahoning	141,991	1,871	1.32%
Auglaize	27,056	100	0.37%	Marion	41,721	219	0.52%
Belmont	43,444	41	0.09%	Medina	106,999	274	0.26%
Brown	26,664	20	0.08%	Meigs	14,289	13	0.09%
Butler	234,223	3,725	1.59%	Mercer	23,669	23	0.10%
Carroll	16,954	15	0.09%	Miami	62,010	198	0.32%
Champaign	23,777	32	0.13%	Monroe	8,330	2	0.02%
Clark	81,565	665	0.82%	Montgomery	326,775	3,562	1.09%
Clermont	124,281	292	0.23%	Morgan	8,817	9	0.10%
Clinton	25,556	14	0.05%	Morrow	21,077	27	0.13%
Columbiana	64,786	353	0.54%	Muskingum	51,857	96	0.19%
Coshocton	21,712	10	0.05%	Noble	9,314	-	0.00%
Crawford	25,079	66	0.26%	Ottawa	24,299	57	0.23%
Cuyahoga	783,942	14,168	1.81%	Paulding	11,416	69	0.60%
Darke	30,123	49	0.16%	Perry	21,929	26	0.12%
Defiance	23,139	117	0.51%	Pickaway	35,781	48	0.13%
Delaware	113,228	452	0.40%	Pike	17,002	42	0.25%
Erie	45,520	230	0.51%	Portage	107,144	906	0.85%
Fairfield	91,274	455	0.50%	Preble	24,945	66	0.26%
Fayette	17,215	111	0.64%	Putnam	20,188	116	0.57%
Franklin	798,947	19,937	2.50%	Richland	73,943	127	0.17%
Fulton	25,309	147	0.58%	Ross	48,930	208	0.43%
Gallia	18,222	4	0.02%	Sandusky	36,116	289	0.80%
Geauga	54,486	156	0.29%	Scioto	48,076	247	0.51%
Greene	105,112	883	0.84%	Seneca	34,384	199	0.58%
Guernsey	23,615	96	0.41%	Shelby	29,247	166	0.57%
Hamilton	504,948	6,425	1.27%	Stark	227,173	993	0.44%
Hancock	46,569	347	0.75%	Summit	337,925	3,915	1.16%
Hardin	19,737	38	0.19%	Trumbull	123,779	385	0.31%
Harrison	9,244	26	0.28%	Tuscarawas	55,127	575	1.04%
Henry	16,460	35	0.21%	Union	33,840	80	0.24%
Highland	25,486	81	0.32%	Van Wert	16,744	16	0.10%
Hocking	17,286	8	0.05%	Vinton	8,094	12	0.15%
Holmes	23,700	110	0.46%	Warren	134,810	1,297	0.96%
Huron	35,364	634	1.79%	Washington	37,472	91	0.24%
Jackson	19,895	233	1.17%	Wayne	68,651	418	0.61%
Jefferson	41,640	118	0.28%	Williams	22,424	122	0.54%
Knox	37,064	129	0.35%	Wood	84,645	470	0.56%
Lake	140,677	2,032	1.44%	Wyandot	13,250	173	1.31%
Lawrence	37,148	44	0.12%				
Licking	103,704	226	0.22%				
				Statewide	7,172,677	75,236	1.05%

Source: U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates

Appendix B:

Definitions

ABLELink – Ohio Aspire’s online information management system for data collection and reporting.

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.

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; therefore, offering Integrated English Literacy and Civics Education 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 English language acquisition.

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.

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. See the [IET Checklist for Ohio](#).

Integrated English Literacy and Civics Education (IELCE) 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.

Integrated English Literacy and Civics Education / Integrated Education and Training Program - Section 243 (IELCE/IET)

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 and receipt of a secondary credential.

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.

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

For Applicants that DO have NRS data

Past Performance Data Table – Option 1									
Performance Outcomes	Number Enrolled			Number Completing a Level			Percentage Completing Level		
	FY 2015	FY 2016	FY 2017	FY 2015	FY 2016	FY 2017	FY 2015	FY 2016	FY 2017
Educational Functioning Level									
ABE 1									
ABE 2									
ABE 3									
ABE 4									
ABE 5									
ABE 6									
ESL 1									
ESL 2									
ESL 3									
ESL 4									
ESL 5									
ESL 6									
Total ABE + ESL									

Secondary Diploma/Equivalent Outcomes	Number Enrolled that Attained Secondary Diploma/Equivalent			Percent Enrolled that Attained Secondary Diploma/Equivalent		
	FY 2015	FY 2016	FY 2017	FY 2015	FY 2016	FY 2017
Attained Secondary Diploma/Equivalent within the fiscal year						
Postsecondary Outcomes	Number Enrolled that Transitioned to Postsecondary Education and Training			Percentage Enrolled that Transitioned to Postsecondary Education and Training		
Transitioned to Postsecondary Education and Training within the fiscal year	FY 2015	FY 2016	FY 2017	FY 2015	FY 2016	FY 2017

For Applicants that **DO NOT** have NRS data

Past Performance Data Table – Option 2									
Performance Outcomes	Number Enrolled* (Students with 12 or more hours of program services)			Number improved reading, writing, math, or English language (for ESL students) skills			Percentage improved reading, writing, math, or English language (for ESL students) skills		
	FY 2015 July 1, 2014 – June 30, 2015	FY 2016 July 1, 2015 – June 30, 2016	FY 2017 July 1, 2016 – June 30, 2017	FY 2015	FY 2016	FY 2017	FY 2015	FY 2016	FY 2017
Academic skills level By Grade Level Equivalent (GLE)									
ABE 0 – 1 GLE									
ABE 2 – 3 GLE									
ABE 4 – 5 GLE									
ABE 6 – 8 GLE									
ABE 9 – 10 GLE									
ABE 11 – 12 GLE									
ESL 0 – 1 GLE									
ESL 2 GLE									
ESL 3 GLE									
ESL 4 GLE									
ESL 5 GLE									
ESL 6 – 8 GLE									
TOTAL ABE + ESL									
Secondary Diploma/Equivalent Outcomes		Number Enrolled that Attained Secondary Diploma/Equivalent			Percent Enrolled that Attained Secondary Diploma/Equivalent				
		FY 2015	FY 2016	FY 2017	FY 2015	FY 2016	FY 2017		
Attained Secondary Diploma/Equivalent within the fiscal year									
Postsecondary Outcomes		Number Enrolled that Transitioned to Postsecondary Education and Training			Percentage Enrolled that Transitioned to Postsecondary Education and Training				
Transitioned to Postsecondary Education and Training within the fiscal year		FY 2015	FY 2016	FY 2017	FY 2015	FY 2016	FY 2017		

Appendix E:

Thirteen Considerations

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.

Local Match: Does not apply to Aspire.

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](#).

Ohio Performance Accountability Measures		
National Reporting System Levels	Entering Educational Functioning Level	2017 - 2018 Targets*
ABE 1	ABE Beginning Literacy	72
ABE 2	ABE Beginning Basic	61
ABE 3	ABE Low Intermediate	62
ABE 4	ABE High Intermediate	63
ABE 5	ASE Low Secondary	77
ABE 6	ASE High Secondary	70
ESL 1	ESL Literacy	53
ESL 2	ESL Low Beginning	64
ESL 3	ESL High Beginning	68
ESL 4	ESL Low Intermediate	67
ESL 5	ESL High Intermediate	67
ESL 6	ESL Advanced	54
Program Type	2017 – 2018 MSG Target *	
Adult Basic Education (ABE + ASE)	64%	
English as a Second Language (ESL)	61%	
Overall MSG	63%	
Core Follow-Up Performance Measures		2017 - 2018 Targets*
Employment (Quarter 2/4)		Baseline
Median Earning (Quarter 2)		Baseline
Credential Attainment Rate		Baseline

* FY19 targets are negotiated with U.S. Department of Education in the spring.

Appendix H:

Educational Functioning Level Tables

Functioning Level Table

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<p>Adult Basic Education (ABE) Level 1 Test Benchmark: TABE (9–10) scale scores (grade level 0–1.9): Reading: 367 and below Total Math: 313 and below Language: 389 and below CASAS scale scores: Reading: 200 and below Math: 200 and below Wonderlic GAIN scale scores: English: 200–406 Math: 200–314</p>	<p>Individual has no or minimal reading and writing skills. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument. At the upper range of this level, individual can recognize, read, and write letters and numbers but has a limited understanding of connected prose and may need frequent re-reading. Can write a limited number of basic sight words and familiar words and phrases; may also be able to write simple sentences or phrases, including very simple messages. Can write basic personal information. Narrative writing is disorganized and unclear, inconsistently uses simple punctuation (e.g., periods, commas, question marks), and contains frequent errors in spelling.</p>	<p>Individual has little or no recognition of numbers or simple counting skills or may have only minimal skills, such as the ability to add or subtract single digit numbers.</p>	<p>Individual has little or no ability to read basic signs or maps and can provide limited personal information on simple forms. The individual can handle routine entry-level jobs that require little or no basic written communication or computational skills and no knowledge of computers or other technology.</p>
<p>ABE Level 2 Test Benchmark: TABE (9–10) scale scores (grade level 2–3.9): Reading: 368–460 Total Math: 314–441 Language: 390–490 CASAS scale scores: Reading: 201–210 Math: 201–210 Wonderlic GAIN scale scores: English: 407–525 Math: 315–522 MAPT scale scores: All tests: 200–299</p>	<p>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 individual shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization).</p>	<p>Individual can count, add, and subtract three-digit numbers; can perform multiplication through 12; can identify simple fractions; and can perform other simple arithmetic operations.</p>	<p>Individual is able to read simple directions, signs, and maps; fill out simple forms requiring basic personal information; write phone messages; and make simple changes. There is minimal knowledge of and experience with using computers and related technology. The individual can handle basic entry-level jobs that require minimal literacy skills; can recognize very short, explicit, pictorial texts (e.g., understands logos related to worker safety before using a piece of machinery); and can read want ads and complete simple job applications.</p>

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 Test • Wonderlic GAIN = Wonderlic General Assessment of Instructional Needs

Functioning Level Table

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<p>ABE Level 3 Test Benchmark: TABE (9–10) scale scores (grade level 4–5.9): Reading: 461–517 Total Math: 442–505 Language: 491–523 CASAS scale scores: Reading: 211–220 Math: 211–220 Wonderlic GAIN scale scores: English: 526–661 Math: 523–669 MAPT scale scores: All tests: 300–399</p>	<p>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.</p>	<p>Individual can perform with high accuracy all four basic math operations using whole numbers up to three digits and can identify and use all basic mathematical symbols.</p>	<p>Individual is able to handle basic reading, writing, and computational tasks related to life roles, such as completing medical forms, order forms, or job applications; and can read simple charts, graphs, labels, payroll stubs, and simple authentic material if familiar with the topic. The individual can use simple computer programs and perform a sequence of routine tasks given direction using technology (e.g., fax machine, computer operation). The individual can qualify for entry-level jobs that require following basic written instructions and diagrams with assistance, such as oral clarification; can write a short report or message to fellow workers; and can read simple dials and scales and take routine measurements.</p>
<p>ABE Level 4 Test Benchmark: TABE (9–10) scale scores (grade level 6–8.9): Reading: 518–566 Total Math: 506–565 Language: 524–559 CASAS scale scores: Reading: 221–235 Math: 221–235 Wonderlic GAIN scale scores: English: 662–746 Math: 670–775 MAPT scale scores: All tests: 400–499</p>	<p>Individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context, and can make some minimal inferences about familiar texts and compare and contrast information from such texts but not consistently. The individual can write simple narrative descriptions and short essays on familiar topics and has consistent use of basic punctuation but makes grammatical errors with complex structures.</p>	<p>Individual can perform all four basic math operations with whole numbers and fractions; can determine correct math operations for solving narrative math problems; can convert fractions to decimals and decimals to fractions; and can perform basic operations on fractions.</p>	<p>Individual is able to handle basic life skills tasks, such as understanding graphs, charts, and labels; can follow multistep diagrams; can read authentic materials on familiar topics, such as simple employee handbooks and payroll stubs; can complete forms, such as a job application; and can reconcile a bank statement. The individual can handle jobs that involve following simple written instructions and diagrams; can read procedural texts, where the information is supported by diagrams, to remedy a problem, such as locating a problem with a machine or carrying out repairs using a repair manual. The individual can learn or work with most basic computer software, such as using a word processor to produce own texts, and can follow simple instructions for using technology.</p>

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 Test • Wonderlic GAIN = Wonderlic General Assessment of Instructional Needs

Functioning Level Table

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT SECONDARY EDUCATION LEVELS			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<p>ABE Level 5 Test Benchmark: TABE (9–10): scale scores (grade level 9–10.9): Reading: 567–595 Total Math: 566–594 Language: 560–585 CASAS scale scores: Reading: 236–245 Math: 236–245 Wonderlic GAIN scale scores: English: 747–870 Math: 776–854 MAPT scale scores: All tests: 500–599</p>	<p>Individual can comprehend expository writing and identify spelling, punctuation, and grammatical errors; can comprehend a variety of materials, such as periodicals and nontechnical journals on common topics; can comprehend library reference materials and compose multiparagraph essays; can listen to oral instructions and write an accurate synthesis of them; and can identify the main idea in reading selections and use a variety of context issues to determine meaning. The individual can write in an organized and cohesive manner with few mechanical errors; can write using a complex sentence structure; and can write personal notes and letters that accurately reflect thoughts.</p>	<p>Individual can perform all basic math functions with whole numbers, decimals, and fractions; can interpret and solve simple algebraic equations, tables, and graphs and can develop own tables and graphs; and can use math in business transactions.</p>	<p>Individual is able or can learn to follow simple multistep directions and read common legal forms and manuals; can integrate information from texts, charts, and graphs; can create and use tables and graphs; can complete forms and applications and complete resumes; can perform jobs that require interpreting information from various sources and writing or explaining tasks to other workers; is proficient using computers and can use most common computer applications; can understand the impact of using different technologies; and can interpret the appropriate use of new software and technology.</p>
<p>ABE Level 6 Test Benchmark: TABE (9–10): scale scores (grade level 11–12): Reading: 596 and above Total Math: 595 and above Language: 586 and above CASAS scale scores: Reading: 246 and above Math: 246 and above Wonderlic GAIN scale scores: English: 871–1000 Math: 855–1000 MAPT scale scores: All tests: 600–700</p>	<p>Individual can comprehend, explain, and analyze information from a variety of literacy works, including primary source materials and professional journals, and can use context cues and higher order processes to interpret the meaning of written material. Writing is cohesive with clearly expressed ideas supported by relevant detail, and individual can use varied and complex sentence structures with few mechanical errors.</p>	<p>Individual can make mathematical estimates of time and space; can apply principles of geometry to measure angles, lines, and surfaces; and can apply trigonometric functions.</p>	<p>Individual is able to read technical information and complex manuals; can comprehend some college-level books and apprenticeship manuals; can function in most job situations involving higher order thinking; can read text and explain a procedure about a complex and unfamiliar work procedure, such as operating a complex piece of machinery; can evaluate new work situations and processes; and can work productively and collaboratively in groups and serve as a facilitator and reporter of group work. The individual is able to use common software and learn new software applications; can define the purpose of new technology and software and select appropriate technology; can adapt use of software or technology to new situations; and can instruct others, in written or oral form, on software and technology use.</p>

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 Test • Wonderlic GAIN = Wonderlic General Assessment of Instructional Needs

Functioning Level Table

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
<p>English as a Second Language (ESL) Level 1</p> <p>Test Benchmark:</p> <p>CASAS scale scores:</p> <p style="padding-left: 20px;">Reading: 180 and below</p> <p style="padding-left: 20px;">Life &Work (L&W) Listening: 162–180 and below</p> <p>BEST Plus 2.0: 88–361 (Student Performance Level (SPL 0–1))</p> <p>BEST Literacy: 0–20 (SPL 0–2)</p> <p>TABE CLAS-E scale scores:*</p> <p style="padding-left: 20px;">Total Reading and Writing: 225–394</p>	<p>Individual cannot speak or understand English, or understands only isolated words or phrases.</p>	<p>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.</p>	<p>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.</p>
<p>ESL Level 2</p> <p>Test Benchmark:</p> <p>CASAS scale scores</p> <p style="padding-left: 20px;">Reading: 181–190</p> <p style="padding-left: 20px;">L&W Listening: 181–189</p> <p>BEST Plus 2.0: 362–427 (SPL 2)</p> <p>BEST Literacy: 21–52 (SPL 2–3)</p> <p>TABE CLAS-E scale scores:*</p> <p style="padding-left: 20px;">Total Reading and Writing: 395–441</p> <p style="padding-left: 20px;">Total Listening and Speaking: 408–449</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

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.

Functioning Level Table

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
<p>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</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>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</p>	<p>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.</p>	<p>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).</p>	<p>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).</p>

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.

Functioning Level Table

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
<p>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</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>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</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

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.

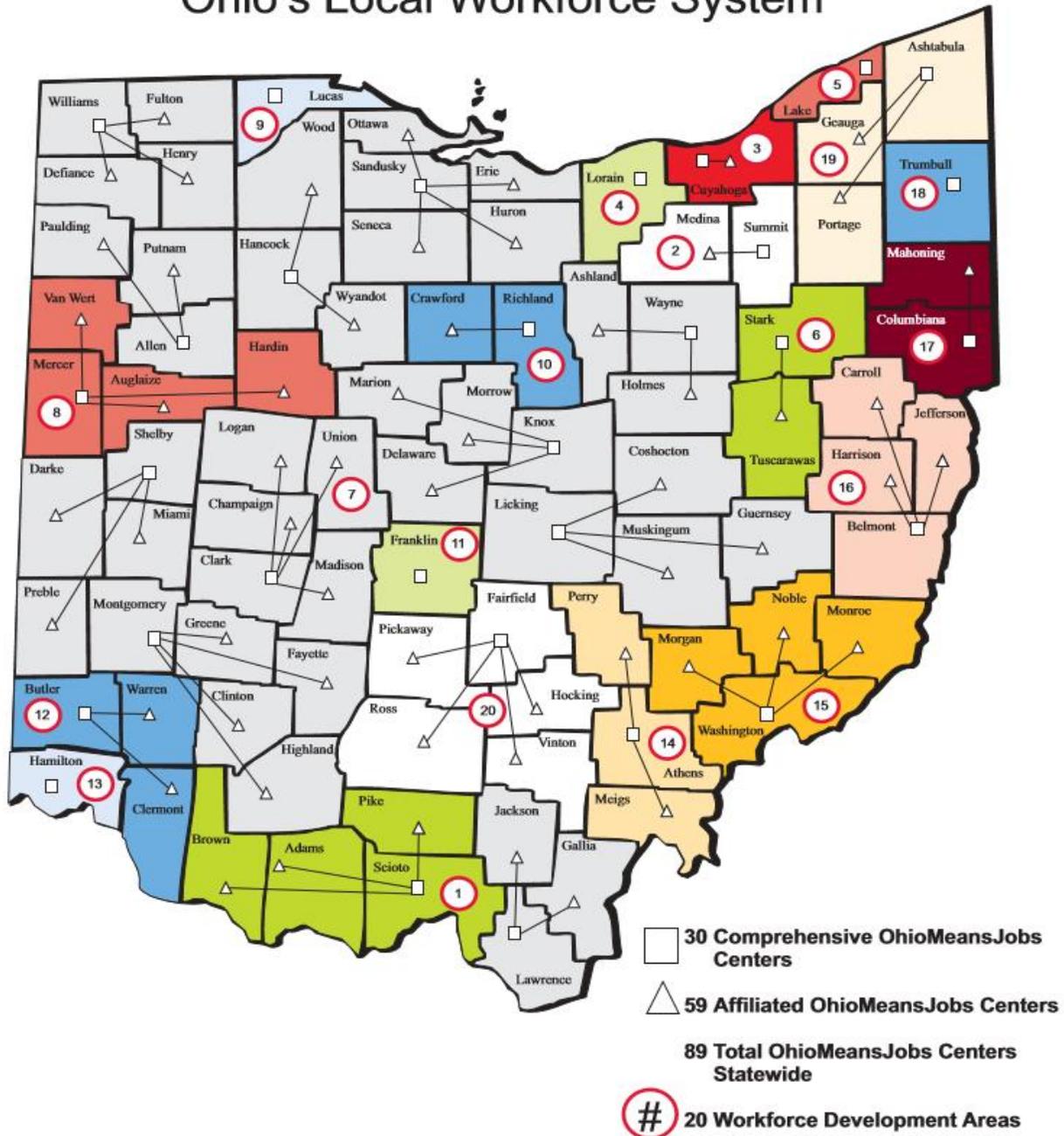
CASAS = Comprehensive Adult Student Assessment System • BEST= Basic English Skills Test • TABE CLAS-E = Test of Adult Basic Education Complete Language Assessment System—English

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

** Students can be placed into advanced ESL using BEST Literacy, but the test does not assess skills beyond this level, so students cannot exit advanced ESL with this test. Retesting of students who enter this level with another assessment is recommended.

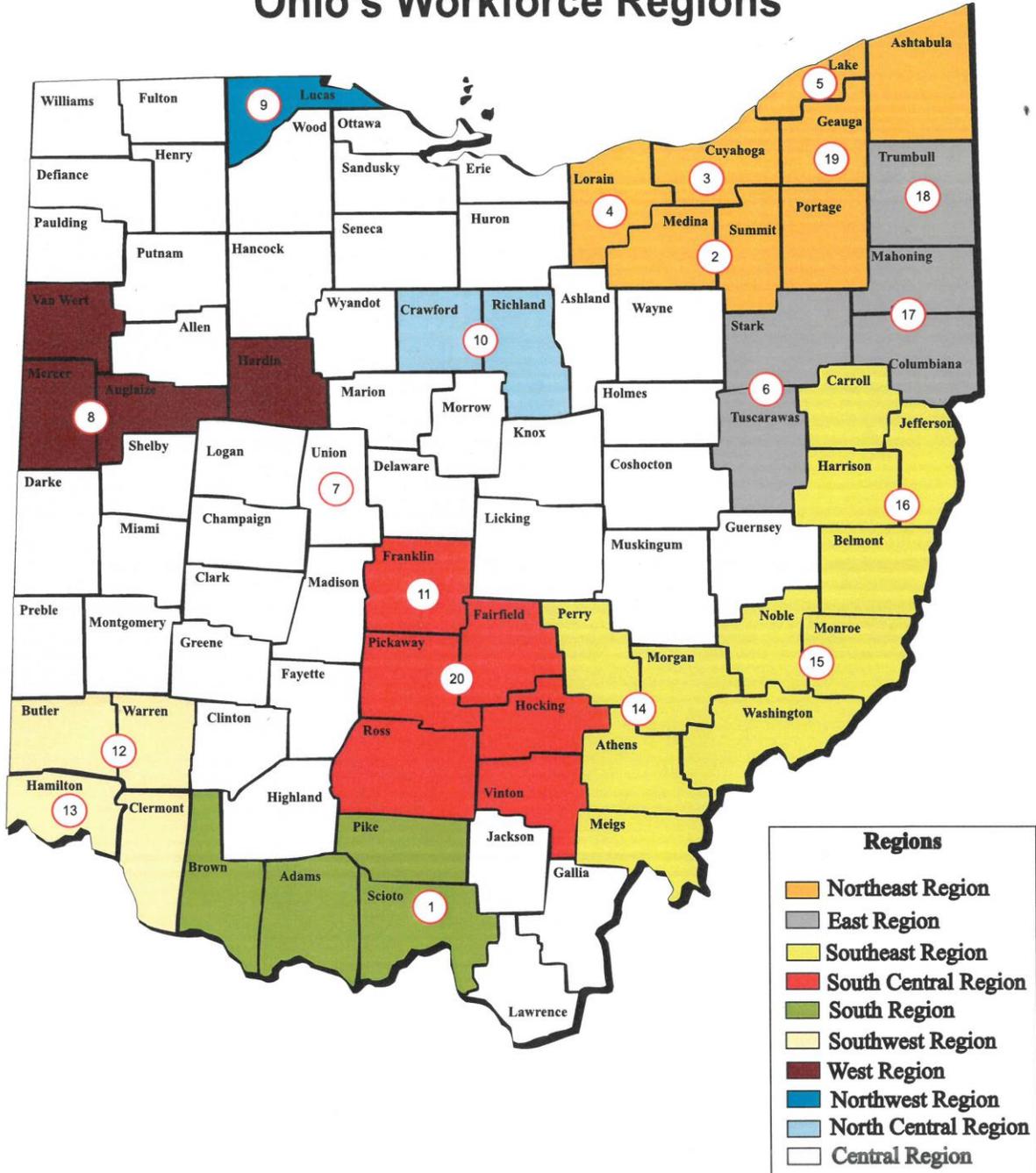


Ohio's Local Workforce System



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

Ohio's Workforce Regions



20 Workforce Development Areas

Rev. 1/18

Appendix J:**Scoring Rubric**

Required Sections	Total Points
Application Questions Considerations 1-12 four questions are weighted 5.1, 5.5, 7.1, 8.2	160
Past Performance Chart	55
Budget	15
Class/Site/Staffing Charts	20
Total	250
Optional Sections	
Application Questions Consideration 13	10
Corrections Education	10