The Office of the State Superintendent of Education, Adult and Family Education (OSSE AFE) has a robust monitoring system for evaluating the progress and performance of OSSE AFE sub-recipients.

A sample of the OSSE AFE Fiscal Year 2019-20 Monitoring System is provided in this PDF.

The OSSE AFE Fiscal Year 2019-20 Monitoring System includes the following components:

- OSSE AFE Continuous Improvement Plan
- OSSE AFE Monthly Statistical/Quarterly Narrative Report
- OSSE AFE Quarterly Monitoring – Program Income Report
- OSSE AFE Quarterly Monitoring – Cost Reimbursement Verification
- OSSE AFE Quarterly Monitoring – Match Requirement Verification
- OSSE AFE Quarterly Monitoring – Program Income Verification
- Time and Effort Semi-Annual Certification Template
- Time and Effort – Personnel Activity Report Template
- OSSE AFE Classroom Observation Form
- Student Folder and LACES Verification Checklist for OSSE AFE Programs
- Individual Career Pathways Transition Plan for OSSE AFE Programs
- OSSE AFE Final Monitoring Tool
- OSSE AFE Consolidated Continuation Grant Excel Budget Workbook
- OSSE AFE Grant Modification Request Form

OSSE AFE Monitoring Report (July 2019 - June 2020)
Continuous Improvement Plan (CIP)

Date:

Agency Name:

Monitoring Period: *The PY 2019-20 Continuation Improvement Plan should be developed in response to the Monitor Comments Recommendations and Directives in your PY 2018-19 Monitoring Tool results.*

AFE Monitoring Tool Measure (letter & number) in sequential order and Description of Required Action(s)	Strategy to Meet Required Action	Evidence of Completed Action	Projected Date for Completion	Assigned Staff, if Appropriate	Status of Action Completed/Pending

DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF
EDUCATION

OSSE AFE Monthly Statistical/Quarterly Narrative Report (July 2019 - June 2020)

Date Completed:

Agency Name:

Reporting Period (Month/Year):

Projected Enrollment for AEFLA/WIC (Reference: Sub-grantee Grant Application):	100
Total number of students rolled over from PY 2018-19	

FY20 Definition: *A student who rolled over from PY 2018-19 to PY 2019-20 is a student who: 1) Was enrolled in Intergrated Education and Training (IE&T) or Intergrated English Literacy and Civics Education (IELCE) as of June 30, 2019 (had hours between April 1 – June 30, 2019); 2) Continues enrollment in IE&T or IELCE on July 1, 2019 and 3) Has assessment data pushed forward from PY 2018-19 to PY 2019-20, if applicable or is reassessed using an NRS approved assessment.*

Directions: *Please use the Monitoring Guidance to work with your team to complete this report.*

Performance Indicators	DC Performance Targets	Monthly Reporting Periods											Provider Comments	Monitor Comments
		Quarter 1		Quarter 2			Quarter 3			Quarter 4				
		Jul - Aug 2019	Sept 2019	Oct 2019	Nov 2019	Dec 2019	Jan 2020	Feb 2020	Mar 2020	Apr 2020	May 2020	Jun 2020		
Data Integrity Check														
1 Was a Fiscal Year Summary generated for this reporting period?														
2 Was a Student Diagnostic Search generated for this reporting period?														
3 Were all Student Diagnostic Search discrepancies (if any) resolved? If not why?														
(Evidence: Student Diagnostic Search Report)														
Enrollment														
AEFLA/WIC														
(A) Total # Served (0-11 hours) reported on the **Current FY Student Roster** *(Reference: Current FY Student Roster; Current FY Instr Hrs Col)*														
(B) Total # of participants assessed at the **Headquarters** DOES American Job Center (0-11 hours) *(Reference: DOES Student Roster Report; Current FY Instr Hrs Col)*														
4 **(B)** Total # of participants assessed at the **Southeast** DOES American Job Center (0-11 hours) *(Reference: DOES Student Roster Report; Current FY Instr Hrs Col)*														
(B) Total # of participants assessed at the **Northwest** DOES American Job Center (0-11 hours) *(Reference: DOES Student Roster Report; Current FY Instr Hrs Col)*														
(B) Total # of participants assessed at the **Northeast** DOES American Job Center (0-11 hours) *(Reference: DOES Student Roster Report; Current FY Instr Hrs Col)*														
5 Total # Served (0-11 hours) *(Reference: Tbl2A; Col P - Total of # 0-11 Enrolled)*														
6 Total # Served (12+ hours) reported on the **Current FY Student Roster** *(Reference: Current FY Student Roster; Current FY Instr Hrs Col)*														
7 Total # NRS Fundable Served (12+ hours) *(Reference: Tbl4; Col B - Grand Total of # Enrolled)*														
(Evidence: Current Fiscal Year Student Roster, DOES Assessment Roster (Submit in Excel format) NRS Table 2A Search & NRS Table 4 Search)														
Total Enrollment from Student Rosters		0	0	0	0	0	0	0	0	0	0	0		
NRS Table 3														
# enrolled in Integrated Education and Training for the following program types														
8 Adult Basic Education (ABE) *(Reference: Tbl3; Col H)*														
ABE Integrated Education and Training (ABE-IET) *(Reference: Tbl3; Col H)*														
9 Adult Secondary Education (ASE) *(Reference: Tbl3; Col H)*														
ASE Integrated Education and Training (ASE-IET) *(Reference: Tbl3; Col H)*														
10 English Language Acquisition (ELA) *(Reference: Tbl3; Col H)*														
ELA Integrated Education and Training (ELA-IET) *(Reference: Tbl3; Col H)*														
11 Integrated English Literacy and Civics Education (IELCE) *(Reference: Tbl3; Col H)*														
IELCE Integrated Education and Training (IELCE-IET) *(Reference: Tbl3; Col H)*														

		Totals	0	0	0	0	0	0	0	0	0	0	0	

NRS Table 4

ABE Levels

#															
12	# of Participants *(Reference: Tbl4; Col B)*														
13	# of Participants Excluded from MSG Performance *(Reference: Tbl4; Col C)*														
14	# who achieved at least one EFL gain *(Reference: Tbl4; Col E)*														
15	# who attained a secondary school diploma or its equivalent *(Reference: Tbl4; Col F)*														
16	# who separated before achieving Measurable Skill Gains *(Reference: Tbl4; Col G)*														
17	# remaining in program w/out Measurable Skill Gains *(Reference: Tbl4; Col H)*														
18	% achieving Measurable Skill Gains *(Reference: Tbl4; Col I)*	44%													
19	% of Periods of Participation w/Measurable Skill Gains *(Reference: Tbl4; Col M)*														
20	Total # w/scale score point gains *(Reference: Current Year Pre & Post Assessments Report; Point Gain Col)*														
21	# who achieved at least one EFL gain *(Reference: Current Year Pre & Post Assessments Report; Level Gain Col)*														

ESL Levels

#															
22	# of Participants *(Reference: Tbl4; Col B)*														
23	# of Participants Excluded from MSG Performance *(Reference: Tbl4; Col C)*														
24	# who achieved at least one EFL gain *(Reference: Tbl4; Col E)*														
25	# who attained a secondary school diploma or its equivalent *(Reference: Tbl4; Col F)*														
26	# who separated before achieving Measurable Skill Gains *(Reference: Tbl4; Col G)*														
27	# remaining in program w/out Measurable Skill Gains *(Reference: Tbl4; Col H)*														
28	% achieving Measurable Skill Gains *(Reference: Tbl4; Col I)*	44%													
29	% of Periods of Participation w/Measurable Skill Gains *(Reference: Tbl4; Col M)*														
30	Total # w/scale score point gains *(Reference: Current Year Pre & Post Assessments Report; Point Gain Col)*														
31	# who achieved at least one EFL gain *(Reference: Current Year Pre & Post Assessments Report; Level Gain Col)*														

NRS Table 4A

ABE Levels

#															
32	# of participants *(Reference: Tbl4A; Col B)*														
33	# w/EFL Gain for ELA/Literacy or ELP by pre-posttesting *(Reference: Tbl4A; Col C)*														
34	% achieving ELA/Literacy or ELP EFL Gains *(Reference: Tbl4A; Col D)*														
35	# w/EFL Gain for Mathematics by pre-posttesting *(Reference: Tbl4A; Col E)*														
36	% achieving Mathematics EFL Gains *(Reference: Tbl4A; Col F)*														
37	# w/EFL Gain by Transition to Postsecondary Edu *(Reference: Tbl4A; Col I)*														
38	% achieving EFL Gain by Transition to Postsecondary Edu *(Reference: Tbl4A; Col J)*														

ESL Levels

#															
39	# of participants *(Reference: Tbl4A; Col B)*														
40	# w/EFL Gain for ELA/Literacy or ELP by pre-posttesting *(Reference: Tbl4A; Col C)*														
41	% achieving ELA/Literacy or ELP EFL Gains *(Reference: Tbl4A; Col D)*														
42	# w/EFL Gain for Mathematics by pre-posttesting *(Reference: Tbl4A; Col E)*														
43	% achieving Mathematics EFL Gains *(Reference: Tbl4A; Col F)*														
44	# w/EFL Gain by Transition to Postsecondary Edu *(Reference: Tbl4A; Col I)*														
45	% achieving EFL Gain by Transition to Postsecondary Edu *(Reference: Tbl4A; Col J)*														

NRS Table 4B

ABE Levels

#															
46	Total # Enrolled *(Reference: Tbl4B; Col B)*														
47	# w/EFL Gain *(Reference: Tbl4B; Col D)*														
48	# separated before achieving EFL Gain *(Reference: Tbl4B; Col E)*														
49	# remaining w/in level *(Reference: Tbl4B; Col F)*														
50	% achieving EFL Gain *(Reference: Tbl4B; Col G)*	80%													

ESL Levels

#	Description	Target												
51	Total # Enrolled (Reference: Tbl4B; Col B)													
52	# w/EFL Gain (Reference: Tbl4B; Col D)													
53	# separated before achieving EFL Gain (Reference: Tbl4B; Col E)													
54	# remaining w/in level (Reference: Tbl4B; Col F)													
55	% achieving EFL Gain (Reference: Tbl4B; Col G)	80%												

NRS Table 4C (Distance Learning)

ABE Levels

#	Description	Target												
56	Total # Enrolled (Reference: Tbl4C; Col B)													
57	# who achieved at least one EFL Gain (Reference: Tbl4C; Col D)													
58	# who attained a secondary school diploma or its equivalent (Reference: Tbl4C; Col E)													
59	# who separated before achieving Measurable Skill Gains (Reference: Tbl4C; Col F)													
60	# remaining in program w/out Measurable Skill Gains (Reference: Tbl4C; Col G)													
61	% achieving Measurable Skill Gains (Reference: Tbl4C; Col H)	44%												
62	% of Periods of Participation w/Measurable Skill Gains (Reference: Tbl4C; Col K)													
63	Total # w/scale score point gains (Reference: Current Year Pre & Post Assessments Report; Point Gain Col)													
64	# who achieved at least one EFL gain (Reference: Current Year Pre & Post Assessments Report; Level Gain Col)													

ESL Levels

#	Description	Target												
65	Total # Enrolled (Reference: Tbl4C; Col B)													
66	# who achieved at least one EFL Gain (Reference: Tbl4C; Col D)													
67	# who attained a secondary school diploma or its equivalent (Reference: Tbl4C; Col E)													
68	# who separated before achieving Measurable Skill Gains (Reference: Tbl4C; Col F)													
69	# remaining in program w/out Measurable Skill Gains (Reference: Tbl4C; Col G)													
70	% achieving Measurable Skill Gains (Reference: Tbl4C; Col H)	44%												
71	% of Periods of Participation w/Measurable Skill Gains (Reference: Tbl4C; Col K)													
72	Total # w/scale score point gains (Reference: Current Year Pre & Post Assessments Report; Point Gain Col)													
73	# who achieved at least one EFL gain (Reference: Current Year Pre & Post Assessments Report; Level Gain Col)													

Pre-and Post-Testing Practices

#	Description	Target												
74	# with a pre-test and minimum 50 hours of instruction (Reference: Current Year Student Roster; Current FY Instr Hrs Column)													
75	# with a pre-test and minimum 50 hours of instruction who **were** post-tested (Reference: Current Year Student Roster; Assess Status in Subj Area & Instr Hrs Since Last Assess in Subj Area columns)													
76	% Pre/Post-Test Validity Match (Percentage = A divided by B from below)	80%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
	(A) # with 50 or more hours of instruction who have a valid pre-test/post-test (Reference: NRS Tbl 4B; Col B)													
	(B) # with 50 or more hours of instruction (Reference: NRS Fundable Student Roster; Current FY Instr Hrs Columns)													

NRS Table 5

Employment Second Quarter after exit:

#	Description	Target												
77	# of Participants who **EXITED** (Reference: Tbl5; Col B)													
78	# of Participants Achieving Outcome or Median Earnings Value (Reference: Tbl5; Col C)													
79	% Achieving Outcome (Reference: Tbl5; Col D)													
80	% of Period of Participation Achieving Outcome (Reference: Tbl5; Col G)													

Employment Fourth Quarter after exit:

#	Description	Target												
81	# of Participants who **EXITED** (Reference: Tbl5; Col B)													
82	# of Participants Achieving Outcome or Median Earnings Value (Reference: Tbl5; Col C)													
83	% Achieving Outcome (Reference: Tbl5; Col D)													

#	Description													
84	% of Period of Participation Achieving Outcome *(Reference: Tbl5; Col G)*													
	Median Earning Second Quarter after exit:													
85	# of Participants who **EXITED** *(Reference: Tbl5; Col B)*													
86	# of Participants Achieving Outcome or Median Earnings Value *(Reference: Tbl5; Col C)*													
	Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit:													
87	# of Participants who **EXITED** *(Reference: Tbl5; Col B)*													
88	# of Participants Achieving Outcome or Median Earnings Value *(Reference: Tbl5; Col C)*													
89	% Achieving Outcome *(Reference: Tbl5; Col D)*													
90	% of Period of Participation Achieving Outcome *(Reference: Tbl5; Col G)*													
	Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit:													
91	# of Participants who **EXITED** *(Reference: Tbl5; Col B)*													
92	# of Participants Achieving Outcome or Median Earnings Value *(Reference: Tbl5; Col C)*													
93	% Achieving Outcome *(Reference: Tbl5; Col D)*													
94	% of Period of Participation Achieving Outcome *(Reference: Tbl5; Col G)*													
	Attained a Post Secondary Credential while enrolled or within one year of exit:													
95	# of Participants who **EXITED** *(Reference: Tbl5; Col B)*													
96	# of Participants Achieving Outcome or Median Earnings Value *(Reference: Tbl5; Col C)*													
97	% Achieving Outcome *(Reference: Tbl5; Col D)*													
98	% of Period of Participation Achieving Outcome *(Reference: Tbl5; Col G)*													
	Attained any credential (unduplicated):													
99	# of Participants who **EXITED** *(Reference: Tbl5; Col B)*													
100	# of Participants Achieving Outcome or Median Earnings Value *(Reference: Tbl5; Col C)*													
101	% Achieving Outcome *(Reference: Tbl5; Col D)*													
102	% of Period of Participation Achieving Outcome *(Reference: Tbl5; Col G)*													
	(Evidence: NRS Table 5 Search run on ALL IETP Participants)													
	NRS Table 5A (Distance Learning)													
	Employment Second Quarter after exit:													
103	# of Participants who **EXITED** *(Reference: Tbl5A; Col B)*													
104	# of Participants Achieving Outcome or Median Earnings Value *(Reference: Tbl5A; Col C)*													
105	% Achieving Outcome *(Reference: Tbl5A; Col D)*													
106	% of Period of Participation Achieving Outcome *(Reference: Tbl5A; Col G)*													
	Employment Fourth Quarter after exit:													
107	# of Participants who **EXITED** *(Reference: Tbl5A; Col B)*													
108	# of Participants Achieving Outcome or Median Earnings Value *(Reference: Tbl5A; Col C)*													
109	% Achieving Outcome *(Reference: Tbl5A; Col D)*													
110	% of Period of Participation Achieving Outcome *(Reference: Tbl5A; Col G)*													
	Median Earning Second Quarter after exit:													
111	# of Participants who **EXITED** *(Reference: Tbl5A; Col B)*													
112	# of Participants Achieving Outcome or Median Earnings Value *(Reference: Tbl5A; Col C)*													
	Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit:													
113	# of Participants who **EXITED** *(Reference: Tbl5A; Col B)*													
114	# of Participants Achieving Outcome or Median Earnings Value *(Reference: Tbl5A; Col C)*													
115	% Achieving Outcome *(Reference: Tbl5A; Col D)*													
116	% of Period of Participation Achieving Outcome *(Reference: Tbl5A; Col G)*													
	Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit:													
117	# of Participants who **EXITED** *(Reference: Tbl5A; Col B)*													
118	# of Participants Achieving Outcome or Median Earnings Value *(Reference: Tbl5A; Col C)*													
119	% Achieving Outcome *(Reference: Tbl5A; Col D)*													
120	% of Period of Participation Achieving Outcome *(Reference: Tbl5A; Col G)*													
	Attained a Post Secondary Credential while enrolled or within one year of exit:													
121	# of Participants who **EXITED** *(Reference: Tbl5A; Col B)*													
122	# of Participants Achieving Outcome or Median Earnings Value *(Reference: Tbl5A; Col C)*													
123	% Achieving Outcome *(Reference: Tbl5A; Col D)*													
124	% of Period of Participation Achieving Outcome *(Reference: Tbl5A; Col G)*													
	(Evidence: NRS Table 5A Search run on ALL DL Participants)													
	NRS Table 7 (Adult Ed Personnel by Function and Job Status)													
125	Was a Staff Diagnostic Search generated for this reporting period?													
126	Were all Staff Diagnostic Search discrepancies (if any) resolved? If not why?													

NRS Table 9 (IELCE-AEFLA Sec. 243)

Employment Second Quarter after exit:

127	# of Participants who **EXITED** *(Reference: Tbl9; Col B)*															
128	# of Participants Achieving Outcome or Median Earnings Value *(Reference: Tbl9; Col C)*															
129	% Achieving Outcome *(Reference: Tbl9; Col D)*															
130	% of Period of Participation Achieving Outcome *(Reference: Tbl9; Col G)*															

Employment Fourth Quarter after exit:

131	# of Participants who **EXITED** *(Reference: Tbl9; Col B)*															
132	# of Participants Achieving Outcome or Median Earnings Value *(Reference: Tbl9; Col C)*															
133	% Achieving Outcome *(Reference: Tbl9; Col D)*															
134	% of Period of Participation Achieving Outcome *(Reference: Tbl9; Col G)*															

Median Earning Second Quarter after exit:

135	# of Participants who **EXITED** *(Reference: Tbl9; Col B)*															
136	# of Participants Achieving Outcome or Median Earnings Value *(Reference: Tbl9; Col C)*															

Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit:

137	# of Participants who **EXITED** *(Reference: Tbl9; Col B)*															
138	# of Participants Achieving Outcome or Median Earnings Value *(Reference: Tbl9; Col C)*															
139	% Achieving Outcome *(Reference: Tbl9; Col D)*															
140	% of Period of Participation Achieving Outcome *(Reference: Tbl9; Col G)*															

Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit:

141	# of Participants who **EXITED** *(Reference: Tbl9; Col B)*															
142	# of Participants Achieving Outcome or Median Earnings Value *(Reference: Tbl9; Col C)*															
143	% Achieving Outcome *(Reference: Tbl9; Col D)*															
144	% of Period of Participation Achieving Outcome *(Reference: Tbl9; Col G)*															

Attained a Post Secondary Credential while enrolled or within one year of exit:

145	# of Participants who **EXITED** *(Reference: Tbl9; Col B)*															
146	# of Participants Achieving Outcome or Median Earnings Value *(Reference: Tbl9; Col C)*															
147	% Achieving Outcome *(Reference: Tbl9; Col D)*															
148	% of Period of Participation Achieving Outcome *(Reference: Tbl9; Col G)*															

Civics Education Follow-up Outcome Measures

Achieved Citizenship Skills:

149	# of Participants who **EXITED** *(Reference: Tbl9; Col B)*															
149	# of Participants who **EXITED** Achieving Outcome *(Reference: Tbl9; Col C)*															
150	% Achieving Outcome *(Reference: Tbl9; Col D)*															

Voted or Registered to Vote:

151	# of Participants who **EXITED** *(Reference: Tbl9; Col B)*															
152	# of Participants who **EXITED** Achieving Outcome *(Reference: Tbl9; Col C)*															
153	% Achieving Outcome *(Reference: Tbl9; Col D)*															

Increased Involvement in Community Activities:

154	# of Participants who **EXITED** *(Reference: Tbl9; Col B)*															
155	# of Participants who **EXITED** Achieving Outcome *(Reference: Tbl9; Col C)*															
156	% Achieving Outcome *(Reference: Tbl9; Col D)*															

NRS Table 10 (Correctional Education-AEFLA Sec. 225)

Employment Second Quarter after exit:

157	# of Participants who **EXITED** *(Reference: Tbl10; Col B)*															
158	# of Participants Achieving Outcome or Median Earnings Value *(Reference: Tbl10; Col C)*															
159	% Achieving Outcome *(Reference: Tbl10; Col D)*															
160	% of Period of Participation Achieving Outcome *(Reference: Tbl10; Col G)*															

Employment Fourth Quarter after exit:

161	# of Participants who **EXITED** *(Reference: Tbl10; Col B)*															
162	# of Participants Achieving Outcome or Median Earnings Value *(Reference: Tbl10; Col C)*															
163	% Achieving Outcome *(Reference: Tbl10; Col D)*															
164	% of Period of Participation Achieving Outcome *(Reference: Tbl10; Col G)*															

Median Earning Second Quarter after exit:

165	# of Participants who **EXITED** *(Reference: Tbl10; Col B)*															
166	# of Participants Achieving Outcome or Median Earnings Value *(Reference: Tbl10; Col C)*															

Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit:

167	# of Participants who **EXITED** *(Reference: Tbl10; Col B)*																	
168	# of Participants Achieving Outcome or Median Earnings Value *(Reference: Tbl10; Col C)*																	
169	% Achieving Outcome *(Reference: Tbl10; Col D)*																	
170	% of Period of Participation Achieving Outcome *(Reference: Tbl10; Col G)*																	

Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit:

171	# of Participants who **EXITED** *(Reference: Tbl10; Col B)*	
172	# of Participants Achieving Outcome or Median Earnings Value *(Reference: Tbl10; Col C)*	
173	% Achieving Outcome *(Reference: Tbl10; Col D)*	
174	% of Period of Participation Achieving Outcome *(Reference: Tbl10; Col G)*	

Attained a Post Secondary Credential while enrolled or within one year of exit:

175	# of Participants who **EXITED** *(Reference: Tbl10; Col B)*	
176	# of Participants Achieving Outcome or Median Earnings Value *(Reference: Tbl10; Col C)*	
177	% Achieving Outcome *(Reference: Tbl10; Col D)*	
178	% of Period of Participation Achieving Outcome *(Reference: Tbl10; Col G)*	

(Evidence: NRS Table 10 Search run on ALL Correctional Education Participants)

NRS Table 11

MSG via Achievement of at Least One Educational Functioning Level Gain:

179	# Participants Included in the Indicator *(Reference: Tbl11; Col B)*	
180	# of Participants Achieving Outcome or Median Earnings Value *(Reference: Tbl11; Col C)*	
181	% Achieving Outcome *(Reference: Tbl11; Col D)*	
182	% of Period of Participation Achieving Outcome *(Reference: Tbl11; Col G)*	

MSG via Attainment of Secondary School Diploma/Recognized Equivalent:

183	# Participants Included in the Indicator *(Reference: Tbl11; Col B)*	
184	# of Participants Achieving Outcome or Median Earnings Value *(Reference: Tbl11; Col C)*	
185	% Achieving Outcome *(Reference: Tbl11; Col D)*	
186	% of Period of Participation Achieving Outcome *(Reference: Tbl11; Col G)*	

MSG via Secondary or Postsecondary Transcript:

187	# Participants Included in the Indicator *(Reference: Tbl11; Col B)*	
188	# of Participants Achieving Outcome or Median Earnings Value *(Reference: Tbl11; Col C)*	
189	% Achieving Outcome *(Reference: Tbl11; Col D)*	
190	% of Period of Participation Achieving Outcome *(Reference: Tbl11; Col G)*	

MSG via Progress Toward Milestones:

191	# Participants Included in the Indicator *(Reference: Tbl11; Col B)*	
192	# of Participants Achieving Outcome or Median Earnings Value *(Reference: Tbl11; Col C)*	
193	% Achieving Outcome *(Reference: Tbl11; Col D)*	
194	% of Period of Participation Achieving Outcome *(Reference: Tbl11; Col G)*	

MSG via Passing Technical/Occupational Skills Exam:

195	# Participants Included in the Indicator *(Reference: Tbl11; Col B)*	
196	# of Participants Achieving Outcome or Median Earnings Value *(Reference: Tbl11; Col C)*	
197	% Achieving Outcome *(Reference: Tbl11; Col D)*	
198	% of Period of Participation Achieving Outcome *(Reference: Tbl11; Col G)*	

Employment Second Quarter after exit:

199	# Participants Included in the Indicator *(Reference: Tbl11; Col B)*	
200	# of Participants Achieving Outcome or Median Earnings Value *(Reference: Tbl11; Col C)*	
201	% Achieving Outcome *(Reference: Tbl11; Col D)*	
202	% of Period of Participation Achieving Outcome *(Reference: Tbl11; Col G)*	

Employment Fourth Quarter after exit:

203	# Participants Included in the Indicator *(Reference: Tbl11; Col B)*	
204	# of Participants Achieving Outcome or Median Earnings Value *(Reference: Tbl11; Col C)*	
205	% Achieving Outcome *(Reference: Tbl11; Col D)*	
206	% of Period of Participation Achieving Outcome *(Reference: Tbl11; Col G)*	

Median Earning Second Quarter after exit:

207	# Participants Included in the Indicator *(Reference: Tbl11; Col B)*	
208	# of Participants Achieving Outcome or Median Earnings Value *(Reference: Tbl11; Col C)*	
209	% of Period of Participation Achieving Outcome *(Reference: Tbl11; Col G)*	

Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit:

#	Description		
210	# Participants Included in the Indicator *(Reference: Tbl11; Col B)*		
211	# of Participants Achieving Outcome or Median Earnings Value *(Reference: Tbl11; Col C)*		
212	% Achieving Outcome *(Reference: Tbl11; Col D)*		
213	% of Period of Participation Achieving Outcome *(Reference: Tbl11; Col G)*		
	Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit:		
214	# Participants Included in the Indicator *(Reference: Tbl11; Col B)*		
215	# of Participants Achieving Outcome or Median Earnings Value *(Reference: Tbl11; Col C)*		
216	% Achieving Outcome *(Reference: Tbl11; Col D)*		
217	% of Period of Participation Achieving Outcome *(Reference: Tbl11; Col G)*		
	Attained a Post Secondary Credential while enrolled or within one year of exit:		
	(Evidence: NRS Table 11 Search)		
	Note: Headings for Tbl11 slightly differ from those on Tbl5. However, for reporting the exit-based Primary Indicators of Performance, follow the instructions for completing Tbl5.		
	Current Outcome Achievement Data		
218	# who tested for any section of the **GED** exam (For GED providers ONLY) *(NOTE: This information should be entered under the Assessment tab of the LACES student record)*		
219	# who passed for any section of the **GED** exam (For GED providers ONLY) *(NOTE: This information should be entered under the Assessment tab of the LACES student record)*		
	(Evidence: LACES Assessment Domain/Push Report - (For GED providers ONLY) Submit in Excel format)		
220	Total # enrolled in **NEDP the Diagnostic Phase** *(NOTE: This information should be entered into the High School Equivalency section under the Education tab of LACES student record)*		
221	Total # enrolled in **NEDP the Generalized Assessment Phase** *(NOTE: This information should be entered into the High School Equivalency section under the Education tab of LACES student record)*		
	(Evidence: Current Year Student Roster Report - Submit in Excel format)		
222	Total # who earned a high school equivalency *(NOTE: This information should be entered into the High School Equivalency section under the Education tab of LACES student record)*		
	(Evidence: LACES Adult Ed Diploma/Credential Report - Submit in Excel format)		
223	Total # employed *(NOTE: This information should be entered into History section under the Work History tab of LACES student record)*		
	(Evidence: LACES Adult Ed Employment and/or the Student: Employment including Occupation and Keyword Report- Submit in Excel format) Reports are run on ALL IETP Participants		
224	Total # reporting current wage data *(NOTE: This information should be entered into History section under the Work History tab of LACES student record)*		
	(Evidence: LACES Adult Ed Employment and/or the Student: Employment including Occupation and Keyword Report- Submit in Excel format) Reports are run on ALL IETP Participants		
225	Total # **enrolled** in **Postsecondary Education** *(NOTE: This information should be entered into the Postsecondary Education or Training section under the Education tab of LACES student record)*		
	Total # **enrolled** in **Postsecondary Training** *(NOTE: This information should be entered into the Postsecondary Education or Training section under the Education tab of LACES student record)*		
	(Evidence: LACES Adult Ed Postsecondary Education & Adult Ed Postsecondary Training Reports - Submit both in Excel format)		
226	Total # of **Postsecondary Education** credentials earned *(NOTE: This information should be entered into the Postsecondary Education or Training section under the Education tab of LACES student record)*		
	Total # of **Postsecondary Training** credentials earned *(NOTE: This information should be entered into the Postsecondary Education or Training section under the Education tab of LACES student record)*		

OSSE -AFE Initiatives

Assess for Success

#	Item
1	# of students referred for Assess for Success Services

*(Note: Monitor will review copies of the learning needs screening in all student folders **AND** in LACES or the Data Vault as part of folder sampling)*

Data Vault

#	Item
	# of **Incoming** Referrals (customers referred **to** your organization from other program providers)
	Referral Status:
2	(A) # of customers accepted
	(B) # of customers rejected
	(C) # of customers placed "on hold"
	(D) # of customers with other type of status
	# of **Outgoing** Referrals (customers referred **from** your organization to other program providers)
	Referral Status:
3	(A) # of customers accepted
	(B) # of customers rejected
	(C) # of customers placed "on hold"
	(D) # of customers with other type of status

(Note: Monitor will verify the number of referrals made and received by the provider via the Data Vault and the status of the referrals via the Referral Status in the Data Vault.)

Back on Track

#	Item
4	Are there any changes needed to your program profile on the Back on Track DC.org website for this quarter?
5	If so, were the changes made?

(Note: Monitor will verify any program changes via the Back on Track DC.org website.)

Fiscal Monitoring

Select Yes, No, or N/A from the dropdown box for each item in the Fiscal Monitoring Section

#	Item
1	**Cost Reimbursements** including evidence submitted **monthly** in EGMS

#	Item
2	**Match Requirement** including evidence submitted **once per quarter** via the OSSE AFE Fiscal Monitoring Workbook

#	Item
3	**Program Income** including evidence submitted **once per quarter** via the OSSE AFE Fiscal Monitoring Workbook

#	Item
4	**Time & Effort Personnel Activity Report(s)** including evidence submitted **monthly** via the OSSE AFE Time & Effort Reporting Workbook

#	Item
5	**Time & Effort Semi-Annual Certification(s)** including evidence submitted **semi-annually** via the OSSE AFE Time & Effort Reporting Workbook

(Evidence: For employees working on a single cost objective , i.e. AEFLA federal only), a Semi-Annual Time and Effort Certification accounting for the activity after the fact, must be prepared, signed by the employee or supervisor and submitted to OSSE every six months (at least twice a year.)	
6	**WIOA IFA MOU Billing Report** including evidence submitted **quarterly** on the 4th day of October 2019; January 2020; April 2020 and July 2020 to **OSSE.AFETA@dc.gov**.
	(Evidence: OSSE AFE Provider Partners submit a WIOA IFA MOU Billng Report that includes the names of each staff person that provided services and the number of hours each employee worked at each AJC and upload all evidence into EGMS with each Cost Reimbursement submission.)

Supporting Evidence Submission Checklist: All sub-grantees must include the reports listed below with each submission to serve as supporting evidence for the data reported. Please review the list of evidence below and place a "X" in the column to indicate that the evidence was submitted.

Program Provider Evidence List:		Monthly Reporting Periods											Comments	Comments
		Quarter 1		Quarter 2			Quarter 3			Quarter 4				
		Jul - Aug 2019	Sept 2019	Oct 2019	Nov 2019	Dec 2019	Jan 2020	Feb 2020	Mar 2020	Apr 2020	May 2020	Jun 2020		
Statistical Reporting Evidence:														
1	Current Year Student Roster Report (to include NEDP, if applicable) **- Submit in Excel format**													
2	NRS Fundable Student Roster Report (to include NEDP, if applicable) **- Submit in Excel format**													
3	DOES Assessment Roster Report (if applicable) **- Submit in Excel format**													
4	NRS Table 2A Search													
5	NRS Table 3 Search													
6	NRS Table 4 Search													
7	NRS Table 4A Search													
8	NRS Table 4B Search													
9	NRS Table 4C Search													
10	LACES Current Year Pre and Post Assessments Report **- Submit in Excel format**													
11	NRS Table 5 Search													
12	NRS Table 5A Search													
13	NRS Table 7 Search													
14	NRS Table 9 Search													
15	NRS Table 10 Search													
16	NRS Table 11 Search													
17	LACES Assessment Domain/Push Report (For GED providers ONLY) **- Submit in Excel format**													
18	LACES Adult Ed Diploma/Credential Report **- Submit in Excel format**													
19	LACES Adult Ed Employment Report and/or Student: Employment including Occupation and Keyword Report **- Submit in Excel format**													
20	LACES Adult Ed Postsecondary Education Report **- Submit in Excel format**													
21	LACES Adult Ed Postsecondary Training Report **- Submit in Excel format**													
22	Data Vault Detailed Referral Reports													
23	Back on Track Program Profile													
Fiscal Reporting Evidence:														
1	**Cost Reimbursements**: **Monthly** submission via EGMS, Vendor Billing Statements/Invoices/Receipts with Cancelled Checks **OR** Credit Card Statement, Employee Timesheets & Pay Statements													
2	**Match Requirement: Quarterly** submission via the Fiscal Monitoring Workbook, Vendor Billing Statements/Invoices/Receipts with Cancelled Checks OR Credit Card Statement, Employee Timesheets & Pay Statements													
3	**Program Income: Quarterly** submission, Agency Accounts Receivable Statements w/proof of the Program Income OR receipts of income generated & Agency Accounts Payable Statements OR Invoices/Cancelled Checks reflecting how the Program Income was expended. Providers that do not collect Program Income **must** indicate Not Applicable (N/A).													

4	**Time & Effort Personnel Activity Report(s): Monthly** submission via the Time & Effort Reporting Workbook														
5	**Time & Effort Semi-Annual Certification(s):** Semi-annual submission via the Time & Effort Reporting Workbook														
6	**WIOA IFA MOU Billing Report (OSSE AFE AJC provider partners ONLY): Quarterly** submission via the Time & Effort Reporting Workbook														

DISTRICT OF COLUMBIA
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OSSE AFE Monthly Statistical/Quarterly Narrative Report (July 2019 - June 2020)

Date Completed:	
Agency Name:	
Reporting Period (Month/Year):	
Projected Enrollment for Gateway to Careers (If applicable, reference: Sub-grantee Grant Application):	50
Total number of students rolled over from PY 2018-19	N/A

FY20 Definition: *A student who rolled over from PY 2018-19 to PY 2019-20 is a student who: 1) Was enrolled in Intergrated Education and Training (IE&T) or Intergrated English Literacy and Civics Education (IELCE) as of June 30, 2019 (had hours between April 1 – June 30, 2019); 2) Continues enrollment in IE&T or IELCE on July 1, 2019 and 3) Has assessment data pushed forward from PY 2018-19 to PY 2019-20, if applicable or is reassessed using an NRS approved assessment.*

Directions: *Please use the Monitoring Guidance to work with your team to complete this report.*

Performance Indicators	DC Performance Targets	Monthly Reporting Periods											Provider Comments	Monitor Comments
		Quarter 1		**Quarter 2**			**Quarter 3**			**Quarter 4**				
		Jul - Aug 2019	Sept 2019	Oct 2019	Nov 2019	Dec 2019	Jan 2020	Feb 2020	Mar 2020	Apr 2020	May 2020	Jun 2020		
Data Integrity Check														
1 Was a Fiscal Year Summary generated for this reporting period?														
2 Was a Student Diagnostic Search generated for this reporting period?														
3 Were all Student Diagnostic Search discrepancies (if any) resolved? If not why?														
Enrollment														
4 Total # 0-11 of Gateways to Careers participants served *(Reference: Current FY Student Roster)*														
5 Total # 0-11 *(Reference: Tbl2A; Col P - Total of # 0-11 Enrolled)*														
6 Total # Served (12+ hours) reported on the **Current FY Student Roster** *(Reference: Current FY Student Roster; Current FY Instr Hrs Col)*														
7 Total # NRS fundable *(Reference: Tbl4; Col B - Grand Total of # Enrolled)*														
(Evidence: Current Fiscal Year Student Roster (Submit in Excel format) NRS Table 2A Search & NRS Table 4 Search)														
Total Enrollment from Student Rosters		0	0	0	0	0	0	0	0	0	0	0		
NRS Table 3														
# enrolled in Integrated Education and Training for the following program types														
8 Adult Basic Education (ABE) *(Reference: Tbl3; Col H)*														
ABE Integrated Education and Training (ABE-IET) *(Reference: Tbl3; Col H)*														
9 Adult Secondary Education (ASE) *(Reference: Tbl3; Col H)*														
ASE Integrated Education and Training (ASE-IET) *(Reference: Tbl3; Col H)*														
10 English Language Acquisition (ELA) *(Reference: Tbl3; Col H)*														
ELA Integrated Education and Training (ELA-IET) *(Reference: Tbl3; Col H)*														
11 Integrated English Literacy and Civics Education (IELCE) *(Reference: Tbl3; Col H)*														
IELCE Integrated Education and Training (IELCE-IET) *(Reference: Tbl3; Col H)*														
(Evidence: NRS Table 3 Search)														
Totals		0	0	0	0	0	0	0	0	0	0	0		
NRS Table 4														
ABE Levels														
12 # of Participants *(Reference: Tbl4; Col B)*														
13 # of Participants Excluded from MSG Performance *(Reference: Tbl4; Col C)*														
14 # who achieved at least one EFL gain *(Reference: Tbl4; Col E)*														
15 # who attained a secondary school diploma or its equivalent *(Reference: Tbl4; Col F)*														
16 # who separated before achieving Measurable Skill Gains *(Reference: Tbl4; Col G)*														
17 # remaining in program w/out Measurable Skill Gains *(Reference: Tbl4; Col H)*														

#	Description	Value															
18	% achieving Measurable Skill Gains *(Reference: Tbl4; Col I)*	44%															
19	% of Periods of Participation w/Measurable Skill Gains *(Reference: Tbl4; Col M)*																
20	Total # w/scale score point gains *(Reference: Current Year Pre & Post Assessments Report; Point Gain Col)*																
21	# who achieved at least one EFL gain *(Reference: Current Year Pre & Post Assessments Report; Level Gain Col)*																

(Evidence: LACES Current Year Pre and Post Assessments Report (Submit in Excel format) & NRS Table 4 Search)

ESL Levels

#	Description	Value
22	# of Participants *(Reference: Tbl4; Col B)*	
23	# of Participants Excluded from MSG Performance *(Reference: Tbl4; Col C)*	
24	# who achieved at least one EFL gain *(Reference: Tbl4; Col E)*	
25	# who attained a secondary school diploma or its equivalent *(Reference: Tbl4; Col F)*	
26	# who separated before achieving Measurable Skill Gains *(Reference: Tbl4; Col G)*	
27	# remaining in program w/out Measurable Skill Gains *(Reference: Tbl4; Col H)*	
28	% achieving Measurable Skill Gains *(Reference: Tbl4; Col I)*	44%
29	% of Periods of Participation w/Measurable Skill Gains *(Reference: Tbl4; Col M)*	
30	Total # w/scale score point gains *(Reference: Current Year Pre & Post Assessments Report; Point Gain Col)*	
31	# who achieved at least one EFL gain *(Reference: Current Year Pre & Post Assessments Report; Level Gain Col)*	

(Evidence: LACES Current Year Pre and Post Assessments Report (Submit in Excel format) & NRS Table 4 Search)

NRS Table 4A

ABE Levels

#	Description
32	# of participants *(Reference: Tbl4A; Col B)*
33	# w/EFL Gain for ELA/Literacy or ELP by pre-posttesting *(Reference: Tbl4A; Col C)*
34	% achieving ELA/Literacy or ELP EFL Gains *(Reference: Tbl4A; Col D)*
35	# w/EFL Gain for Mathematics by pre-posttesting *(Reference: Tbl4A; Col E)*
36	% achieving Mathematics EFL Gains *(Reference: Tbl4A; Col F)*
37	# w/EFL Gain by Transition to Postsecondary Edu *(Reference: Tbl4A; Col I)*
38	% achieving EFL Gain by Transition to Postsecondary Edu *(Reference: Tbl4A; Col J)*

(Evidence: NRS Table 4A Search)

ESL Levels

#	Description
39	# of participants *(Reference: Tbl4A; Col B)*
40	# w/EFL Gain for ELA/Literacy or ELP by pre-posttesting *(Reference: Tbl4A; Col C)*
41	% achieving ELA/Literacy or ELP EFL Gains *(Reference: Tbl4A; Col D)*
42	# w/EFL Gain for Mathematics by pre-posttesting *(Reference: Tbl4A; Col E)*
43	% achieving Mathematics EFL Gains *(Reference: Tbl4A; Col F)*
44	# w/EFL Gain by Transition to Postsecondary Edu *(Reference: Tbl4A; Col I)*
45	% achieving EFL Gain by Transition to Postsecondary Edu *(Reference: Tbl4A; Col J)*

(Evidence: NRS Table 4A Search)

NRS Table 4B

ABE Levels

#	Description	Value
46	Total # Enrolled *(Reference: Tbl4B; Col B)*	
47	# w/EFL Gain *(Reference: Tbl4B; Col D)*	
48	# separated before achieving EFL Gain *(Reference: Tbl4B; Col E)*	
49	# remaining w/in level *(Reference: Tbl4B; Col F)*	
50	% achieving EFL Gain *(Reference: Tbl4B; Col G)*	80%

(Evidence: NRS Table 4B Search)

ESL Levels

#	Description	Value
51	Total # Enrolled *(Reference: Tbl4B; Col B)*	
52	# w/EFL Gain *(Reference: Tbl4B; Col D)*	
53	# separated before achieving EFL Gain *(Reference: Tbl4B; Col E)*	
54	# remaining w/in level *(Reference: Tbl4B; Col F)*	
55	% achieving EFL Gain *(Reference: Tbl4B; Col G)*	80%

(Evidence: NRS Table 4B Search)

Pre-and Post-Testing Practices

#	Description													
56	# with a pre-test and minimum 50 hours of instruction *(Reference: Current Year Student Roster; Current FY Instr Hrs Column)*													
57	# with a pre-test and minimum 50 hours of instruction who **were** post-tested *(Reference: Current Year Student Roster; Assess Status in Subj Area & Instr Hrs Since Last Assess in Subj Area columns)*													
58	% Pre/Post-Test Validity Match *(Percentage = A divided by B from below)*	80%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
	(A) # with 50 or more hours of instruction who have a valid pre-test/post-test *(Reference: NRS Tbl 4B; Col B)*													
	(B) # with 50 or more hours of instruction *(Reference: NRS Fundable Student Roster; Current FY Instr Hrs Columns)*													
(Evidence: Current Year Student Roster (Submit in Excel format) & NRS Table 4B Search)														

NRS Table 5

Employment Second Quarter after exit:

#	Description													
59	# of Participants who **EXITED** *(Reference: Tbl5; Col B)*													
60	# of Participants Achieving Outcome or Median Earnings Value *(Reference: Tbl5; Col C)*													
61	% Achieving Outcome *(Reference: Tbl5; Col D)*													
62	% of Period of Participation Achieving Outcome *(Reference: Tbl5; Col G)*													

Employment Fourth Quarter after exit:

63	# of Participants who **EXITED** *(Reference: Tbl5; Col B)*													
64	# of Participants Achieving Outcome or Median Earnings Value *(Reference: Tbl5; Col C)*													
65	% Achieving Outcome *(Reference: Tbl5; Col D)*													
66	% of Period of Participation Achieving Outcome *(Reference: Tbl5; Col G)*													

Median Earning Second Quarter after exit:

67	# of Participants who **EXITED** *(Reference: Tbl5; Col B)*													
68	# of Participants Achieving Outcome or Median Earnings Value *(Reference: Tbl5; Col C)*													

Attained any credential (unduplicated):

69	# of Participants who **EXITED** *(Reference: Tbl5; Col B)*													
70	# of Participants Achieving Outcome or Median Earnings Value *(Reference: Tbl5; Col C)*													
71	% Achieving Outcome *(Reference: Tbl5; Col D)*													
72	% of Period of Participation Achieving Outcome *(Reference: Tbl5; Col G)*													

(Evidence: NRS Table 5 Search run on ALL IETP Participants)

NRS Table 7 (Adult Ed Personnel by Function and Job Status)

73	Was a Staff Diagnostic Search generated for this reporting period?													
74	Were all Staff Diagnostic Search discrepancies (if any) resolved? If not why?													

(Evidence: Staff Diagnostic Search Report & NRS Table 7 Search)

NRS Table 11

MSG via Achievement of at Least One Educational Functioning Level Gain:

75	# Participants Included in the Indicator *(Reference: Tbl11; Col B)*													
76	# of Participants Achieving Outcome or Median Earnings Value *(Reference: Tbl11; Col C)*													
77	% Achieving Outcome *(Reference: Tbl11; Col D)*													
78	% of Period of Participation Achieving Outcome *(Reference: Tbl11; Col G)*													

MSG via Progress Toward Milestones:

79	# Participants Included in the Indicator *(Reference: Tbl11; Col B)*													
80	# of Participants Achieving Outcome or Median Earnings Value *(Reference: Tbl11; Col C)*													
81	% Achieving Outcome *(Reference: Tbl11; Col D)*													
82	% of Period of Participation Achieving Outcome *(Reference: Tbl11; Col G)*													

MSG via Passing Technical/Occupational Skills Exam:

83	# Participants Included in the Indicator *(Reference: Tbl11; Col B)*													
84	# of Participants Achieving Outcome or Median Earnings Value *(Reference: Tbl11; Col C)*													
85	% Achieving Outcome *(Reference: Tbl11; Col D)*													
86	% of Period of Participation Achieving Outcome *(Reference: Tbl11; Col G)*													

Employment Second Quarter after exit:

87	# Participants Included in the Indicator *(Reference: Tbl11; Col B)*													
88	# of Participants Achieving Outcome or Median Earnings Value *(Reference: Tbl11; Col C)*													
89	% Achieving Outcome *(Reference: Tbl11; Col D)*													
90	% of Period of Participation Achieving Outcome *(Reference: Tbl11; Col G)*													

Employment Fourth Quarter after exit:

91	# Participants Included in the Indicator *(Reference: Tbl11; Col B)*													
92	# of Participants Achieving Outcome or Median Earnings Value *(Reference: Tbl11; Col C)*													

#	Description														
93	% Achieving Outcome *(Reference: Tbl11; Col D)*														
94	% of Period of Participation Achieving Outcome *(Reference: Tbl11; Col G)*														

Median Earning Second Quarter after exit:

#	Description														
95	# Participants Included in the Indicator *(Reference: Tbl11; Col B)*														
96	# of Participants Achieving Outcome or Median Earnings Value *(Reference: Tbl11; Col C)*														
97	% of Period of Participation Achieving Outcome *(Reference: Tbl11; Col G)*														

(Evidence: NRS Table 11 Search)

Note: Headings for Tbl11 slightly differ from those on Tbl5. However, for reporting the exit-based Primary Indicators of Performance, follow the instructions for completing Tbl5.

Current Outcome Achievement Data

#	Description														
98	Total # employed *(NOTE: This information should be entered into History section under the Work History tab of LACES student record)*														

(Evidence: LACES Adult Ed Employment and/or the Student: Employment including Occupation and Keyword Report- Submit in Excel format) Reports are run on ALL IETP Participants

#	Description														
99	Total # reporting current wage data *(NOTE: This information should be entered into History section under the Work History tab of LACES student record)*														

(Evidence: LACES Adult Ed Employment and/or the Student: Employment including Occupation and Keyword Report- Submit in Excel format) Reports are run on ALL IETP Participants

#	Description														
100	Total # **enrolled** in **Postsecondary Training** *(NOTE: This information should be entered into the Postsecondary Education or Training section under the Education tab of LACES student record)*														

(Evidence: LACES Adult Ed Postsecondary Education & Adult Ed Postsecondary Training Reports - Submit both in Excel format)

#	Description														
101	Total # of **Postsecondary Training** credentials earned *(NOTE: This information should be entered into the Postsecondary Education or Training section under the Education tab of LACES student record)*														

(Evidence: LACES Adult Ed Postsecondary Education & Adult Ed Postsecondary Training Reports - Submit both in Excel format)

OSSE -AFE Initiatives

Assess for Success

#	Description														
1	# of students referred for Assess for Success Services														

(Note: Monitor will review copies of the learning needs screening in all student folders AND in LACES or the Data Vault as part of folder sampling)

Data Vault

#	Description														
	# of **Incoming** Referrals (customers referred **to** your organization from other program providers)														
	Referral Status:														
2	(A) # of customers accepted														
	(B) # of customers rejected														
	(C) # of customers placed "on hold"														
	(D) # of customers with other type of status														
	# of **Outgoing** Referrals (customers referred **from** your organization to other program providers)														
	Referral Status:														
3	(A) # of customers accepted														
	(B) # of customers rejected														
	(C) # of customers placed "on hold"														
	(D) # of customers with other type of status														

(Note: Monitor will verify the number of referrals made and received by the provider via the Data Vault and the status of the referrals via the Referral Status in the Data Vault.)

(Evidence: Data Vault Incoming and Outgoing Referrals Reports)

Back on Track

#	Description														
4	Are there any changes needed to your program profile on the Back on Track DC.org website for this quarter?														
5	If so, were the changes made?														

(Note: Monitor will verify any program changes via the Back on Track DC.org website.)

(Evidence: Back on Track Program Profile - verified QUARTERLY)

Fiscal Monitoring

Select Yes, No, or N/A from the dropdown box for each item in the Fiscal Monitoring Section

1	**Cost Reimbursements** including evidence submitted **monthly** in EGMS	
	(Evidence: Vendor Billing Statements/Invoices/Receipts with Cancelled Checks OR Credit Card Statement, Employee Timesheets & Pay Statements)	
2	**Match Requirement** including evidence submitted **once per quarter** via the OSSE AFE Fiscal Monitoring Workbook	
	(Evidence: Vendor Billing Statements/Invoices/Receipts with Cancelled Checks OR Credit Card Statement, Employee Timesheets & Pay Statements)	

Supporting Evidence Submission Checklist: All sub-grantees must include the reports listed below with each submission to serve as supporting evidence for the data reported. Please review the list of evidence below and place a "X" in the column to indicate that the evidence was submitted.

Program Provider Evidence List:		Monthly Reporting Periods											Comments	Comments
		Quarter 1		Quarter 2			Quarter 3			Quarter 4				
		Jul - Aug 2019	Sept 2019	Oct 2019	Nov 2019	Dec 2019	Jan 2020	Feb 2020	Mar 2020	Apr 2020	May 2020	Jun 2020		
Statistical Reporting Evidence:														
1	Current Year Student Roster Report **- Submit in Excel format**													
2	NRS Fundable Student Roster Report **- Submit in Excel format**													
3	NRS Table 2A Search													
4	NRS Table 3 Search													
5	NRS Table 4 Search													
6	NRS Table 4A Search													
7	NRS Table 4B Search													
8	LACES Current Year Pre and Post Assessments Report **- Submit in Excel format**													
9	NRS Table 5 Search													
10	NRS Table 7 Search													
11	NRS Table 11 Search													
12	LACES Adult Ed Employment Report and/or Student: Employment including Occupation and Keyword Report **- Submit in Excel format**													
13	LACES Adult Ed Postsecondary Training Report **- Submit in Excel format**													
14	Data Vault Detailed Referral Reports													
15	Back on Track Program Profile													
Fiscal Reporting Evidence:														
16	**Cost Reimbursements**: **Monthly** submission via EGMS, Vendor Billing Statements/Invoices/Receipts with Cancelled Checks **OR** Credit Card Statement, Employee Timesheets & Pay Statements													
17	**Match Requirement: Quarterly** submission via the Fiscal Monitoring Workbook, Vendor Billing Statements/Invoices/Receipts with Cancelled Checks OR Credit Card Statement, Employee Timesheets & Pay Statements													

OSSE AFE Monthly Monitoring - NRS Table 4 Report (July 1, 2019 - June 30, 2020)

Date:

Agency Name:

National Reporting System (NRS) Table 4

Number Separated Before Achieving Measurable Skill Gains (Col F):						ABE Levels
	Last Name	First Name	Current Level	Last Assess Date	Instr Hrs Since Last Assess in Subj Area	Last Hours Date	Points needed to reach next EFL
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

Number Separated Before Achieving Measurable Skill Gains (Col F):						ESL Levels
	Last Name	First Name	Current Level	Last Assess Date	Instr Hrs Since Last Assess in Subj Area	Last Hours Date	Points needed to reach next EFL
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

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OSSE AFE Monthly Monitoring - NRS Table 4 Report (July 1, 2019 - June 30, 2020)

Date:

Agency Name:

National Reporting System (NRS) Table 4

Number Remaining in Program Without Measurable Skill Gains (Col G):						ABE Levels
	Last Name	First Name	Current Level	Last Assess Date	Instr Hrs Since Last Assess in Subj Area	Last Hours Date	Points needed to reach next EFL
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

Number Remaining in Program Without Measurable Skill Gains (Col G):						ESL Levels
	Last Name	First Name	Current Level	Last Assess Date	Instr Hrs Since Last Assess in Subj Area	Last Hours Date	Points needed to reach next EFL
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

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OSSE AFE Monthly Monitoring - NRS Table 4A Report (July 1, 2019 - June 30, 2020)

Date:

Agency Name:

National Reporting System (NRS) Tables 4A

Number Achieved at Least One Educational Functioning Level Gain

	Last Name	First Name	Date EFL Achieved	Pre-Post Test: (Col C & E)		Carnegie Units: (Col G) (N/A for all OSSE AFE Providers)	Program Exit & Entry Into Postsecondary Ed: (Col I)	Evidence in Student Folder (Y/N)	Evidence in LACES Student Record (Y/N)
				ELA/Literacy or ELP	Mathematics				
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
18									
19									
20									

OSSE AFE Monthly Monitoring - NRS Table 11 Report (July 1, 2019 - June 30, 2020)

Date:

Agency Name:

National Reporting System (NRS) Table 11

Number Attained Secondary School Diploma/ Recognized Equivalent (Col C)

	Last Name	First Name	Date MSG Attained	High School Equivalency Type	Evidence in Student Folder (Y/N)	Evidence in LACES Student Record (Y/N)
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

OSSE AFE Monthly Monitoring - NRS Table 11 Report (July 1, 2019 - June 30, 2020)

Date:

Agency Name:

National Reporting System (NRS) Table 11

Number Attained Secondary or Postsecondary Transcript (Col C)

	Last Name	First Name	Date MSG Attained	IETP MSG	Name of Educational Institution	Evidence in Student Folder (Y/N)	Evidence in LACES Student Record (Y/N)
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

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OSSE AFE Monthly Monitoring - NRS Table 11 Report (July 1, 2019 - June 30, 2020)

Date:

Agency Name:

National Reporting System (NRS) Table 11

Number w/Progress Toward Milestones (Col C)

	Last Name	First Name	Date MSG Attained	IETP MSG	Name of Employer/ Training Provider	Evidence in Student Folder (Y/N)	Evidence in LACES Student Record (Y/N)
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

OSSE AFE Monthly Monitoring - NRS Table 11 Report (July 1, 2019 - June 30, 2020)

Date:

Agency Name:

National Reporting System (NRS) Table 11

Number Passing Technical/ Occupational Skills Exam (Col C)

	Last Name	First Name	Date MSG Attained	IETP MSG	IETP MSG			Evidence in Student Folder (Y/N)	Evidence in LACES Student Record (Y/N)
					Name of Technical/ Occupational Skills Exam	Name of Certificate, Credential or License	Class Completed		
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
18									
19									
20									

OSSE AFE Quarterly Monitoring - Narrative Report: Qtr 1 (July 1 - September 30, 2019)

Date Completed:
Agency Name:
Reporting Period (Month/Year):
Projected Enrollment for AEFLA/WIC (If applicable, reference: Sub-grantee Grant Application):
Projected Enrollment for Gateway to Careers (If applicable, reference: Sub-grantee Grant Application):
Total Number of Students Enrolled To Date:
Directions: *Please work with your team to complete this report.*

1	Was there an increase in student enrollment and persistence this quarter in comparison to the prior quarter?

☐ Yes   ☐ No

If yes, what strategies did you implement this quarter to increase student enrollment and persistence?

If no, what strategies do you plan to implement to increase student enrollment and persistence by the end of the next quarter?

2	Was there an increase in the percentage of students achieving Measurable Skills Gains (MSG) per NRS Table 4, Columns I and M this quarter in comparison to the prior quarter?

☐ Yes   ☐ No

If yes, what strategies did you implement this quarter to increase the percentage of students achieving Measurable Skills Gains (MSG) per NRS Table 4, Columns I and M?

If no, what strategies do you plan to implement to increase the percentage of students achieving Measurable Skills Gains (MSG) per NRS Table 4, Columns I and M by the end of the next quarter?

3	Was there an increase in the percentage of students achieving Educational Functioning Level (EFL) gains on NRS Table 4B this quarter in comparison to the prior quarter?

☐ Yes   ☐ No

If yes, what strategies did you implement this quarter to increase the percentage of students achieving Educational Functioning Level (EFL) gains on NRS Table 4B, Column G?

If no, what strategies did you plan to implement to increase the percentage of students achieving Educational Functioning Level (EFL) gains on NRS Table 4B, Column G by the end of the next quarter?

4	Was there an increase in the percentage of students achieving Core Follow-up Outcomes per NRS Table 5, Column G this quarter in comparison to the prior quarter?

☐ Yes ☐ No

If yes, what strategies did you implement this quarter to increase the percentage of students achieving Core Follow-up Outcomes per NRS Table 5, Column G?

If no, what strategies did you plan to implement to increase the percentage of students achieving Core Follow-up Outcomes per NRS Table 5, Column G by the end of the next quarter?

5	Provide a brief description of one Integrated Education and Training (IE&T) activity that students engaged in this quarter. (For all AEFLA Section 231 Federal and Local Providers)

6	Provide a brief description of one Integrated English Literacy and Civics (IELCE) and Training activity that students engaged in this quarter. (For AEFLA Section 243 IELCE Providers ONLY)

7	Provide a brief description of one Correctional Education (CE) activity that students in the correctional facility engaged in this quarter. (For AEFLA Section 225 CE Providers ONLY)

8	Provide a brief description of one Blended/Distance Learning activity that students engaged in this quarter.

9	Based on a review of your program's performance this quarter, what kind of technical assistance, professional development and/or resources do you need to improve your performance prior to the end of the next quarter?

10	Share one promising practice used by an administrator/ teacher/staff/student to enhance IE&T programming, student learning and/or student outcomes this quarter.

OSSE AFE Quarterly Monitoring - Narrative Report: Qtr 2 (October 1 - December 31, 2019)

Date Completed:	
Agency Name:	
Reporting Period (Month/Year):	
Projected Enrollment for AEFLA/WIC (Reference: Sub-grantee Grant Application):	
Projected Enrollment for Gateway to Careers (If applicable, reference: Sub-grantee Grant Application):	
Total Number of Students Enrolled To Date:	

Directions: *Please work with your team to complete this report.*

1 | Was there an increase in student enrollment and persistence this quarter in comparison to the prior quarter?

☐ Yes   ☐ No

If yes, what strategies did you implement this quarter to increase student enrollment and persistence?

If no, what strategies do you plan to implement to increase student enrollment and persistence by the end of the next quarter?

2 | Was there an increase in the percentage of students achieving Measurable Skills Gains (MSG) per NRS Table 4, Columns I and M this quarter in comparison to the prior quarter?

☐ Yes   ☐ No

If yes, what strategies did you implement this quarter to increase the percentage of students achieving Measurable Skills Gains (MSG) per NRS Table 4, Columns I and M?

If no, what strategies do you plan to implement to increase the percentage of students achieving Measurable Skills Gains (MSG) per NRS Table 4, Columns I and M by the end of the next quarter?

3 | Was there an increase in the percentage of students achieving Educational Functioning Level (EFL) gains on NRS Table 4B this quarter in comparison to the prior quarter?

☐ Yes   ☐ No

If yes, what strategies did you implement this quarter to increase the percentage of students achieving Educational Functioning Level (EFL) gains on NRS Table 4B, Column G?

If no, what strategies did you plan to implement to increase the percentage of students achieving Educational Functioning Level (EFL) gains on NRS Table 4B, Column G by the end of the next quarter?

4	Was there an increase in the percentage of students achieving Core Follow-up Outcomes per NRS Table 5, Column G this quarter in comparison to the prior quarter?
	☐ Yes ☐ No

If yes, what strategies did you implement this quarter to increase the percentage of students achieving Core Follow-up Outcomes per NRS Table 5, Column G?

If no, what strategies did you plan to implement to increase the percentage of students achieving Core Follow-up Outcomes per NRS Table 5, Column G by the end of the next quarter?

5	Provide a brief description of one Integrated Education and Training (IE&T) activity that students engaged in this quarter. (For all AEFLA Section 231 Federal and Local Providers)

6	Provide a brief description of one Integrated English Literacy and Civics (IELCE) and Training activity that students engaged in this quarter. (For AEFLA Section 243 IELCE Providers ONLY)

7	Provide a brief description of one Correctional Education (CE) activity that students in the correctional facility engaged in this quarter. (For AEFLA Section 225 CE Providers ONLY)

8	Provide a brief description of one Blended/Distance Learning activity that students engaged in this quarter.

9	Based on a review of your program's performance this quarter, what kind of technical assistance, professional development and/or resources do you need to improve your performance prior to the end of the next quarter?

10	Share one promising practice used by an administrator/ teacher/staff/student to enhance IE&T programming, student learning and/or student outcomes this quarter.

OSSE AFE Quarterly Monitoring - Narrative Report: Qtr 3 (January 1 - March 30, 2020)
Date Completed:
Agency Name:
Reporting Period (Month/Year):
Projected Enrollment for AEFLA/WIC (Reference: Sub-grantee Grant Application):
Projected Enrollment for Gateway to Careers (If applicable, reference: Sub-grantee Grant Application):
Total Number of Students Enrolled To Date:
Directions: *Please work with your team to complete this report.*

1 Was there an increase in student enrollment and persistence this quarter in comparison to the prior quarter?

☐ Yes   ☐ No

If yes, what strategies did you implement this quarter to increase student enrollment and persistence?

If no, what strategies do you plan to implement to increase student enrollment and persistence by the end of the next quarter?

2 Was there an increase in the percentage of students achieving Measurable Skills Gains (MSG) per NRS Table 4, Columns I and M this quarter in comparison to the prior quarter?

☐ Yes   ☐ No

If yes, what strategies did you implement this quarter to increase the percentage of students achieving Measurable Skills Gains (MSG) per NRS Table 4, Columns I and M?

If no, what strategies do you plan to implement to increase the percentage of students achieving Measurable Skills Gains (MSG) per NRS Table 4, Columns I and M by the end of the next quarter?

3 Was there an increase in the percentage of students achieving Educational Functioning Level (EFL) gains on NRS Table 4B this quarter in comparison to the prior quarter?

☐ Yes   ☐ No

If yes, what strategies did you implement this quarter to increase the percentage of students achieving Educational Functioning Level (EFL) gains on NRS Table 4B, Column G?

If no, what strategies did you plan to implement to increase the percentage of students achieving Educational Functioning Level (EFL) gains on NRS Table 4B, Column G by the end of the next quarter?

4	Was there an increase in the percentage of students achieving Core Follow-up Outcomes per NRS Table 5, Column G this quarter in comparison to the prior quarter?
	☐ Yes ☐ No

If yes, what strategies did you implement this quarter to increase the percentage of students achieving Core Follow-up Outcomes per NRS Table 5, Column G?

If no, what strategies did you plan to implement to increase the percentage of students achieving Core Follow-up Outcomes per NRS Table 5, Column G by the end of the next quarter?

5	Provide a brief description of one Integrated Education and Training (IE&T) activity that students engaged in this quarter. (For all AEFLA Section 231 Federal and Local Providers)

6	Provide a brief description of one Integrated English Literacy and Civics (IELCE) and Training activity that students engaged in this quarter. (For AEFLA Section 243 IELCE Providers ONLY)

7	Provide a brief description of one Correctional Education (CE) activity that students in the correctional facility engaged in this quarter. (For AEFLA Section 225 CE Providers ONLY)

8	Provide a brief description of one Blended/Distance Learning activity that students engaged in this quarter.

9	Based on a review of your program's performance this quarter, what kind of technical assistance, professional development and/or resources do you need to improve your performance prior to the end of the next quarter?

10	Share one promising practice used by an administrator/ teacher/staff/student to enhance IE&T programming, student learning and/or student outcomes this quarter.

OSSE AFE Quarterly Monitoring - Narrative Report: Qtr 4 (April 1 - June 30, 2020)

Date Completed:
Agency Name:
Reporting Period (Month/Year):
Projected Enrollment for AEFLA/WIC (Reference: Sub-grantee Grant Application):
Projected Enrollment for Gateway to Careers (If applicable, reference: Sub-grantee Grant Application):
Total Number of Students Enrolled To Date:
Directions: *Please work with your team to complete this report.*

1	Was there an increase in student enrollment and persistence this quarter in comparison to the prior quarter?

☐ Yes   ☐ No

If yes, what strategies did you implement this quarter to increase student enrollment and persistence?

If no, what strategies do you plan to implement to increase student enrollment and persistence by the end of the next quarter?

2	Was there an increase in the percentage of students achieving Measurable Skills Gains (MSG) per NRS Table 4, Columns I and M this quarter in comparison to the prior quarter?

☐ Yes   ☐ No

If yes, what strategies did you implement this quarter to increase the percentage of students achieving Measurable Skills Gains (MSG) per NRS Table 4, Columns I and M?

If no, what strategies do you plan to implement to increase the percentage of students achieving Measurable Skills Gains (MSG) per NRS Table 4, Columns I and M by the end of the next quarter?

3	Was there an increase in the percentage of students achieving Educational Functioning Level (EFL) gains on NRS Table 4B this quarter in comparison to the prior quarter?

☐ Yes   ☐ No

If yes, what strategies did you implement this quarter to increase the percentage of students achieving Educational Functioning Level (EFL) gains on NRS Table 4B, Column G?

If no, what strategies did you plan to implement to increase the percentage of students achieving Educational Functioning Level (EFL) gains on NRS Table 4B, Column G by the end of the next quarter?

4	Was there an increase in the percentage of students achieving Core Follow-up Outcomes per NRS Table 5, Column G this quarter in comparison to the prior quarter?

☐ Yes   ☐ No

If yes, what strategies did you implement this quarter to increase the percentage of students achieving Core Follow-up Outcomes per NRS Table 5, Column G?

If no, what strategies did you plan to implement to increase the percentage of students achieving Core Follow-up Outcomes per NRS Table 5, Column G by the end of the next quarter?

5	Provide a brief description of one Integrated Education and Training (IE&T) activity that students engaged in this quarter. (For all AEFLA Section 231 Federal and Local Providers)

6	Provide a brief description of one Integrated English Literacy and Civics (IELCE) and Training activity that students engaged in this quarter. (For AEFLA Section 243 IELCE Providers ONLY)

7	Provide a brief description of one Correctional Education (CE) activity that students in the correctional facility engaged in this quarter. (For AEFLA Section 225 CE Providers ONLY)

8	Provide a brief description of one Blended/Distance Learning activity that students engaged in this quarter.

9	Based on a review of your program's performance this quarter, what kind of technical assistance, professional development and/or resources do you need to improve your performance prior to the end of the next quarter?

10	Share one promising practice used by an administrator/ teacher/staff/student to enhance IE&T programming, student learning and/or student outcomes this quarter.

OSSE AFE Quarterly Monitoring - NRS Table 5 Report (July 1, 2019 - June 30, 2020)

Date:

Agency Name:

NRS Table 5: Core Follow-up Outcome Achievement
Select "Met" or "Unmet" from the dropdown menu for each item or enter the applicable information

Follow-up Status

	Last Name	First Name	Exit Date	Employment in 2nd quarter after exit	Employment in 4th quarter after exit	Median Earnings, 2nd quarter after exit	Attained a Secondary School Credential and Enrolled in Postsecondary Education/Training w/in one year after exit	Attained a Secondary School Credential and Employed w/in one year after exit	Attained a Postsecondary Credential w/in one year after exit	Attained any Credential one year after exit	Was Follow-up conducted? (Yes or No)	Name of Staff who conducted Follow-up	When was Follow-up conducted?	Was Follow-up data entered in LACES?
				*Survey **all** NRS participants , (except those incarcerated at program entry and who remain incarcerated), **who exit during the reporting period***	*Survey **all** NRS participants , (except those incarcerated at program entry and who remain incarcerated), **who exit during the reporting period***	*Survey **all** NRS participants who exit during the reporting period and who are employed in the 2nd quarter after exit. Ask student his/her median wage (midpoint of wages between lowest and highest wage in the 2nd quarter after exit)*	*Survey **all** NRS participants **without a secondary school diploma or its equivalent** , (except those incarcerated at program entry and who remain incarcerated), **who exit during the program year and who were at a 9th grade equivalent educational functioning level or higher (Low and High Adult Secondary), at entry or exit** , as measured by assessment with an approved NRS test o **r who received instruction at the 9th grade or above level even if not assessed at that level** .*	*Survey **all** NRS participants **without a secondary school diploma or its equivalent** , (except those incarcerated at program entry and who remain incarcerated), **who exit during the program year and who were at a 9th grade equivalent educational functioning level or higher (Low and High Adult Secondary), at entry or exit** , as measured by assessment with an approved NRS test o **r who received instruction at the 9th grade or above level even if not assessed at that level** .*	*Survey **all** NRS participants who exited during the program year who were **co-enrolled** in a postsecondary education or training program including IETP/Credential leading to a recognized postsecondary credential*					
1														
2														
3														
4														
5														
6														
7														
8														
9														
10														

Note: Student outcome data must be entered in the Student Folder in LACES. The easiest way to know if the Outcome Measures are being correctly tracked is to view the Outcomes tab>PoP (Periods of Participation) Summary/Measurable Outcomes panel in LACES. NRS Table 5 is an Outcome Measure table and therefore only tracks the measures listed above for exited students. The Measurable Outcomes data will not populate in the PoP summary until the student is exited (without hours or services in 90+ days). Students in Corrections education will not populate outcomes on NRS Table 5.

OSSE AFE Quarterly Monitoring - Program Income Report (July 1, 2019 - June 30, 2020)

Directions: *ALL providers must complete this report.*

Agency Name:

Does your program collect Program Income: ☐ Yes ☐ No

Total Grant Amount: $

Quarter 1 July 1, 2019 - September 30, 2019	Quarter 2 October 1, 2019 - December 31, 2019	Quarter 3 January 1, 2020 - March 31, 2020	Quarter 4 April 1, 2020 - June 30, 2020
Income Amount:	Income Amount:	Income Amount:	Income Amount:
Amount Expended:	Amount Expended:	Amount Expended:	Amount Expended:
Balance:	Balance:	Balance:	Balance:
Program Income was expended on the following AEFLA Activities *(check all that apply)* :	**Program Income was expended on the following AEFLA Activities** *(check all that apply)* :	**Program Income was expended on the following AEFLA Activities** *(check all that apply)* :	**Program Income was expended on the following AEFLA Activities** *(check all that apply)* :
☐ AEFLA 231 (Adult Education and Literacy Activities) ☐ AEFLA 225 (Correctional Education) ☐ AEFLA 243 (Integrated English Literacy and Civics Education & Training)	☐ AEFLA 231 (Adult Education and Literacy Activities) ☐ AEFLA 225 (Correctional Education) ☐ AEFLA 243 (Integrated English Literacy and Civics Education & Training)	☐ AEFLA 231 (Adult Education and Literacy Activities) ☐ AEFLA 225 (Correctional Education) ☐ AEFLA 243 (Integrated English Literacy and Civics Education & Training)	☐ AEFLA 231 (Adult Education and Literacy Activities) ☐ AEFLA 225 (Correctional Education) ☐ AEFLA 243 (Integrated English Literacy and Civics Education & Training)
Description of how program income was expended:	**Description of how program income was expended:**	**Description of how program income was expended:**	**Description of how program income was expended:**

Note: Programs must also complete the Program Income Verification Tab.

DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF
EDUCATION

OSSE AFE Quarterly Monitoring - Cost Reimbursement Verification (July 1, 2019 - June 30, 2020)

Agency Name:

Total Grant Amount: $

	Cost Reimbursement Request Period	Payee (Vendor, Consultant, Staff, etc.)	Description of Goods or Services Provided (provide a clear description of expenditure)	Invoice Date	Total Invoice Amount	Check Number (if paid by other instrument, put "n/a")	Check or Payment Date	Amount Requested	Description of Evidence	Grant Source	Available	Monitor Comments
Example	October 1, 2019 - December 31, 2019	Xerox	Copier Maintenance	11/1/2019	$300	1215	11/14/2019	$300	Invoice and Check		X	
1												
2												
3												
4												
5												
6												

OSSE AFE Quarterly Monitoring - Match Requirement Verification (July 1, 2019 - June 30, 2020)

Agency Name:

Total Grant Amount: $

	Match Requirement Reporting Period	Vendor, Consultant, Staff, Volunteer, Partner, etc.	Description of Goods or Services Provided (provide a clear description of expenditure)	Date(s) of Service	Total Invoice Amount	Check Number (if paid by other instrument, put "n/a")	Check or Payment Date	Amount Requested	Description of Evidence	Match Source	Available	Monitor Comments
Example	July 1, 2019 - September 30, 2019	PCI	Instructional Materials	8/5/2019	$426	1043	8/15/2019	$300	Invoice and Check		X	
1												
2												
3												
4												
5												
6												

OSSE AFE Quarterly Monitoring - Program Income Verification (July 1, 2019 - June 30, 2020)

Agency Name:

Total Grant Amount: $

	Program Income Reporting Period	Payee (Vendor, Consultant, Staff, etc.)	Description of Goods or Services Provided (provide a clear description of expenditure)	Invoice Date	Total Invoice Amount	Check Number (if paid by other instrument, put "n/a")	Check or Payment Date	Amount Requested	Description of Evidence	Program Income Source	Available	Monitor Comments
Example	July 1, 2019 - September 30, 2019	Staples	Supplies	7/6/2019	$300	1402	7/16/2019	$500	Invoice and Check		X	
1												
2												
3												
4												

| 5 | | | | | | | | | | | |
| 6 | | | | | | | | | | | |

Time and Effort - Semi-Annual Certification Template (July 1, 2019 - June 30, 2020)

Agency Name:

Grant Amount: $

Staff Name:

Date: From _____ **through** _____

(Date)   (Date)

Office: _____

I hereby certify that I spent 100% of my time working on _____

during the time period indicated above.   (cost objective)

_____   _____

Staff Signature, Position   **Date**

Time and Effort - Personnel Activity Report Template (July 1, 2019 - June 30, 2020)

Agency Name:

Grant Amount: $

Staff Name: _____ **Office:** _____

Reporting Period: _____

(Date)

I hereby certify this report is an accurate representation of the total activity expended during the period indicated.

Cost Objective	Account Number	Distribution of Time (%)

_____ _____

Staff Signature, Position **Date:**

Evidence: For employees working on multiple cost objectives, i.e. AEFLA federal and local, or AEFLA, federal, local and WIC CP, or AEFLA federal and UPO, or AEFLA federal, local and DHS, a Personnel Activity Report (PAR) accounting for the activities after the fact that coincide with one or more pay periods, must be prepared, signed by the employee and submitted to OSSE monthly.

DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF
EDUCATION
OSSE

OSSE Adult and Family Education
FY 2019-20 Classroom Observation Form

Directions:

1) The Program Manager must provide the Instructor with a copy of your FY 2019 AFE Continuation Grant application to review the provider's responses to questions 19-23 in the FY 2019 AFE Continuation Grant application. This information should be used by the Instructor to develop the lesson plan, power point presentation, handouts and other related materials for this lesson and all other lessons that may not be observed.

2) The Program Manager should review the classroom observation criteria in Part I, column A; review the provider's responses to the questions 19-23 in the FY 2019 AFE Continuation Grant application; and review the instructor's lesson plan, power point presentation, handouts and other related materials for this lesson to conduct the observation and complete a Classroom Observation form for each instructor. The Program Manager must check the boxes and/or enter requested information in Part I columns C and D; complete the check boxes and specify the evidence for the Adult Educator competency, if applicable; and provide comment, if applicable. It is important to note that all of the Adult Educator competencies may not be observed in a single classroom observation; however, the expectation is that these competencies will be observed throughout the instructor's tenure during the program year.

When an observation is jointly conducted by the Program Manager and an OSSE AFE Monitor, each will complete their own Classroom Observation Form.

Agency Name:	
Name of IE&T Program/Class:	
Name of the Instructor:	
Name of Observer(s):	
Date of the Observation:	
Time of the Observation:	
Number of students in attendance:	
Total number of students enrolled in the class:	

	Part I: Integrated Education and Training (IE&T) Program Implementation			
	Classroom Observation Criteria:	**FY19 Cont. App. Ref.**	**Please check or enter the requested information**	**Evidence**
1	Specify the IE&T Program component(s) observed. (check all that apply)	Q21 Q23	☐ Adult Education and Literacy ☐ Workforce Preparation ☐ Workforce Training	☐ Lesson Plan ☐ PowerPoint Presentation ☐ Handouts ☐ Other (specify):
2	Specify the Standard Occupational Classification (SOC) Code/Occupation Title.	Q19	The SOC Code/Occupation Title is:	☐ AFE FY19 Cont. App.
3	Did the lesson plan include one or more of the ONET competency areas?	Q20	☐ Yes ☐ No	☐ Lesson Plan ☐ PowerPoint Presentation ☐ Handouts ☐ Other (specify):
	Part I: Integrated Education and Training (IE&T) Program Implementation (Cont.)			
	Classroom Observation Criteria	**FY19 Cont. App. Ref.**	**Please check or enter the requested information**	**Evidence**
4	Which ONET competency areas were addressed during the lesson? (check all that apply)	Q20	☐ Tasks ☐ Knowledge ☐ Skills ☐ Technology Skills ☐ Abilities	☐ Lesson Plan ☐ PowerPoint Presentation ☐ Handouts ☐ Other (specify):
5	Did the lesson plan include one or more of CASAS Reading and/or Math Competencies and/or Content Standards? Which CASAS Reading and/or Math competencies and/or content standards were reflected and/or integrated in the lesson? (specify the number and description of the competency statement and/or content standard, if applicable)	Q21 Q23	☐ Yes ☐ No _____ ☐ Reading _____ ☐ Math _____	☐ Lesson Plan ☐ Class Profile by Competency ☐ Student Profile by Competency ☐ Other (specify):
6	Did the lesson plan include one or more of the College and Career Readiness (CCRS)/Common Core State Standards (CCSS) Application? Which College and Career Readiness (CCRS)/Common Core State Standards were reflected and/or integrated in the lesson? (specify the number and description of the standard, if applicable)	Q21	☐ Yes ☐ No ☐ Reading _____ ☐ Language _____ ☐ Math _____	☐ Lesson Plan ☐ PowerPoint Presentation ☐ Handouts ☐ Other (specify):

7	Did the lesson plan include one or more workforce preparation standards and/or activities?	Q21	☐ Yes ☐ No	☐ Lesson Plan ☐ PowerPoint Presentation ☐ Handouts Other (specify):
	Which workforce preparation standards were reflected and/or integrated in the lesson? (specify the number and description of the standard, if applicable)			
8	Did the lesson plan include one or more workforce training standards or activities?	Q21	☐ Yes ☐ No	☐ Lesson Plan ☐ PowerPoint Presentation ☐ Handouts ☐ Other (specify):
	Which workforce training standards were reflected and/or integrated in the lesson? (specify the number and description of the standard, if applicable)			
9	What were students expected to know and/or be able to do as a result of their participation in the class? (please specify the learning goals/objectives)	Q21 Q23		☐ Lesson Plan ☐ PowerPoint Presentation ☐ Handouts Other (specify):

	Part I: Integrated Education and Training (IE&T) Program Implementation (Cont.)			
	Classroom Observation Criteria	**FY19 Cont. App. Ref.**	**Please check or enter the requested information**	**Evidence**
10	Were students engaged?		☐ Yes ☐ No	☐ Student/Teacher interactions ☐ Student/Student interactions ☐ Other (specify):
11	Which instructional methods and/or strategies did the teacher use to facilitate the lesson?		☐ Case Studies ☐ Simulations ☐ Role Plays ☐ Games ☐ Technology Integration ☐ Other, please specify:	☐ Lesson Plan ☐ PowerPoint Presentation ☐ Handouts ☐ Other (specify):
	Post Observation Criteria			
12	Did the instructor's facilitation of the lesson help students achieve the learning goals/objectives?		☐ Yes ☐ No	☐ Instructor Evaluation Form ☐ Student Survey ☐ Other (specify):
13	How much time does the instructor have per week to plan instruction? (specify the amount of time)		The instructor' planning time is:	☐ Planner/Schedule ☐ Other (specify):
	How often does the instructor meet with other instructors and members of the team to plan instruction? (specify the amount of time)		☐ Once week ☐ Once every two weeks ☐ Once a month ☐ Other, please specify	☐ Planner/Schedule ☐ Other (specify):
14	Are there resources that the instructor needs to enhance student learning and/or instruction? (specify)		☐ Yes ☐ No	
	What kind of resources are needed and/or were requested? (specify)			
15	Does the instructor need or did the instructor request technical assistance and/or professional development to enhance student learning, instruction and/or outcomes?		☐ Yes ☐ No	
	What kind of technical assistance and/or professional development are needed? (specify)			
	When is the best time to provide these supports to the instructor? (specify the days/times)			

Part II – Adult Educator Competencies		
1.Professional Knowledge		
The instructor demonstrated an understanding of the subject area content (adult education and/or literacy, workforce preparation and/or training), the curriculum and the specific learning needs and goals of students by providing relevant learning experiences.		
Please specify the competencies that the instructor demonstrated during the observation (check all that apply):	**Program Manager Comments**	**Monitor Comments**
☐ Demonstrated knowledge of the subject area(s) taught. ☐ Demonstrated skills relevant to the subject area(s) taught. ☐ Based instruction on student learning needs and goals that reflect high expectations and an understanding of the subject. ☐ Effectively addressed appropriate adult education and literacy, workforce preparation and/or workforce training standards. ☐ Effectively addressed appropriate curriculum standards. ☐ Integrated key content elements and facilitated students' use of problem-solving, critical thinking and higher-level thinking skills in instruction. ☐ Demonstrated an ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications for students. ☐ Demonstrated an understanding of the intellectual, social, emotional, and development of the students. ☐ Communicated clearly and checked for understanding.		
Evidence:		

Part II – Adult Educator Competencies		
2. Instructional Planning		
The instructor's lesson plan included adult education and literacy, workforce preparation and/or workforce training standards, curriculum, instructional methods, and resources to meet the needs of students.		
Please specify the competencies that the instructor demonstrated during the observation (check all that apply):	**Program Manager Comments**	**Monitor Comments**
☐ Used student learning needs data (CASAS Class Profile, CASAS Student Profile, attendance, persistence, etc.) to inform the lesson plan. ☐ Planned class time realistically for pacing, content mastery, and transitions. ☐ Planned for differentiated instruction. ☐ Aligned lesson objectives to the standards, curriculum and student learning needs. ☐ Adapted the lesson plan when needed.		
Evidence:		
3. Instructional Delivery		
The instructor effectively engaged students in learning by using a variety of instructional methods and strategies to meet the individual and/or collective learning needs of students.		
Please specify the competencies that the instructor demonstrated during the observation (check all that apply):	**Program Manager Comments**	**Monitor Comments**
☐ Engaged and maintained students in active learning. ☐ Built upon students' existing knowledge and skills. ☐ Differentiated instruction to meet the students' needs. ☐ Reinforced learning goals/objectives consistently throughout the lesson. ☐ Used a variety of instructional methods, strategies and resources. ☐ Used instructional technology to enhance student learning. ☐ Communicated clearly and checked for understanding.		
Evidence:		

Part II – Adult Educator Competencies		
4. Assessment of and for Student Learning		
The instructor gathered, analyzed, and used relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to students.		
Please specify the competencies that the instructor demonstrated during the observation (check all that apply):	**Program Manager Comments**	**Monitor Comments**
☐ Used pre-test and/or post-test data to develop expectations for students, to differentiate instruction, and to document learning. ☐ Involved students in setting learning goals and monitoring their own progress. ☐ Aligned student assessment with established curriculum standards and benchmarks. ☐ Used assessment tools to inform, guide, and adjust students' learning. ☐ Provided constructive and frequent feedback to students on their learning.		
Evidence:		

Part II – Adult Educator Competencies		
5. Learning Environment		
The instructor used resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that was conducive to learning.		
Please specify the competencies that the instructor demonstrated during the observation (check all that apply):	**Program Manager Comments**	**Monitor Comments**
☐ Arranged the classroom to maximize learning while providing a safe environment. ☐ Established clear expectations, with student input, for classroom rules and procedures and enforced them consistently and fairly. ☐ Maximized instructional time and minimized disruptions ☐ Established a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic. ☐ Promoted cultural sensitivity. ☐ Respected students' diversity, including language, culture, race, gender, and special needs. ☐ Actively listened and was attentive to students' needs and responses. ☐ Maximized instructional learning time by working with students individually as well as in small groups or whole groups.		
Evidence:		
6. Student Progress		
The work of the instructor resulted in acceptable, measurable, and appropriate student progress.		
Please specify the competencies that the instructor demonstrated during the observation (check all that apply):	**Program Manager Comments**	**Monitor Comments**
☐ Set acceptable, measurable, and appropriate achievement goals for student learning progress. ☐ Monitored student participation and progress during the facilitation of the lesson. ☐ Used student performance and outcome data to continually document and communicate student progress and develop learning targets.		
Evidence:		

STUDENT FOLDER AND LACES VERIFICATION CHECKLIST
FOR OSSE ADULT AND FAMILY EDUCATION (AFE) PROGRAMS

AGENCY NAME:	
STUDENT NAME:	
LACES ID:	**DATA VAULT ID:**
DC NETWORKS USERNAME:	

FORMS/INFORMATION:	Available in:	
	Student folder	**LACES**
Intake Form Including Barriers to Employment	☐	☐
*Cultural Barriers, English Language Learner and/or Low Literacy must be checked for all students. Please also check other barriers, as applicable.		
Cultural Barriers*	☐	☐
Disabled	☐	☐
Displaced Homemaker	☐	☐
Low Income	☐	☐
English Language Learner*	☐	☐
Ex-Offender	☐	☐
Exhausting TANF within Two Years	☐	☐
Foster Care Youth	☐	☐
Homeless	☐	☐
Long Term Unemployment	☐	☐
Low Literacy*	☐	☐
Migrant Farmworker	☐	☐
Seasonal Farmworker	☐	☐
Single Parent or Guardian	☐	☐
Dislocated Worker	☐	☐
Minor with Adult Status	☐	☐
Learning Needs Screening	☐	☐
Goals Sheet Aligned to LACES	☐	☐
CASAS Appraisal Scores, if applicable	☐	☐
CASAS Pre-Test Scores	☐	☐
CASAS Student Profile by Competency (Pre-Test)	☐	☐
CASAS Post-Test Scores, when applicable	☐	☐
CASAS Student Profile by Competency (Post-Test), when applicable	☐	☐
Individual Career Pathways Transition Plan	☐	☐
Career Interest Inventory	☐	☐
Image (Photo/Video Release Form)	☐	☐
Release of Information Form	☐	☐
Proof of DC Residency, as applicable	☐	☐

FORMS/INFORMATION (CONT.):	Available in:	
	Student Folder	LACES
Department of Employment Services (DOES) Eligibility Documents Checklist For District Residents Seeking an Individual Training Account (ITA)		
Proof of Social Security Number, if applicable	☐	☐
GED or High School Diploma	☐	☐
Proof of DC Residency	☐	☐
Date of Birth	☐	☐
Citizenship	☐	☐
Education Status	☐	☐
Selective Service Verification, if applicable	☐	☐
Proof of Family Income	☐	☐
Proof of Assistance	☐	☐
Proof of Family Size, if applicable	☐	☐
Employment Status, if applicable	☐	☐
Veteran Status, if applicable	☐	☐
Displaced Homemaker, if applicable	☐	☐
Disability, if applicable	☐	☐
To be completed by OSSE AFE program provider staff:		
Indicate the names/roles of the key personnel who completed the form and responsible for ensuring data integrity and accuracy		
Name	Role	Date
		Click or tap to enter a date.
		Click or tap to enter a date.
		Click or tap to enter a date.

INDIVIDUAL CAREER PATHWAYS TRANSITION PLAN

FOR OSSE ADULT AND FAMILY EDUCATION (AFE) PROGRAMS

DATE:

AGENCY NAME:	IE&T PROGRAM:

STUDENT NAME:

LACES ID:	DATA VAULT ID:

DC NETWORKS USERNAME:

This section should be completed at intake:

Reading and Math Educational Functioning Level (EFL)/Grade Level Equivalent (GLE) at Entry:	Reading EFL	Reading GLE	Math EFL	Math GLE

High School Diploma/GED at Entry:	Yes ☐ No ☐		

Certification(s)/Certificate(s) Earned at Entry:	Yes ☐ No ☐	Name of Certification(s)/Certificate(s):

Learning Needs:	
Career Interest(s):	
Career Goal(s):	
Barrier(s) Identified:	
Resource(s)/Support(s) Needed:	

This section should be updated in subsequent check-in sessions with the student:

Barrier(s) Remediated:	
Integrated Education and Training Program Completed:	
Career Goal(s) Achieved:	
Next Step(s):	
Comments:	

OSSE Adult and Family Education
FY 2019-20 Monitoring Tool (July 1, 2019- June 30, 2020)

Name of Sub-grantee:	
Date:	

Category A: Learner Recruitment, Retention, Progress and Involvement - *Program policies, procedures, and systems that effectively and efficiently measure learners' educational gains and achievements.*	Evidence	Rating	Score	Monitor Comments, Recommendations and Directives
Measure A.1: Program is meeting enrollment target.				
a	Program enrollment meets or exceeds the target of a minimum of 100 students.	NRS Table 1. *Aligns with the performance metric on the Monthly Monitoring Statistical Report - Enrollment, Lines #1 thru #3 and total).*	4		
b	Program enrollment is between 90% and 99% of target.		3		
c	Program enrollment is between 80% and 89% of target.		2		
d	Program enrollment is less than 80% of target.		1		
Measure A.2: Program is serving students who are NRS fundable.				
a	90% to 100% of students are NRS fundable.	NRS Table 1. Aligns with the performance metric on the Monthly Monitoring Statistical Report - Enrollment, Line #3.	4		
b	80% to 89% students are NRS fundable.		3		
c	70% to 79% students are NRS fundable.		2		
d	Less than 70% of students are NRS fundable.		1		
Measure A.3: Enrolled students are populating NRS Table 3 based on the appropriate program type.				
a	Enrolled students are populating NRS Table 3 based on the appropriate program type (Integrated Education and Training ABE, ASE, ELA and IELCE) and age, non-duplicated.	NRS Table 3. Aligns with the performance metric on the Monthly Monitoring Statistical Report - NRS Table 3, Lines #4 thru #7 and total).	2		
b	Enrolled students are not populating NRS Table 3 based on the appropriate program type (Integrated Education and Training ABE, ASE, ELA and IELCE) and age, non-duplicated.		0		
Measure A.4: Enrolled students make educational gains as evidenced by the average point increases in CASAS reading, math or ESL scale scores.				
a	Enrolled students have an average point increase between their CASAS reading, math or ESL pre-tests and post-tests of 5 points or greater in the subject area being tracked.	Desk Review, Student Assessment Report and Student Current Year Pre and Post Assessment Report in LACES.	5		
b	Enrolled students have an average point increase between their CASAS reading, math or ESL pre-test and post-test of 4 – 4.99 points in the subject area being tracked.		4		
c	Enrolled students have an average point increase between their CASAS reading, math or ESL pre-test and post-test of 3 – 3.99 points in the subject area being tracked.		3		
d	Enrolled students have an average point increase between their CASAS reading, math or ESL pre-test and post-test of 2 – 2.99 points in the subject area being tracked.		2		
e	Enrolled students have an average point increase between their CASAS reading, math or ESL pre-test and post-test score of less than 2 points in the subject area being tracked.		1		

Measure A.5: The program is meeting or exceeding the state's negotiated U.S. Department of Education Measurable Skill Gains Performance Target of 44% on NRS Table 4.					
a	The program is meeting or exceeding the state's negotiated U.S. Department of Education Measurable Skill Gains Performance Target of 44% on NRS Table 4.	NRS Table 4, Column H. *Aligns with the performance metric on the Monthly Monitoring Statistical Report Line #13 (ABE) and #22 (ESL).*	6		
b	The program is meeting at least 75% (33 percentage points) of the state's negotiated U.S. Department of Education Measurable Skill Gains Performance Target of 44% on NRS Table 4.		4		
c	The program is meeting at least 50% (22 percentage points) of the state's negotiated U.S. Department of Education Measurable Skill Gains Performance Target of 44% on NRS Table 4.		2		
d	The program is meeting less than 50% (21.56 percentage points or less) of the state's negotiated U.S. Department of Education Measurable Skill Gains Performance Target of 44% on NRS Table 4.		0		
Measure A.6: The program is meeting and exceeding the state's negotiated U.S. Department of Education Periods of Participation with Measurable Skill Gains Performance Target of 44% on NRS Table 4.					
a	The program is meeting or exceeding the state's negotiated U.S. Department of Education *Periods of Participation with Measurable Skill Gains* Performance Target of 44% on NRS Table 4.	NRS Table 4, Column K. Aligns with the performance metric on the Monthly Monitoring Statistical Report Lines #16 (ABE) and #25 (ESL).	6		
b	The program is meeting at least 75% (33 percentage points) of the state's negotiated U.S. Department of Education *Periods of Participation with Measurable Skill Gains* Performance Target of 44% on NRS Table 4.		4		
c	The program is at least 50% (22 percentage points) of the state's negotiated U.S. Department of Education *Periods of Participation with Measurable Skill Gains* Performance Target of 44% on NRS Table 4.		2		
d	The program is meeting less than 50% (21.56 percentage points) of the state's negotiated U.S. Department of Education *Periods of Participation with Measurable Skill Gains* Performance Target of 44% on NRS Table 4.		0		
Measure A.7: Enrolled students who have a minimum 50 (or maximum 70 to 100) instructional hours have validity matched CASAS pre-tests and post-tests in reading, math or ESL.					
a	80% or more of enrolled students with a minimum 50 (maximum 70 to 100) instructional hours have validity matched CASAS reading, math or ESL pre-tests and post-tests.	Desk review in LACES or NRS Table 4B and 50+ Hours report. *Aligns with the performance metric on Monthly Monitoring Statistical Report - Pre-and Post-Testing Practices, Line 38.*	8		
b	Between 70% and 79% of enrolled students with a minimum 50 (maximum 70 to 100) instructional hours have validity matched CASAS reading, math or ESL pre-tests and post-tests.		6		
c	Between 60% and 69% of enrolled students with a minimum 50 (maximum 70 to 100) instructional hours have validity matched CASAS reading, math or ESL pre-tests and post-tests.		4		
d	Between 50% and 59% of enrolled students with a minimum of 50 (maximum 70 to 100) instructional hours have validity matched CASAS reading, math or ESL pre-tests and post-tests.		2		
e	Less than 50% of enrolled students with a minimum of 50 (maximum 70 to 100) instructional hours have validity matched CASAS reading, math or ESL pre-tests and post-tests.		0		
	Scoring Criteria:	*Enter #(s) in this column:*			
	A. Monitor will enter the number of enrolled students with 50 hours or more who have valid pre-test/post-test scores				
	B. Monitor will enter the total number of students with 50 or more instructional hours				
	Monitor will enter (A) the number of enrolled students with 50 hours or more who have valid pre-test/post-test scores (NRS Table 4B, Column B Total) divided by (B) Total number of students with 50 or more instructional hours (Hours roster generated in LACES)				

Measure A.8: Enrolled students who are pre-tested _and_ post-tested make educational gains as evidenced by percentage of enrolled students who achieve an educational functioning level (EFL) gain.				
a	80% or more of enrolled students achieve an EFL gain.	NRS Table 4B, Total Column G. _Aligns with the performance metric on Monthly Monitoring Statistical Report - NRS Table 4B, Lines #30 (ABE) and #35 (ESL)._	8	
b	Between 70% and 79% of enrolled students achieve an EFL gain.		6	
c	Between 60% and 69% of enrolled students achieve an EFL gain.		4	
d	Between 50% and 59% of enrolled students achieve an EFL gain.		2	
e	Less than 50% of enrolled students achieve an EFL gain.		0	
Measure A.9: The ratio of the number of achieved goals/outcomes to the total number of participants indicates that the program is effectively tracking goal progress for enrolled students and that students are achieving goals in their roles as workers, parents and family members, citizens and community members, and lifelong learners.				
a	Goal achievement to enrolled student ratio is .75 (75%) or greater.	Student Name and Goals Report and Student Goals Attainment by Period Report	4	
b	Goal achievement to enrolled student ratio is between .65 (65%) and .74 (74%).		3	
c	Goal achievement to enrolled student ratio is between .55 (55%) and .64 (64%).		2	
d	Goal achievement ratio is less than .55 (55%) OR evidence is not available or is determined to be not acceptable by monitors.		1	
	Scoring Criteria:	_Enter #(s) in this column:_		
	Monitor will enter # of achieved goals outcomes:			
	Monitor will enter # of enrolled students:			
Measure A.10: Students are retained in program long enough for educational advancement and goal achievement.				
a	Median hours for enrolled students are at or above 50 or more hours.	Desk Review in LACES OR student names with current fiscal year hours sorted in ascending order report.	3	
b	Median hours for enrolled students are less than 50 hours OR evidence is not available or is determined to be not acceptable by monitors.		0	
	Scoring Criteria:	_Enter #(s) in this column:_		
	Monitor will enter Median Hours:			
	TOTAL POINTS:		**50**	

Category B: Instructional Models and Methods - The program aligns assessment, curriculum and instruction to address and accommodate different student learning needs.	Evidence	Rating	Score	Monitor Comments, Directives and Recommendations
Measure B.1: Program is able to demonstrate that student profiles by competency and student goals forms are being completed.				
a	At least 75% of folders sampled have completed student profiles by competency AND at least 75% of sampled folders have completed student goals forms.	Completed student profiles by competency and student goal forms in sampled folders.	3	
b	At least 75% of folders sampled have completed student profiles by competency OR at least 75% of sampled folders have completed student goals forms.		2	
c	Less than 75% of sampled folders contain completed student profiles or student goals forms.		1	
d	Evidence is not available or is determined to be not acceptable by monitors.		0	
	Scoring Criteria:	_Enter #(s) in this column:_		
	Monitor will enter % of sampled folders with completed student profiles by competency:			
	Monitor will enter % of sampled folders with student goal forms:			
	Monitor will enter % of completed student profiles by competency:			

Measure B.2: Lesson plans that incorporate student profile by competency, class profile by competency, and student goals. Teachers incorporate appropriate curricula, multiple delivery methods and various approaches to meet the diverse learning needs of students as evidenced by classroom observations.						
a	Evidence that program uses at least three methods or approaches to deliver instruction that meet the needs of adult learners AND lesson plans/curricula incorporate student profile by competency, class profile by competency and student goals.	Lesson plans that show how student profile by competency, class profile by competency, and/or student goal information are used to guide instruction.	3			
b	Evidence that program uses at least two methods or approaches to deliver instruction that meet the needs adult learners AND lesson plans/curricula incorporate student profile by competency, class profile by competency and student goals.	Lesson plans that include contextual learning, self-directed learning, active and passive learning methods, and computer assisted instruction. Outline of specific curricula for each program component.	2			
c	No evidence that multiple delivery methods or approaches are being used for instruction AND no evidence that lesson plans/curricula incorporate student profile by competency, class profile by competency and student goals OR evidence is not available or is determined to be not acceptable by monitors.		0			
Measure B.3: Classroom observations have been conducted for instructional staff to assess instructional quality and areas for teacher improvement.						
a	A classroom observation has been conducted for *three teachers* in the program and the evidence is available determined acceptable by the monitors. *Observations must be conducted for three different instructors.*	**The following evidence must be submitted via email to osse.afeta@dc.gov by June 30, 2020 for each teacher observed:**	3			
b	A classroom observation has been conducted for *two teachers* in the program and the evidence is available determined acceptable by the monitors. *Observations must be conducted for two different instructors.*	**-** A completed classroom observation form; - A lesson plan; - Handouts from the lesson;	2			
c	A classroom observation has been conducted for *one teacher* in the program and the evidence is available determined acceptable by the monitors. *Observations must be conducted for one instructor.*	- A sample student profile by competency; - A class profile by competency;	1			
d	A classroom observation has not been conducted for any teachers in the program OR the evidence is not available or acceptable by the monitors.	- A summary of students goals, - Student surveys, if applicable; and - A teacher improvement plan, if applicable.	0			
Measure B.4: Program has a system to screen adults for possible learning disabilities, refers students for screening or appropriate LD services, if necessary or the program makes appropriate accommodations for adult learners with learning disabilities.						
a	Program has a process for screening adults with potential learning disabilities, referring students for further assessment and/or services, and making appropriate accommodations in instructional delivery for students with learning disabilities.	**The following evidence must be submitted via email to osse.afeta@dc.gov by June 30, 2020:** - A description of the process by which learning disability (LD) screenings are administered (paper-based screening tool, LACES or the DC Data Vault), students are referred for services, as applicable. and/or the process by which the program has made appropriate accommodations for students with learning disabilities in its instructional delivery, as applicable.	2			
b	Program does not have a process for screening adults with potential learning disabilities, referring students for further assessment and/or services, and making appropriate accommodations in instructional delivery for students with learning disabilities.		0			
Measure B.5: Program has a process for program and staff development for program quality improvement.						
a	Program has a process for program and staff development, including program leadership's (Executive Director, Program Director or Program Coordinator), program staff 's and volunteers', when applicable, participation in training, professional development, technical assistance and other related state-sponsored activities for program quality improvement purposes.	**The following evidence must be submitted via email to osse.afeta@dc.gov by June 30, 2020:** - A description of the program's process staff development, including program leadership (Executive Director, Program Director or Program Coordinator),	2			

b	Program does not have a process for program and staff development, including program leadership's (Executive Director, Program Director or Program Coordinator), program staff 's and volunteers', when applicable, participation in training, professional development, technical assistance and other related state-sponsored activities for program quality improvement purposes.	program staff and volunteers, including staff participation in training, professional development, technical assistance, communities of practice and other related state-sponsored activities for program quality	0		
		TOTAL POINTS:	**13**		

Category C: Program Management and Leadership - The organization has effective management/leadership that develops and maintains appropriate structures, procedures, trainings, and policies to ensure high quality service delivery.		Evidence	Rating	Score	Monitor Comments, Directives and Recommendations
Measure C.1: Evidence that the organization has an independent audit that is no more than 16 months old and the audit does not list any material or significant weaknesses.					
a	The organization has an independent audit that is no more than 16 months old and does not list any material or significant weaknesses in the audit. If the organizations in the process of filing an audit, it must provide a completed current year IRS Form 990 or an authorized 990 Extension Form from the IRS (Form 8868).	Audit that is no more than 16 months old at time of monitoring visit, current tax year IRS Form 990 or an authorized 990 Extension Form from the IRS (Form 8868). *Monitors will review audit and other applicable documentation in EGMS.*	2		
b	No audit OR audit is more than 16 months old OR the audit lists material or significant weaknesses OR no current IRS Form 990 OR an authorized 990 Extension Form from the IRS (Form 8868).		0		
Measure C.2: At least semi-annually, program is formally and informally evaluated by, and solicits input from, stakeholders (e.g. learners, volunteers, funders, community representatives, and partners, etc.) to ensure quality service delivery and continuous improvement.					
a	Evidence of semi-annual stakeholder evaluation forms as well as summary information from recent evaluations AND evidence of at least two program improvements initiated from this information.	**The following evidence must be submitted via email to osse.afeta@dc.gov by June 30, 2020:** -A description of the processes used or documents/ forms completed by various stakeholders, including adult learners, to evaluate the program, frequency of evaluations and description of how the data was used	2		
b	Evidence of semi-annual stakeholder evaluation forms as well as summary information from recent evaluations AND evidence of at least one program improvement initiated from this information.		1		
c	No evidence OR evidence provided is unacceptable.		0		
Measure C.3: All OSSE funded positions are filled with qualified individuals, staff data including volunteers essential to program delivery are in LACES/NRS Table 7 AND program has notified OSSE within 30 business days when staff changes or vacancies occur in OSSE funded positions.					
a	All OSSE funded positions are filled with qualified individuals, staff data including volunteers essential to program delivery are in LACES/NRS Table 7 AND OSSE was notified when staff changes or vacancies occur.	Names of individuals in OSSE funded positions and their resumes, and if applicable, approved OSSE Grant Modification Form(s) submitted to OSSE via EGMS for staff changes.	2		
b	One or more OSSE funded positions is vacant, staff data including volunteers essential to program delivery are not in LACES/NRS Table 7 AND OSSE was not notified of the changes.		1		
Measure C.4: The organization and program have sound fiscal management processes and structures, produce required reports and/or other fiscal documentation, and follow accounting practices that conform to accepted standards.					
a	The organization generates accurate financial reports as required by OSSE AND produces a comparison of budget versus actual expenditures as listed on cost reimbursement forms that show that the program is expending funds according to approved budget AND provides documentation that the Match requirement is being met AND has financial policies and procedures in place that include internal accounting controls, and checks and balances.	Review of financial documents submitted with grant application in EGMS and/or reviewed during site visits, when applicable, grant amendments and modification requests, and cost reimbursement requests and Match requirement supporting documentation/evidence.	2		
b	The organization generates accurate financial reports as required by OSSE AND produces a comparison of budget versus actual expenditures as listed on cost reimbursement forms that show that the program is expending funds according to approved budget AND provides documentation that the Match requirement is being met		1		
c	The organization cannot produce financial statements OR inconsistencies are found OR a comparison of budget versus actual expenditures as listed on cost reimbursement forms show that the program is not expending funds according to approved budget AND is unable produce documentation that the Match requirement is being met.		0		

Measure C.5: All required reports were acceptable and approved by OSSE.					
a	100% of required reports to date has been deemed acceptable by OSSE.	Reporting compliance data includes monthly statistical and narrative reports with required attachments and other related requests for data, when applicable. "Acceptable" means that the report was on time, in the required format, and included all required information.	2		
b	One or more required reports to date have been deemed unacceptable by OSSE.		0		
Measure C.6: A review of cost reimbursement requests and invoices, if applicable, submitted to OSSE shows that documents are accurate and reviewed expense categories have supporting documentation with no material discrepancies.					
a	90% of expense categories reviewed had supporting documentation that equaled the amount of the request AND Less than 25% of expense categories had material discrepancies between the total amount requested for a category and the supporting documentation.	Review of a total of six cost reimbursement requests (PY 2019 -2020) and the supporting documentation (receipts, invoices, cancelled checks, payroll records, etc.).	2		
b	Less than 90% of expense categories reviewed had supporting documentation that equaled the amount of the request OR material discrepancies were identified in 25% or more of expense categories.		1		
	Scoring Criteria:	*Enter #(s) in this column:*			
	Monitor will enter # of expense categories reviewed w/ accurate documentation:				
	Monitor will enter total # of expense categories reviewed:				
	Monitor will enter percent of expense categories reviewed w/ accurate documentation:				
	Monitor will enter # of expense categories reviewed w/ a material discrepancy:				
	Monitor will enter percent of expense categories reviewed w/ a material discrepancy:				
	TOTAL POINTS:		12		

Category D: Data Management and Reporting - Program has data management system that provides accurate and reliable data and outcome information that meets Federal, state and local accountability and reporting requirements	Evidence	Rating	Score	Monitor Comments, Directives and Recommendations
Measure D.1: Program has an established process for collecting and entering data accurately and efficiently into LACES.				

a	Written process for data collection, data entry, and error identification/correction including generating Diagnostic Search Reports from LACES that ensures reliable, accurate, and up-to-date data is collected and reported AND evidence that staff person(s) responsible for data entry and management has/have been adequately trained AND program has a system of checks and balances to help ensure accurate data entry.	**The following evidence must be submitted via email to osse.afeta@dc.gov by June 30, 2020:** - A description of the process for data collection, data entry, error identification and correction, including generation of Diagnostic Search Reports from LACES and names of staff person(s) responsible for data entry, error identification and resolution and evidence that staff person(s) responsible for data entry and management has/have been trained.	3		
b	Written process for data collection, data entry, and error identification/correction including generating Diagnostic Search Reports from LACES that ensures reliable, accurate, and up-to-date data is collected and reported AND evidence that staff person(s) responsible for data entry and management has/have been adequately trained.		2		
c	Written process for data collection, data entry, and error identification/correction including generating Diagnostic Search Reports from LACES that ensures reliable, accurate, and up-to-date data is collected and reported		1		
d	No evidence or evidence provided is considered unacceptable OR monitors determine that data is not reliable or accurate based on other checklist evidence.		0		

	Measure D.2: Required forms/documents reviewed in sampled folders are available and acceptable.				
a	93 -100 percent of required forms/documents are available and acceptable in sampled folders.	Monitor will randomly select 6 folders of students and determine if required information is in the folder and if the information is acceptable.	6		
b	85 – 92 percent of required forms/documents are available and acceptable in sampled folders.		4		
c	76 – 84 percent of required forms/documents are available and acceptable in sampled folders.		2		
d	Less than 76 percent of required forms/documents are available and acceptable in sampled folders or checklist information is not available or is unacceptable.		0		
	Measure D.3: Sampled CASAS reading and math or other ESL instructional area (writing, speaking, listening comprehension) pre-tests have been administered correctly and scored accurately.				
a	All of the following must be true: • 100 percent of pre-tests have been scored accurately. • Program is using approved assessment tool (CASAS). • Staff is adequately trained to administer CASAS. • OSSE assessment protocol is being followed. • CASAS appraisal is administered to determine which CASAS pre-test to use.	Monitor will randomly select 6 folders to determine if appropriate CASAS reading, math or ESL pre-tests were administered (based on appraisal/locator) and if those pre-tests have been accurately scored (i.e., score is within the range for the CASAS test given, etc.). In addition, monitors will determine if OSSE AFE assessment protocol is being followed.	4		
b	All of the following must be true: • Between 83 and 99 percent of pre-tests have been scored accurately. • Program is using approved assessment tool (CASAS). • Staff is adequately trained to administer CASAS. • OSSE assessment protocol is being followed. • CASAS appraisal is administered to determine which CASAS pre-test to use.		3		
c	Provider will receive 0 points if any of the following is true: • Less than 83 percent of pre-tests have been scored accurately. • Program is using non-approved assessment tool (CASAS). • Staff administering tests are not adequately trained to administer CASAS. • OSSE assessment protocol is not being followed. • CASAS appraisal is not administered to determine which CASAS pre-test to use.		0		
	Scoring Criteria:	*Enter #(s) in this column:*			
	Monitor will enter # of enrolled students' sampled folders with accurate pre-test scores:				
	Monitor will enter total # of pre-test scores sampled:				
	Monitor will enter percent of enrolled students' sampled folders with accurate pre-test scores:				
	Measure D.4: Data verified in LACES is accurate and reliable.				
a	96 -100% of data reviewed is accurate.	Monitors will randomly select up to 6 student folders to review and cross check data in folders with data in LACES to determine accuracy.	8		
b	88 – 95% of data reviewed is accurate.		6		
c	80 – 87% of data reviewed is accurate.		4		
d	80 – 87% of data reviewed is accurate.		2		
	Scoring Criteria:	*Enter #(s) in this column:*			
	Monitor will enter total # of data items acceptable (from Grantee Folder Samples 1-6):				
	Monitor will enter Total # of data items reviewed:				
	Monitor will enter Percent of data items acceptable:				
	Measure D.5: CASAS scores were entered according to LACES protocol to ensure that entry Educational Functioning Levels (EFL) were accurate for enrolled students.				
a	100% of entry level EFLs was verified as accurate.		4		
b	80 – 99% of entry level EFLs were verified as accurate.		3		
c	Less than 80% of entry levels EFLs were verified as accurate OR evidence is not available or unacceptable.		2		
	TOTAL POINTS:		25		

Category E: Bonus Points	Evidence	Rating	Score	Monitor Comments, Directives and Recommendations
Measure E.1: The program collects and maintains student performance and outcome achievement data in the appropriate folders in LACES for reporting and accountability purposes.				
a	The program collects, uploads and maintains student performance and outcome achievement data in the appropriate folders in LACES, inclusive of a copy of certification(s)/credentials in students' records, as applicable, and is able to generate reports with outcome achievement data from LACES on its IE&T program offerings for OSSE AFE and other key stakeholders, as requested.	**The following evidence must be submitted via email to osse.afeta@dc.gov by June 30, 2020:** - Student performance and outcome data reports (Secondary School Diploma, Employment and Wage Data, Training, Postsecondary Education, etc.) - List of students who have earned one or more certification(s)/credential(s) as of June 30, 2020. *Aligns with the performance metric on the Monthly Monitoring Statistical Report, Current Outcome Achievement Data, Lines #39 thru #45*	3		
b	The program collects and maintains student performance and outcome achievement data in the appropriate folders in LACES and is able to generate reports with outcome achievement data from LACES on its IE&T program offerings for OSSE AFE and other key stakeholders, as requested.		2		
c	The program does not collect and maintain student performance and outcome achievement data in the appropriate folders in LACES, inclusive of a copy of certification(s)/credentials in students' records, as applicable, and is not able to generate reports with outcome achievement data from LACES on its IE&T program offerings for OSSE AFE and other key stakeholders.		0		
	TOTAL POINTS:		**3**		
Measure E.2: The program collects and enters class and staff data in LACES, as required.				
a	The program collects and enters class and staff data in the appropriate fields and folders in LACES, as required and the data is aligned with the schedule of program offerings and key personnel data in	Monitors will review the Class and Staff fields and folders in LACES and the Schedule of Program Offerings and Key Personnel in EGMS.	2		
b	The program collects and enters class and staff data in the appropriate fields and folders in LACES, as required but the data is not aligned with the schedule of program offerings and key personnel data in EGMS.		1		
c	The program does not collect and enter class and staff data in the appropriate fields and folders in LACES, as required.		0		
	TOTAL POINTS:		**2**		
	GRAND TOTAL		**105**		
	Summary of Ratings		**Total Available Points**	**Total Points Received**	
	Category A: Learner Recruitment, Retention, Progress and Involvement	Program policies, procedures, and systems effectively and efficiently measure learners' educational gains and achievements.	50		
	Category B: Instructional Models and Methods	The program aligns assessment, curriculum and instruction to address and accommodate different student learning needs.	13		

	Category C: Program Management and Leadership	The organization has effective management/leadership that develops and maintains appropriate structures, procedures, trainings, and policies to ensure high quality service delivery.	12		
	Category D: Data Management and Reporting	Program has data management system that provides accurate and reliable data and outcome information that meets Federal, state and local accountability and reporting requirements.	25		
	Total Before Bonus Points:		**100**		
	Category E: Bonus Points		5		
	Grand Total:		**105**		

FY 2019-20 AFE Consolidated Continuation Grant
Excel Budget Workbook

	Instructions for Completing the **FY 2019-20 AFE Consolidated Continuation Grant** **Excel Budget Workbook**
1	Review the reference documents located on Tab 2-EGMS Program and Budget Categories, Tab 3-Background Info (Costs), Tab 4-Key Definitions (Costs) prior to completing an excel budget worksheet for each grant awarded.
2	**Review your grant award letter. It specifies the name and amount of each grant award that your agency will receive for FY 2019-20 -** (October 1, 2019 - July 30, 2020). Please note that direct services to District residents are expected to be provided October 1, 2019 - June 30, 2020. Funding, for the period of July 1 - July 30, 2020, must be used to complete grant programmatic and fiscal closeout activities.
3	**Complete an excel budget worksheet for each grant awarded.** The worksheets include the budget and program categories in the Detailed Planned Expenditure Tab in the FY 2019-20 Consolidated Continuation Grant Application in the Enterprise Grants Management System (EGMS).
4	Highlight in yellow the administrative expenditure category in Column D "Program Category" and the administrative expenditure amount in Column M "Amount Charged to (Name of Continuation Grant).

5	**After completing an excel budget worksheet for each grant awarded, save the excel budget workbook using the file name convention**, in the example below.	
	Application/Budget in EGMS:	File name convention:
	AEFLA Grant	
	Original Budget	ABC Program.Original AFE Consolid. Budget.11.12.19
	Amendment 1	Amendment #1.ABC Program.AFE Consolid. Cont. Budget.2.20.20
	Amendment 2	Amendment #2 ABC Program.AFE Consolid.Cont. Budget.5.16.20

6	**Submit the excel workbook to OSSE via "Box"**. Feedback will be provided within 10 days from the date of receipt of the document. **Modifications to the excel budget workbook must be reviewed and approved by OSSE prior to uploading the excel workbook in EGMS and entering data in the Detailed Planned Expenditure template in EGMS.**

Enterprise Grants Management System (EGMS) Program and Budget Categories

SALARIES AND BENEFITS (100)

Instruction (10):

Salaries and fringe benefits for the individuals (e.g. Adult Education Teachers, Vocational Training Instructors,Tutors, Career Navigators/Coaches, Reading/Math Specialists) who provide direct instruction (e.g. classroom, distance learning, hybrid, tutoring, work-based learning environment, etc.) to students in the grant

Support Services (20):

Salaries and fringe benefits for the individuals (e.g. Intake, Assessment and Orientation staff, Site Coordinators, Instructional Staff Trainers, Counselors/Social Workers, Chief Academic Officer) who provide support services (e.g. counseling, referral to social service agencies, coordination and follow-up, and/or other related services) to to students in the grant program.

Administration (Administrative Costs) (30):

Salaries and fringe benefits for the individuals (e.g. Executive Directors, Program Directors/Coordinators, Office/Administrative Assistants, Data Managers, Finance/Accounting Staff, Human Resources Staff, Information Technology Staff) who are responsibile for the overall administration of the the grant program.

Operations and Maintenance (40):

Salaries and fringe benefits for the individuals (e.g. Maintenance, Custodial, Security) who operate and/or maintain the facility/building in which the grant program is being administered.

Student Transportation (50):

Salaries and fringe benefits for the individuals (e.g. Bus driver) who provide transportation services to students in the grant program.

Other (80)

N/A

Training (90):

Salaries and fringe benefits for the individuals (e.g. Staff Trainers, Instructional Staff Trainers) who provide professional development/training to the staff in the grant program.

Travel (100):

N/A

(CONTRACTED) PROFESSIONAL SERVICES (300)

Instruction (10):

Remuneration for the individuals (e.g. Contracted Adult Education Teachers, Substitute Teachers, Vocational Training Instructors, Tutors, Career Navigators/Coaches, Reading/Math Specialists) who provide direct instruction (e.g. classroom, distance learning, hybrid, tutoring, work-based learning environment, etc.), supplemental activities and/or other related instructional services to students in the grant program on a

Support Services (20):

Remuneration for the individuals (eg. Contracted Consultants, Counselors, Instructional Staff Trainers) who provide support services to students in the grant program on a contractual basis.

Administration (Administrative Costs) (30):

Remuneration for the individuals (e.g. Contracted Accountants, Human Resources, Information Technology, Auditors) who are responsible for the overall administration of the grant program on a contractual basis.

Operations and Maintenance (40):

Remuneration for the individuals (e.g. Contracted Maintenance, Custodial, Security) who operate and/or maintain the facility/building in which the grant program is being administered on a contractual basis.

Student Transportation (50):

Remuneration for the individuals (e.g. Contracted Bus Driver) who provide transportation services to students in the grant program on a contractual basis.

Other (80):

N/A

Training (90):

Remuneration for the individuals (e.g. Contracted Instructional Staff Trainers) who provide professional development/training to the staff in the grant program on a contractual basis. Professional development, in-service training and/or conference registration fees for contractors can also be included.

Travel (100):

N/A

EQUIPMENT (500)

Instruction (10):

Machinery, fixtures, furniture and/or technology-related hardware, which costs $5000 or more per individual item, to be used by the individuals (e.g. staff and/or contractors) who provide direct instruction and/or students in the grant program.

Support Services (20):

Machinery, fixtures, furniture and/or technology-related hardware, which costs $5000 or more, to be used by the individuals (e.g. staff and/or contractors) who provide support services and/or students in the grant

Administration (Administrative Costs) (30):

Machinery, fixtures, furniture and/or technology-related hardware, which costs $5000 or more per individual item, to be used by the individuals (e.g. staff and/or contractors) who are responsible for the overall administration of the grant program.

Operations and Maintenance (40):

Machinery, fixtures, furniture and/or technology-related hardware, which costs $5000 or more per individual item, to be used by the individuals (e.g. staff and/or contractors) who operate and/or maintain the facility/building in which the grant program is being administered.

Student Transportation (50):

Machinery, fixtures, furniture and/or technology-related hardware, which costs $5000 or more per individual item, to be used by the individuals (e.g. staff and/or contractors) who provide transportation services to students in the grant program.

Other (80):

N/A

Training (90):

Machinery, fixtures, furniture and/or technology-related hardware, which costs $5000 or more per individual item, to be used by the individuals (e.g. staff and/or contractors)who provide professional development/training to staff in the grant program.

Travel (100):

N/A

SUPPLIES AND MATERIALS (600)

Instruction (10):

General supplies, textbooks, instructional aids, instructional software, internet fees, site licenses and furniture, which costs less than $5,000 per individual item, to be used by the individuals (e.g. staff and/or contractors) who provide direct instruction and/or students in the grant program.

Support Services (20):

General supplies, textbooks, instructional aids, instructional software, internet fees, site licenses and furniture, which costs less than $5,000 per individual item, to be used by the individuals (e.g. staff and/or contractors) who provide support services and/or students in the grant program.

Administration (Administrative Costs) (30):

General supplies and furniture, which costs less than $5,000 per individual item, to be used by the individuals (e.g. staff and/or contractors) who are responsibile for the overall administration of the the grant program.

Operations and Maintenance (40):

General supplies and furniture, which costs less than $5,000 per individual item, to be used by the individuals (e.g. staff and/or contractors) who operate and/or maintain the facility/building in which the grant program is being administered.

Student Transportation (50):

General supplies and furniture, which costs less than $5,000 per individual item, to be used by the individuals (e.g. staff and/or contractors) who provide transportation services to students in the grant program.

Other (80):

N/A

Training (90):

General supplies and furniture, which costs less than $5,000 per individual item, to be used by the individuals (e.g. staff and/or contractors) who provide professional development/training to staff in the grant program.

Travel (100):

N/A

FIXED PROPERTIES

Instruction (10):

Rental of equipment and/or space, including utilities, to be used by the individuals (staff and contractors) who provide direct instruction (e.g. classroom, distance learning, hybrid, tutoring, work-based learning environment, etc.) and/or students in the grant program.

Support Services (20):

Rental of equipment and/or space, including utilities, to be used by the individuals (staff and contractors) who provide support services and/or studnets in the grant program.

Administration (Administrative Costs) (30):

Rental of equipment and space, including utilities, to be used by the individuals (staff and contractors) who are responsible for the overall administration of the grant program.

Operations and Maintenance (40):

Rental of equipment and/or space, including utilities, to be used by the individuals (staff and contractors) who operate and/or maintain the facility/building in which the grant program is being administered.

Student Transportation (50):

Rental of equipment and/or vehicles (e.g. field trips) to be used by the individuals (staff and contractors) who provide transportation services to students in the grant program.

Other (80):

N/A

Training (90):

Rental of equipment and/or space, including utilities, to be used by the individuals (staff and contractors) who provide professional development/training to staff in the grant program.

Travel (100):

N/A

OTHER (800)

Instruction (10):

Professional Membership Dues/Fees, Approved Conference/Training Registration Fees and Travel Costs for the individuals (staff only) who provide direct instruction to students in the grant program and/or other miscellaneous expenses.

Support Services (20):

Professional Membership Dues/Fees, Approved Conference/Training Registration Fees and Travel Costs for the individuals (staff only) who provide support services to students in the grant program and/or other miscellaneous expenses.

Administration (Administrative Costs) (30):

Professional Membership Dues/Fees, Approved Conference/Training Registration Fees and Travel Costs for the individuals (staff only) who are responsible for the overall administration of the grant program and/or other miscellaneous expenses.

Operations and Maintenance (40):

Miscellanous expenses for the individuals (staff only) who operate and/or maintain the facility/building in which the grant program is being administered and/or other miscellaneous opertion and/or maintenance

Student Transportation (50):

Miscellanous expenses for the individuals (staff only) who provide transportation services to students in the grant program and/or other miscellaneous student transporation expenses (e.g. Metro SMART cards, fare cards, tokens).

Other (80):

Not applicable (N/A)

Training (90):

Miscellanous expenses for the individuals (staff only) who provide professional development/training to staff in the grant program and/or other miscellaneous training expenses.

Travel (100):

Miscellanous expenses (e.g. local travel reimbursement, Metro SMART cards) for the individuals (staff only) in the grant program.

Electronic Code of Federal Regulations (e-CFR data is current as of November 8, 2018)

PART 200—UNIFORM ADMINISTRATIVE REQUIREMENTS, COST PRINCIPLES, AND AUDIT REQUIREMENTS FOR FEDERAL AWARDS
Subpart A—Acronyms and Definitions

CLASSIFICATION OF COSTS, DIRECT COSTS, ALLOWABILITY OF COSTS, REASONABLE COSTS AND ALLOCABLE COSTS

§200.412 Classification of costs.

There is no universal rule for classifying certain costs as either direct or indirect (F&A) under every accounting system. A cost may be direct with respect to some specific service or function, but indirect with respect to the Federal award or other final cost objective. Therefore, it is essential that each item of cost incurred for the same purpose be treated consistently in like circumstances either as a direct or an indirect (F&A) cost in order to avoid possible double-charging of Federal awards. Guidelines for determining direct and indirect (F&A) costs charged to Federal awards are provided in this subpart.

§200.413 Direct costs.

(a) *General.* Direct costs are those costs that can be identified specifically with a particular final cost objective, such as a Federal award, or other internally or externally funded activity, or that can be directly assigned to such activities relatively easily with a high degree of accuracy. Costs incurred for the same purpose in like circumstances must be treated consistently as either direct or indirect (F&A) costs. See also §200.405 Allocable costs.

(b) *Application to Federal awards.* Identification with the Federal award rather than the nature of the goods and services involved is the determining factor in distinguishing direct from indirect (F&A) costs of Federal awards. Typical costs charged directly to a Federal award are the compensation of employees who work on that award, their related fringe benefit costs, the costs of materials and other items of expense incurred for the Federal award. If directly related to a specific award, certain costs that otherwise would be treated as indirect costs may also include extraordinary utility consumption, the cost of materials supplied from stock or services rendered by specialized facilities or other institutional service operations.

(c) The salaries of administrative and clerical staff should normally be treated as indirect (F&A) costs. Direct charging of these costs may be appropriate only if all of the following conditions are met:
    (1) Administrative or clerical services are integral to a project or activity;
    (2) Individuals involved can be specifically identified with the project or activity;
    (3) Such costs are explicitly included in the budget or have the prior written approval of the Federal awarding agency; and
    (4) The costs are not also recovered as indirect costs.

(d) *Minor items.* Any direct cost of minor amount may be treated as an indirect (F&A) cost for reasons of practicality where such accounting treatment for that item of cost is consistently applied to all Federal and non-Federal cost objectives.

(e) The costs of certain activities are not allowable as charges to Federal awards. However, even though these costs are unallowable for purposes of computing charges to Federal awards, they nonetheless must be treated as direct costs for purposes of determining indirect (F&A) cost rates and be allocated their equitable share of the non-Federal entity's indirect costs if they represent activities which:
    (1) Include the salaries of personnel,
    (2) Occupy space, and
    (3) Benefit from the non-Federal entity's indirect (F&A) costs.

(f) For nonprofit organizations, the costs of activities performed by the non-Federal entity primarily as a service to members, clients, or the general public when significant and necessary to the non-Federal entity's mission must be treated as direct costs whether or not allowable, and be allocated an equitable share of indirect (F&A) costs. Some examples of these types of activities include:
    (1) Maintenance of membership rolls, subscriptions, publications, and related functions. See also §200.454 Memberships, subscriptions, and professional activity costs.
    (2) Providing services and information to members, legislative or administrative bodies, or the public. See also §§200.454 Memberships, subscriptions, and professional activity costs and 200.450 Lobbying.
    (3) Promotion, lobbying, and other forms of public relations. See also §§200.421 Advertising and public relations and 200.450 Lobbying.
    (4) Conferences except those held to conduct the general administration of the non-Federal entity. See also §200.432 Conferences.
    (5) Maintenance, protection, and investment of special funds not used in operation of the non-Federal entity. See also §200.442 Fund raising and investment management costs.
    (6) Administration of group benefits on behalf of members or clients, including life and hospital insurance, annuity or retirement plans, and financial aid. See also §200.431 Compensation—fringe benefits.

§200.403 Factors affecting allowability of costs.

Except where otherwise authorized by statute, costs must meet the following general criteria in order to be allowable under Federal awards:
    (a) Be necessary and reasonable for the performance of the Federal award and be allocable thereto under these principles.
    (b) Conform to any limitations or exclusions set forth in these principles or in the Federal award as to types or amount of cost items.
    (c) Be consistent with policies and procedures that apply uniformly to both federally-financed and other activities of the non-Federal entity.
    (d) Be accorded consistent treatment. A cost may not be assigned to a Federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been allocated to the Federal award as an indirect cost.
    (e) Be determined in accordance with generally accepted accounting principles (GAAP), except, for state and local governments and Indian tribes only, as otherwise provided for in this part.
    (f) Not be included as a cost or used to meet cost sharing or matching requirements of any other federally-financed program in either the current or a prior period. See also §200.306 Cost sharing or matching paragraph (b).

    (g) Be adequately documented. See also §§200.300 Statutory and national policy requirements through 200.309 Period of performance of this part.

§200.404 Reasonable costs.

A cost is reasonable if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost. The question of reasonableness is particularly important when the non-Federal entity is predominantly federally-funded. In determining reasonableness of a given cost, consideration must be given to:

(a) Whether the cost is of a type generally recognized as ordinary and necessary for the operation of the non-Federal entity or the proper and efficient performance of the Federal award.

(b) The restraints or requirements imposed by such factors as: sound business practices; arm's-length bargaining; Federal, state, local, tribal, and other laws and regulations; and terms and conditions of the Federal award.

(c) Market prices for comparable goods or services for the geographic area.

(d) Whether the individuals concerned acted with prudence in the circumstances considering their responsibilities to the non-Federal entity, its employees, where applicable its students or membership, the public at large, and the Federal Government.

(e) Whether the non-Federal entity significantly deviates from its established practices and policies regarding the incurrence of costs, which may unjustifiably increase the Federal award's cost.

§200.405 Allocable costs.

(a) A cost is allocable to a particular Federal award or other cost objective if the goods or services involved are chargeable or assignable to that Federal award or cost objective in accordance with relative benefits received. This standard is met if the cost:

(1) Is incurred specifically for the Federal award;

(2) Benefits both the Federal award and other work of the non-Federal entity and can be distributed in proportions that may be approximated using reasonable methods; and

(3) Is necessary to the overall operation of the non-Federal entity and is assignable in part to the Federal award in accordance with the principles in this subpart.

(b) All activities which benefit from the non-Federal entity's indirect (F&A) cost, including unallowable activities and donated services by the non-Federal entity or third parties, will receive an appropriate allocation of indirect costs.

(c) Any cost allocable to a particular Federal award under the principles provided for in this part may not be charged to other Federal awards to overcome fund deficiencies, to avoid restrictions imposed by Federal statutes, regulations, or terms and conditions of the Federal awards, or for other reasons. However, this prohibition would not preclude the non-Federal entity from shifting costs that are allowable under two or more Federal awards in accordance with existing Federal statutes, regulations, or the terms and conditions of the Federal awards.

(d) Direct cost allocation principles. If a cost benefits two or more projects or activities in proportions that can be determined without undue effort or cost, the cost must be allocated to the projects based on the proportional benefit. If a cost benefits two or more projects or activities in proportions that cannot be determined because of the interrelationship of the work involved, then, notwithstanding paragraph (c) of this section, the costs may be allocated or transferred to benefitted projects on any reasonable documented basis. Where the purchase of equipment or other capital asset is specifically authorized under a Federal award, the costs are assignable to the Federal award regardless of the use that may be made of the equipment or other capital asset involved when no longer needed for the purpose for which it was originally required. See also §§200.310 Insurance coverage through 200.316 Property trust relationship and 200.439 Equipment and other capital expenditures.

(e) If the contract is subject to CAS, costs must be allocated to the contract pursuant to the Cost Accounting Standards. To the extent that CAS is applicable, the allocation of costs in accordance with CAS takes precedence over the allocation provisions in this part.

Electronic Code of Federal Regulations (e-CFR data is current as of November 8, 2018)

PART 200—UNIFORM ADMINISTRATIVE REQUIREMENTS, COST PRINCIPLES, AND AUDIT REQUIREMENTS FOR FEDERAL AWARDS
Subpart A—Acronyms and Definitions

COMPENSATION - PERSONAL SERVICES AND FRINGE BENEFITS

§200.430 Compensation—personal services.

(a) General. Compensation for personal services includes all remuneration, paid currently or accrued, for services of employees rendered during the period of performance under the Federal award, including but not necessarily limited to wages and salaries. Compensation for personal services may also include fringe benefits which are addressed in §200.431 Compensation—fringe benefits.

Costs of compensation are allowable to the extent that they satisfy the specific requirements of this part, and that the total compensation for individual employees:

(1) Is reasonable for the services rendered and conforms to the established written policy of the non-Federal entity consistently applied to both Federal and non-Federal activities;

(2) Follows an appointment made in accordance with a non-Federal entity's laws and/or rules or written policies and meets the requirements of Federal statute, where applicable; and

(3) Is determined and supported as provided in paragraph (i) of this section, Standards for Documentation of Personnel Expenses, when applicable.

(b) *Reasonableness.* Compensation for employees engaged in work on Federal awards will be considered reasonable to the extent that it is consistent with that paid for similar work in other activities of the non-Federal entity. In cases where the kinds of employees required for Federal awards are not found in the other activities of the non-Federal entity, compensation will be considered reasonable to the extent that it is comparable to that paid for similar work in the labor market in which the non-Federal entity competes for the kind of employees involved.

§200.431 Compensation—fringe benefits.

(a) Fringe benefits are allowances and services provided by employers to their employees as compensation in addition to regular salaries and wages. Fringe benefits include, but are not limited to, the costs of leave (vacation, family-related, sick or military), employee insurance, pensions, and unemployment benefit plans. Except as provided elsewhere in these principles, the costs of fringe benefits are allowable provided that the benefits are reasonable and are required by law, non-Federal entity-employee agreement, or an established policy of the non-Federal entity.

(b) *Leave.* The cost of fringe benefits in the form of regular compensation paid to employees during periods of authorized absences from the job, such as for annual leave, family-related leave, sick leave, holidays, court leave, military leave, administrative leave, and other similar benefits, are allowable if all of the following criteria are met:

(1) They are provided under established written leave policies;

(2) The costs are equitably allocated to all related activities, including Federal awards; and,

(3) The accounting basis (cash or accrual) selected for costing each type of leave is consistently followed by the non-Federal entity or specified grouping of employees.

(i) When a non-Federal entity uses the cash basis of accounting, the cost of leave is recognized in the period that the leave is taken and paid for. Payments for unused leave when an employee retires or terminates employment are allowable in the year of payment.

(ii) The accrual basis may be only used for those types of leave for which a liability as defined by GAAP exists when the leave is earned. When a non-Federal entity uses the accrual basis of accounting, allowable leave costs are the lesser of the amount accrued or funded.

(c) The cost of fringe benefits in the form of employer contributions or expenses for social security; employee life, health, unemployment, and worker's compensation insurance (except as indicated in §200.447 Insurance and indemnification); pension plan costs (see paragraph (i) of this section); and other similar benefits are allowable, provided such benefits are granted under established written policies. Such benefits, must be allocated to Federal awards and all other activities in a manner consistent with the pattern of benefits attributable to the individuals or group(s) of employees whose salaries and wages are chargeable to such Federal awards and other activities, and charged as direct or indirect costs in accordance with the non-Federal entity's accounting practices.

(d) Fringe benefits may be assigned to cost objectives by identifying specific benefits to specific individual employees or by allocating on the basis of entity-wide salaries and wages of the employees receiving the benefits. When the allocation method is used, separate allocations must be made to selective groupings of employees, unless the non-Federal entity demonstrates that costs in relationship to salaries and wages do not differ significantly for different groups of employees.

(CONTRACTED) PROFESSIONAL SERVICES

§200.22 Contract.

Contract means a legal instrument by which a non-Federal entity purchases property or services needed to carry out the project or program under a Federal award. The term as used in this part does not include a legal instrument, even if the non-Federal entity considers it a contract, when the substance of the transaction meets the definition of a Federal award or subaward (see §200.92 Subaward).

§200.23 Contractor.

Contractor means an entity that receives a contract as defined in §200.22 Contract.

§200.459 Professional service costs.

(a) Costs of professional and consultant services rendered by persons who are members of a particular profession or possess a special skill, and who are not officers or employees of the non-Federal entity, are allowable, subject to paragraphs (b) and (c) when reasonable in relation to the services rendered and when not contingent upon recovery of the costs from the Federal Government. In addition, legal and related services are limited under §200.435 Defense and prosecution of criminal and civil proceedings, claims, appeals and patent infringements.

(b) In determining the allowability of costs in a particular case, no single factor or any special combination of factors is necessarily determinative. However, the following factors are relevant:

  (1) The nature and scope of the service rendered in relation to the service required.

  (2) The necessity of contracting for the service, considering the non-Federal entity's capability in the particular area.

  (3) The past pattern of such costs, particularly in the years prior to Federal awards.

  (4) The impact of Federal awards on the non-Federal entity's business (i.e., what new problems have arisen).

  (5) Whether the proportion of Federal work to the non-Federal entity's total business is such as to influence the non-Federal entity in favor of incurring the cost, particularly where the services rendered are not of a continuing nature and have little relationship to work under Federal awards.

  (6) Whether the service can be performed more economically by direct employment rather than contracting.

  (7) The qualifications of the individual or concern rendering the service and the customary fees charged, especially on non-federally funded activities.

  (8) Adequacy of the contractual agreement for the service (e.g., description of the service, estimate of time required, rate of compensation, and termination provisions).

(c) In addition to the factors in paragraph (b) of this section, to be allowable, retainer fees must be supported by evidence of bona fide services available or rendered.

EQUIPMENT

§200.33 Equipment.

Equipment means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the non-Federal entity for financial statement purposes, or $5,000. See also §§200.12 Capital assets, 200.20 Computing devices, 200.48 General purpose equipment, 200.58 Information technology systems, 200.89 Special purpose equipment, and 200.94 Supplies.

§200.12 Capital assets.

Capital assets means tangible or intangible assets used in operations having a useful life of more than one year which are capitalized in accordance with GAAP. Capital assets include:

(a) Land, buildings (facilities), equipment, and intellectual property (including software) whether acquired by purchase, construction, manufacture, lease-purchase, exchange, or through capital leases; and

(b) Additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations or alterations to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance).

§200.439 Equipment and other capital expenditures.

(a) See §§200.13 Capital expenditures, 200.33 Equipment, 200.89 Special purpose equipment, 200.48 General purpose equipment, 200.2 Acquisition cost, and 200.12 Capital assets.

(b) The following rules of allowability must apply to equipment and other capital expenditures:

  (1) Capital expenditures for general purpose equipment, buildings, and land are unallowable as direct charges, except with the prior written approval of the Federal awarding agency or pass-through entity.

  (2) Capital expenditures for special purpose equipment are allowable as direct costs, provided that items with a unit cost of $5,000 or more have the prior written approval of the Federal awarding agency or pass-through entity.

  (3) Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life are unallowable as a direct cost except with the prior written approval of the Federal awarding agency, or pass-through entity. See §200.436 Depreciation, for rules on the allowability of depreciation on buildings, capital improvements, and equipment. See also §200.465 Rental costs of real property and equipment.

  (4) When approved as a direct charge pursuant to paragraphs (b)(1) through (3) of this section, capital expenditures will be charged in the period in which the expenditure is incurred, or as otherwise determined appropriate and negotiated with the Federal awarding agency.

  (5) The unamortized portion of any equipment written off as a result of a change in capitalization levels may be recovered by continuing to claim the otherwise allowable depreciation on the equipment, or by amortizing the amount to be written off over a period of years negotiated with the Federal cognizant agency for indirect cost.

  (6) Cost of equipment disposal. If the non-Federal entity is instructed by the Federal awarding agency to otherwise dispose of or transfer the equipment the costs of such disposal or transfer are allowable.

  (7) Equipment and other capital expenditures are unallowable as indirect costs. See §200.436 Depreciation.

§200.20 Computing devices.

Computing devices means machines used to acquire, store, analyze, process, and publish data and other information electronically, including accessories (or "peripherals") for printing, transmitting and receiving, or storing electronic information. See also §§200.94 Supplies and 200.58 Information technology systems.

§200.48 General purpose equipment.

General purpose equipment means equipment which is not limited to research, medical, scientific or other technical activities. Examples include office equipment and furnishings, modular offices, telephone networks, information technology equipment and systems, air conditioning equipment, reproduction and printing equipment, and motor vehicles. See also Equipment and Special Purpose Equipment.

§200.58 Information technology systems.

Information technology systems means computing devices, ancillary equipment, software, firmware, and similar procedures, services (including support services), and related resources. See also §§200.20 Computing devices and 200.33 Equipment.

§200.89 Special purpose equipment.

Special purpose equipment means equipment which is used only for research, medical, scientific, or other technical activities. Examples of special purpose equipment include microscopes, x-ray machines, surgical instruments, and spectrometers. See also §§200.33 Equipment and 200.48 General purpose equipment.

The following rules of allowability must apply to equipment (New OMB):

(1) Capital expenditures for general purpose equipment, buildings, and land are unallowable as direct charges,
except with the prior written approval of the Federal awarding agency or pass-through entity.

(2) Capital expenditures for special purpose equipment are allowable as direct costs, provided that items with a unit
cost of $5,000 or more have the prior written approval of the Federal awarding agency or pass-through entity.

SUPPLIES AND MATERIALS

§200.94   Supplies

Supplies means all tangible personal property other than those described in §200.33 Equipment. A computing device is a supply if the acquisition cost is less than the lesser of the capitalization level established by the non-Federal entity for financial statement purposes or $5,000, regardless of the length of its useful life. See also §§200.20 Computing devices and 200.33 Equipment.

§200.453   Materials and supplies costs, including costs of computing devices.

(a) Costs incurred for materials, supplies, and fabricated parts necessary to carry out a Federal award are allowable.

(b) Purchased materials and supplies must be charged at their actual prices, net of applicable credits. Withdrawals from general stores or stockrooms must be charged at their actual net cost under any recognized method of pricing inventory withdrawals, consistently applied. Incoming transportation charges are a proper part of materials and supplies costs.

(c) Materials and supplies used for the performance of a Federal award may be charged as direct costs. In the specific case of computing devices, charging as direct costs is allowable for devices that are essential and allocable, but not solely dedicated, to the performance of a Federal award.

(d) Where federally-donated or furnished materials are used in performing the Federal award, such materials will be used without charge.

FIXED PROPERTIES

§200.465   Rental costs of real property and equipment.

(a) Subject to the limitations described in paragraphs (b) through (d) of this section, rental costs are allowable to the extent that the rates are reasonable in light of such factors as: rental costs of comparable property, if any; market conditions in the area; alternatives available; and the type, life expectancy, condition, and value of the property leased. Rental arrangements should be reviewed periodically to determine if circumstances have changed and other options are available.

(b) Rental costs under "sale and lease back" arrangements are allowable only up to the amount that would be allowed had the non-Federal entity continued to own the property. This amount would include expenses such as depreciation, maintenance, taxes, and insurance.

(c) Rental costs under "less-than-arm's-length" leases are allowable only up to the amount (as explained in paragraph (b) of this section). For this purpose, a less-than-arm's-length lease is one under which one party to the lease agreement is able to control or substantially influence the actions of the other. Such leases include, but are not limited to those between:

  (1) Divisions of the non-Federal entity;

  (2) The non-Federal entity under common control through common officers, directors, or members; and

  (3) The non-Federal entity and a director, trustee, officer, or key employee of the non-Federal entity or an immediate family member, either directly or through corporations, trusts, or similar arrangements in which they hold a controlling interest. For example, the non-Federal entity may establish a separate corporation for the sole purpose of owning property and leasing it back to the non-Federal entity.

  (4) Family members include one party with any of the following relationships to another party:
      (i) Spouse, and parents thereof;
      (ii) Children, and spouses thereof;
      (iii) Parents, and spouses thereof;
      (iv) Siblings, and spouses thereof;
      (v) Grandparents and grandchildren, and spouses thereof;
      (vi) Domestic partner and parents thereof, including domestic partners of any individual in 2 through 5 of this definition; and
      (vii) Any individual related by blood or affinity whose close association with the employee is the equivalent of a family relationship.

(5) Rental costs under leases which are required to be treated as capital leases under GAAP are allowable only up to the amount (as explained in paragraph (b) of this section) that would be allowed had the non-Federal entity purchased the property on the date the lease agreement was executed. The provisions of GAAP must be used to determine whether a lease is a capital lease. Interest costs related to capital leases are allowable to the extent they meet the criteria in §200.449 Interest. Unallowable costs include amounts paid for profit, management fees, and taxes that would not have been incurred had the non-Federal entity purchased the property.

(6) The rental of any property owned by any individuals or entities affiliated with the non-Federal entity, to include commercial or residential real estate, for purposes such as the home office workspace is unallowable.

OTHER

§200.421   Advertising and public relations.

(a) The term advertising costs means the costs of advertising media and corollary administrative costs. Advertising media include magazines, newspapers, radio and television, direct mail, exhibits, electronic or computer transmittals, and the like.

(b) The only allowable advertising costs are those which are solely for:
    (1) The recruitment of personnel required by the non-Federal entity for performance of a Federal award (See also §200.463 Recruiting costs);
    (2) The procurement of goods and services for the performance of a Federal award;

(3) The disposal of scrap or surplus materials acquired in the performance of a Federal award except when non-Federal entities are reimbursed for disposal costs at a predetermined amount; or

(4) Program outreach and other specific purposes necessary to meet the requirements of the Federal award.

(c) The term "public relations" includes community relations and means those activities dedicated to maintaining the image of the non-Federal entity or maintaining or promoting understanding and favorable relations with the community or public at large or any segment of the public.

(d) The only allowable public relations costs are:

(1) Costs specifically required by the Federal award;

(2) Costs of communicating with the public and press pertaining to specific activities or accomplishments which result from performance of the Federal award (these costs are considered necessary as part of the outreach effort for the Federal award); or

(3) Costs of conducting general liaison with news media and government public relations officers, to the extent that such activities are limited to communication and liaison necessary to keep the public informed on matters of public concern, such as notices of funding opportunities, financial matters, etc.

(e) Unallowable advertising and public relations costs include the following:

(1) All advertising and public relations costs other than as specified in paragraphs (b) and (d) of this section;

(2) Costs of meetings, conventions, convocations, or other events related to other activities of the entity (see also §200.432 Conferences), including:

(i) Costs of displays, demonstrations, and exhibits;

(ii) Costs of meeting rooms, hospitality suites, and other special facilities used in conjunction with shows and other special events; and

(iii) Salaries and wages of employees engaged in setting up and displaying exhibits, making demonstrations, and providing briefings;

(3) Costs of promotional items and memorabilia, including models, gifts, and souvenirs; and

(4) Costs of advertising and public relations designed solely to promote the non-Federal entity.

§200.425 Audit services.

(a) A reasonably proportionate share of the costs of audits required by, and performed in accordance with, the Single Audit Act Amendments of 1996 (31 U.S.C. 7501-7507), as implemented by requirements of this part, are allowable.

However, the following audit costs are unallowable:

(1) Any costs when audits required by the Single Audit Act and Subpart F—Audit Requirements of this part have not been conducted or have been conducted but not in accordance therewith; and

(2) Any costs of auditing a non-Federal entity that is exempted from having an audit conducted under the Single Audit Act and Subpart F—Audit Requirements of this part because its expenditures under Federal awards are less than $750,000 during the non-Federal entity's fiscal year.

(b) The costs of a financial statement audit of a non-Federal entity that does not currently have a Federal award may be included in the indirect cost pool for a cost allocation plan or indirect cost proposal.

(c) Pass-through entities may charge Federal awards for the cost of agreed-upon-procedures engagements to monitor subrecipients (in accordance with Subpart D—Post Federal Award Requirements of this part, §§200.330 Subrecipient and contractor determinations through 200.332 Fixed Amount Subawards) who are exempted from the requirements of the Single Audit Act and Subpart F—Audit Requirements of this part. This cost is allowable only if the agreed-upon-procedures engagements are:

(1) Conducted in accordance with GAGAS attestation standards;

(2) Paid for and arranged by the pass-through entity; and

(3) Limited in scope to one or more of the following types of compliance requirements: activities allowed or unallowed; allowable costs/cost principles; eligibility; and reporting.

§200.432 Conferences.

A conference is defined as a meeting, retreat, seminar, symposium, workshop or event whose primary purpose is the dissemination of technical information beyond the non-Federal entity and is necessary and reasonable for successful performance under the Federal award.

Allowable conference costs paid by the non-Federal entity as a sponsor or host of the conference may include rental of facilities, speakers' fees, costs of meals and refreshments, local transportation, and other items incidental to such conferences unless further restricted by the terms and conditions of the Federal award.

As needed, the costs of identifying, but not providing, locally available dependent-care resources are allowable. Conference hosts/sponsors must exercise discretion and judgment in ensuring that conference costs are appropriate, necessary and managed in a manner that minimizes costs to the Federal award. The Federal awarding agency may authorize exceptions where appropriate for programs including Indian tribes, children, and the elderly. See also §§200.438 Entertainment costs, 200.456 Participant support costs, 200.474 Travel costs, and 200.475 Trustees.

§200.438 Entertainment costs.

Costs of entertainment, including amusement, diversion, and social activities and any associated costs are unallowable, except where specific costs that might otherwise be considered entertainment have a programmatic purpose and are authorized either in the approved budget for the Federal award or with prior written approval of the Federal awarding agency.

§200.452 Maintenance and repair costs.

Costs incurred for utilities, insurance, security, necessary maintenance, janitorial services, repair, or upkeep of buildings and equipment (including Federal property unless otherwise provided for) which neither add to the permanent value of the property nor appreciably prolong its intended life, but keep it in an efficient operating condition, are allowable. Costs incurred for improvements which add to the permanent value of the buildings and equipment or appreciably prolong their intended life must be treated as capital expenditures (see §200.439 Equipment and other capital expenditures). These costs are only allowable to the extent not paid through rental or other agreements.

§200.454 Memberships, subscriptions, and professional activity costs.

(a) Costs of the non-Federal entity's membership in business, technical, and professional organizations are allowable.

(b) Costs of the non-Federal entity's subscriptions to business, professional, and technical periodicals are allowable.

(c) Costs of membership in any civic or community organization are allowable with prior approval by the Federal awarding agency or pass-through entity.

(d) Costs of membership in any country club or social or dining club or organization are unallowable.

(e) Costs of membership in organizations whose primary purpose is lobbying are unallowable. See also §200.450 Lobbying.

200.456 Participant support costs.

Participant support costs as defined in §200.75 Participant support costs are allowable with the prior approval of the Federal awarding agency.

§200.75 Participant support costs.

Participant support costs means direct costs for items such as stipends or subsistence allowances, travel allowances, and registration fees paid to or on behalf of participants or trainees (but not employees) in connection with conferences, or training projects.

§200.457 Plant and security costs.

Necessary and reasonable expenses incurred for protection and security of facilities, personnel, and work products are allowable. Such costs include, but are not limited to, wages and uniforms of personnel engaged in security activities; equipment; barriers; protective (non-military) gear, devices, and equipment; contractual security services; and consultants. Capital expenditures for plant security purposes are subject to §200.439 Equipment and other capital expenditures.

§200.461 Publication and printing costs.

(a) Publication costs for electronic and print media, including distribution, promotion, and general handling are allowable. If these costs are not identifiable with a particular cost objective, they should be allocated as indirect costs to all benefiting activities of the non-Federal entity.
(b) Page charges for professional journal publications are allowable where:
   (1) The publications report work supported by the Federal Government; and
   (2) The charges are levied impartially on all items published by the journal, whether or not under a Federal award.
   (3) The non-Federal entity may charge the Federal award before closeout for the costs of publication or sharing of research results if the costs are not incurred during the period of performance of the Federal award.

§200.469 Student activity costs.

Costs incurred for intramural activities, student publications, student clubs, and other student activities, are unallowable, unless specifically provided for in the Federal award.

§200.472 Training and education costs.

The cost of training and education provided for employee development is allowable.

§200.473 Transportation costs.

Costs incurred for freight, express, cartage, postage, and other transportation services relating either to goods purchased, in process, or delivered, are allowable. When such costs can readily be identified with the items involved, they may be charged directly as transportation costs or added to the cost of such items. Where identification with the materials received cannot readily be made, inbound transportation cost may be charged to the appropriate indirect (F&A) cost accounts if the non-Federal entity follows a consistent, equitable procedure in this respect. Outbound freight, if reimbursable under the terms and conditions of the Federal award, should be treated as a direct cost.

§200.474 Travel costs.

(a) *General.* Travel costs are the expenses for transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of the non-Federal entity. Such costs may be charged on an actual cost basis, on a per diem or mileage basis in lieu of actual costs incurred, or on a combination of the two, provided the method used is applied to an entire trip and not to selected days of the trip, and results in charges consistent with those normally allowed in like circumstances in the non-Federal entity's non-federally-funded activities and in accordance with non-Federal entity's written travel reimbursement policies. Notwithstanding the provisions of §200.444 General costs of government, travel costs of officials covered by that section are allowable with the prior written approval of the Federal awarding agency or pass-through entity when they are specifically related to the Federal award.

§200.475 Trustees.

Travel and subsistence costs of trustees (or directors) at IHEs and nonprofit organizations are allowable. See also §200.474 Travel costs.

Agency Name: ABC Program

AFE Consolidated Continuation Grant Awards October 1, 2019 - June 30, 2020 July 1 - 31, 2020 (Closeout Activities)	Award Amount	Total Admin./ Indirect Amt. per Cap %
Total AEFLA Grant Award		
Total AEFLA and WIC Grant Award		
Total Gateway to Careers Grant Award		
Total AEFLA, WIC and Gateway to Careers Grant Award	$ 335,000.00	
Total AEFLA Grant Award:		
Federal AEFLA Section 231 - Adult Education & Literacy (Admin./Indirect Cap 5%)	$ 75,000.00	$3,750.00
Federal AEFLA Section 225 - Correctional Education (Admin./Indirect Cap 5%)		
Local AEFLA Grant Award (Admin. Cap 5%	$ 124,000.00	$6,200.00
AFE Local Grant Award (Admin. Cap 8%)	$ 36,000.00	$2,880.00
Total WIC Grant Award (Admin. Cap 8%)	$ 100,000.00	$8,000.00
Total Gateway to Careers Award (Admin. Cap 8%)		

Summary of Grant Total Grant Expenditures

DIRECT COSTS	Amount
Salaries & Benefits	$ 42,562.50
Professional Services	$ 2,550.00
Equipment	$ -
Supplies & Materials	$ 5,725.00
Fixed Property Costs	$ 19,162.50
Other Objects	$ 5,000.00
Total Direct Costs	$ 75,000.00
INDIRECT COSTS	**Amount**
Total Indirect Costs	$ 1,500.00
TOTAL AWARD (DIRECT AND INDIRECT COSTS)	$ 76,500.00
ADMINISTRATIVE & INDIRECT COSTS (CAP 5%)	**Amount/Percentage**
Total Admin. Costs	$ 2,250.00
Total Admin. and Indirect Costs Amount	$ 3,750.00
Total Admin. and Indirect Percentage	5%

Budget Category:	100-Salaries & Benefits											
Name of Individual (First Name, Last Name)	Position Title	Program Category	Funding Source	Time and Effort Reporting	Base Salary	FTE	Base Salary x FTE	Fringe	Base Salary x FTE x Fringe	Total Salary	Expenditure Description and Itemization	(Amount Charged) Federal AEFLA 231 Continuation Grant Funds
Alicia Walters	Adult Education Instructor	10-Instruction	Federal AEFLA 231		$ 55,000.00	0.50	$ 27,500.00	25%	$ 6,875.00	$ 34,375.00	Prepares written instructional objectives and prepares lesson plans to achieve educational and training goals.	$ 34,375.00
Paul Sommers	Career Counselor/Case Manager	20-Support Services	Federal AEFLA 231		$ 65,000.00	0.08	$ 5,200.00	25%	$ 1,300.00	$ 6,500.00	Provides career counseling and supportive services to students.	$ 6,500.00
Sonja Harris	Academic Dean	30-Administrative Costs	Federal AEFLA 231		$ 90,000.00	0.02	$ 1,350.00	25%	$ 337.50	$ 1,687.50	Manages all academic faculty, coordinators, and managers to achieve educational and training goals.	$ 1,687.50
					$ -	0.00	$ -	0%	$ -	$ -		$ -
					$ -	0.00	$ -	0%	$ -	$ -		$ -
			Total Salaries & Benefits:									$ 42,562.50

Budget Category: 300-Professional Services

Name of Contractor/Vendor	Title, if applicable	Program Category	Funding Source	Time and Effort Reporting	Amount (per Quantity, Hour, Day, Week)	Quantity	Number of Hours	Number of Days	Number of Weeks	Total	Expenditure Description and Itemization	(Amount Charged) Federal AEFLA 231 Continuation Grant Funds
Capital Area Asset Builders	N/A	20-Support Services	Federal AEFLA 231		$ 850.00	3				$ 2,550.00	3 - Four week financial literacy sessions (Sept, Jan & April) for 25 students per session.	$ 2,550.00
					$ -					$ -		$ -
					$ -					$ -		$ -
					$ -					$ -		$ -
					$ -					$ -		$ -
				Total Professional Services:								$ 2,550.00

Budget Category: 500-Equipment ($5,000 or more per item)

Name of Vendor		Program Category	Funding Source		Amount (per Quantity)	Quantity		Total	Expenditure Description and Itemization	(Amount Charged) Federal AEFLA 231 Continuation Grant Funds
			Federal AEFLA 231		$ -			$ -		$ -
					$ -			$ -		$ -
					$ -			$ -		$ -
					$ -			$ -		$ -
					$ -			$ -		$ -
					Total Equipment:					$ -

Budget Category: 600-Supplies (Less than $5,000 per item)

Name of Vendor		Program Category	Funding Source		Amount (per Quantity)	Quantity		Total	Expenditure Description and Itemization	(Amount Charged) Federal AEFLA 231 Continuation Grant Funds
Barnes and Noble, Tempo Books, McGraw Hill		10-Instruction	Federal AEFLA 231		$ 95.00	25		$ 2,375.00	RMA Curriculum Book Bundle of a three (3) books for students.	$ 2,375.00
Amazon, Staples, Office Depot, Walmart		10-Instruction	Federal AEFLA 231		$ 1,650.00	N/A		$ 1,650.00	General supplies for use by instructional students.	$ 1,650.00
Dell, Best Buy, Staples, Office Depot		20-Support Services	Federal AEFLA 231		$ 400.00	3		$ 1,200.00	Laptop computers for use by support services staff.	$ 1,200.00
Dell, Best Buy, Staples, Office Depot		10-Instruction	Federal AEFLA 231		$ 500.00	2		$ 1,000.00	Printers for use by students.	$ 500.00
					$ -			$ -		$ -
					Total Supplies:					$ 5,725.00

Budget Category: 700-Fixed Properties

Name of Vendor		Program Category	Funding Source		Amount (per Quantity)	Quantity	Number of Months	Sub Total	Percentage Charged to Grant	Total	Expenditure Description and Itemization	(Amount Charged) Federal AEFLA 231 Continuation Grant Funds
DC Charter Bus		50-Student Transportation	Federal AEFLA 231		$ 300.00	2		$ 600.00	100%	$ 600.00	Bus rental for field trips.	$ 600.00

Name of Vendor	Program Category	Funding Source		Amount (per Quantity)	Quantity	Number of Hours	Number of Days	Number of Weeks	Total	Expenditure Description and Itemization	(Amount Charged) Federal AEFLA 231 Continuation Grant Funds
Phillips Reality Company, Inc.	10-Instruction	Federal AEFLA 231		$ 1,000.00	3	12	$ 36,000.00	50%	$ 18,000.00	Program Share of Rent - 3 classrooms x $1,000 each = $3,000 x 12 mos. = $3,600 @ 50% = $18,000. The remaining $18,000 is applied to ABC's Match Requirement.	$ 18,000.00
Bay Copier	30-Administrative Costs	Federal AEFLA 231		$ 500.00	1	12	$ 6,000.00	20%	$ 1,200.00	Program Share of Rental of Copier Machine @ 20% of total cost = $1,200. $562.50 is charge to the AEFLA 231 grant and $637..50 is charged to WIC grant.	$ 562.50
				$ -			$ -		$ -		$ -
				$ -			$ -		$ -		$ -
			Total Fixed Properties:								$ 19,162.50

Budget Category:	800-Other										
Name of Vendor	Program Category	Funding Source		Amount (per Quantity)	Quantity	Number of Hours	Number of Days	Number of Weeks	Total	Expenditure Description and Itemization	(Amount Charged) Federal AEFLA 231 Continuation Grant Funds
WMATA, Giant Food, CVS	50-Student Transportation	Federal AEFLA 231		$ 20.00	100				$ 2,000.00	Metro fare cards/Transportation assistance for students.	$ 2,000.00
TBD - Conferences & Training	100-Travel	Federal AEFLA 231		$ 1,000.00	2				$ 2,000.00	Travel for 2 staff to attend literacy conference of choice (includes lodging, meals, and travel)	$ 2,000.00
TBD - Conferences & Training	90-Training	Federal AEFLA 231		$ 500.00	2				$ 1,000.00	Registration fees for 2 staff to attend literacy conference of choice	$ 1,000.00
											$ -
											$ -
			Total Other:								$ 5,000.00

Budget Category:	Indirect										(Amount of Indirect) Federal AEFLA 231 Continuation Grant Funds
Please specify the total amount of Indirect Costs in Column M.				Total Indirect:							$ 1,500.00

FY 2019-2020 OSSE AFE CONSOLIDATED GRANT BUDGET WORKSHEET - AEFLA 231

Agency Name:

AFE Consolidated Continuation Grant Awards October 1, 2019 - June 30, 2020 July 1 - 31, 2020 (Closeout Activities)	Award Amount	Total Admin./ Indirect Amt. per Cap %
Total AEFLA Grant Award		
Total AEFLA and WIC Grant Award		
Total Gateway to Careers Grant Award		
Total AEFLA, WIC and Gateway to Careers Grant Award		
Total AEFLA Grant Award:		
Federal AEFLA Section 231 - Adult Education & Literacy (Admin./Indirect Cap 5%)		
Federal AEFLA Section 225 - Correctional Education (Admin./Indirect Cap 5%)		
Federal AEFLA Section 243 - Integrated English Literacy & Civics Education (Admin./Indirect Cap 5%)		
Local AEFLA Grant Award (Admin. Cap 5%)		
AFE Local Grant Award (Admin. Cap 8%)		
Total WIC Grant Award (Admin. Cap 8%)		
Total Gateway to Careers Award (Admin. Cap 8%)		

Summary of Grant Total Grant Expenditures

DIRECT COSTS	Amount
Salaries & Benefits	$ -
Professional Services	$ -
Equipment	$ -
Supplies & Materials	$ -
Fixed Property Costs	$ -
Other Objects	$ -
Total Direct Costs	$ -
INDIRECT COSTS	**Amount**
Total Indirect Costs	$ -
TOTAL AWARD (DIRECT AND INDIRECT COSTS)	$ -
ADMINISTRATIVE & INDIRECT COSTS (CAP 5%)	**Amount/Percentage**
Total Admin. Costs	
Total Admin. and Indirect Costs Amount	
Total Admin. and Indirect Percentage	0%

Budget Category:	100-Salaries & Benefits

Name of Individual (First Name, Last Name)	Position Title	Program Category	Funding Source	Base Salary	FTE	Base Salary x FTE	Fringe	Base Salary x FTE x Fringe	Total Salary	Expenditure Description and Itemization	(Amount Charged) Federal AEFLA 231 Continuation Grant Funds
				$ -	0.00	$ -	0%	$ -	$ -		$ -
				$ -	0.00	$ -	0%	$ -	$ -		$ -
				$ -	0.00	$ -	0%	$ -	$ -		$ -
				$ -	0.00	$ -	0%	$ -	$ -		$ -
				$ -	0.00	$ -	0%	$ -	$ -		$ -
		Total Salaries & Benefits:									$ -

Budget Category:	300-Professional Services

Name of Contractor/Vendor	Title, if applicable	Program Category	Funding Source	Amount (per Quantity, Hour, Day, Week)	Quantity	Number of Hours	Number of Days	Number of Weeks	Total	Expenditure Description and Itemization	(Amount Charged) Federal AEFLA 231 Continuation Grant Funds

Name of Vendor	Program Category	Funding Source	Amount (per Quantity)	Quantity			Total	Expenditure Description and Itemization	(Amount Charged) Federal AEFLA 231 Continuation Grant Funds
			$ -				$ -		$ -
			$ -				$ -		$ -
			$ -				$ -		$ -
			$ -				$ -		$ -
			$ -				$ -		$ -
Total Professional Services:									$ -

Budget Category:	500-Equipment		$5,000 or more per item						
Name of Vendor	Program Category	Funding Source	Amount (per Quantity)	Quantity			Total	Expenditure Description and Itemization	(Amount Charged) Federal AEFLA 231 Continuation Grant Funds
			$ -				$ -		$ -
			$ -				$ -		$ -
			$ -				$ -		$ -
			$ -				$ -		$ -
			$ -				$ -		$ -
Total Equipment:									$ -

Budget Category:	600-Supplies		Less than $5,000 per item						
Name of Vendor	Program Category	Funding Source	Amount (per Quantity)	Quantity			Total	Expenditure Description and Itemization	(Amount Charged) Federal AEFLA 231 Continuation Grant Funds
			$ -				$ -		$ -
			$ -				$ -		$ -
			$ -				$ -		$ -
			$ -				$ -		$ -
			$ -				$ -		$ -
Total Supplies:									$ -

Budget Category:	700-Fixed Properties								
Name of Vendor	Program Category	Funding Source	Amount (per Quantity)	Quantity	Number of Months	Sub Total	Percentage Charged to Grant	Total	Expenditure Description and Itemization	(Amount Charged) Federal AEFLA 231 Continuation Grant Funds
			$ -			$ -	0%	$ -		$ -
			$ -			$ -	0%	$ -		$ -
			$ -			$ -	0%	$ -		$ -
			$ -			$ -	0%	$ -		$ -
			$ -			$ -	0%	$ -		$ -
Total Fixed Properties:										$ -

Budget Category:	800-Other								
Name of Vendor	Program Category	Funding Source	Amount (per Quantity)	Quantity	Number of Hours	Number of Days	Number of Weeks	Total	Expenditure Description and Itemization	(Amount Charged) Federal AEFLA 231 Continuation Grant Funds
			$ -					$ -		$ -
			$ -					$ -		$ -
			$ -					$ -		$ -
			$ -					$ -		$ -
			$ -					$ -		$ -
	Total Other:									$ -

Budget Category:	Indirect		(Amount Charged) Federal AEFLA 231 Continuation Grant Funds
Please specify the total amount of Indirect Costs in Column M.		**Total Indirect:**	$ -

Agency Name:

AFE Consolidated Continuation Grant Awards October 1, 2019 - June 30, 2020 July 1 - 31, 2020 (Closeout Activities)	Award Amount	Total Admin./ Indirect Amt. per Cap %
Total AEFLA Grant Award		
Total AEFLA and WIC Grant Award		
Total Gateway to Careers Grant Award		
Total AEFLA, WIC and Gateway to Careers Grant Award		
Total AEFLA Grant Award:		
Federal AEFLA Section 231 - Adult Education & Literacy (Admin./Indirect Cap 5%)	$75,000.00	$3,750.00
Federal AEFLA Section 225 - Correctional Education (Admin./Indirect Cap 5%)		
Federal AEFLA Section 243 - Integrated English Literacy & Civics Education (Admin./Indirect Cap 5%)		
Local AEFLA Grant Award (Admin. Cap 5%		
AFE Local Grant Award (Admin. Cap 8%)		
Total WIC Grant Award (Admin. Cap 8%)		
Total Gateway to Careers Award (Admin. Cap 8%)		
0%		

Summary of Grant Total Grant Expenditures

DIRECT COSTS	Amount
Salaries & Benefits	$ -
Professional Services	$ -
Equipment	$ -
Supplies & Materials	$ -
Fixed Property Costs	$ -
Other Objects	$ -
Total Direct Costs	$ -
INDIRECT COSTS	**Amount**
Total Indirect Costs	$ -
TOTAL AWARD (DIRECT AND INDIRECT COSTS)	$ -
ADMINISTRATIVE & INDIRECT COSTS (CAP 5%)	**Amount/Percentage**
Total Admin. Costs	
Total Admin. and Indirect Costs Amount	
Total Admin. and Indirect Percentage	0%

Budget Category:	100-Salaries & Benefits										
Name of Individual (First Name, Last Name)	Position Title	Program Category	Funding Source	Base Salary	FTE	Base Salary x FTE	Fringe	Base Salary x FTE x Fringe	Total Salary	Expenditure Description and Itemization	(Amount Charged) Federal AEFLA 225 Continuation Grant Funds
				$ -	0.00	$ -	0%	$ -	$ -		$ -
				$ -	0.00	$ -	0%	$ -	$ -		$ -
				$ -	0.00	$ -	0%	$ -	$ -		$ -
				$ -	0.00	$ -	0%	$ -	$ -		$ -
				$ -	0.00	$ -	0%	$ -	$ -		$ -
Total Salaries & Benefits:											$ -

Budget Category:	300-Professional Services										
Name of Contractor/Vendor	Title, if applicable	Program Category	Funding Source	Amount (per Quantity, Hour, Day, Week)	Quantity	Number of Hours	Number of Days	Number of Weeks	Total	Expenditure Description and Itemization	(Amount Charged) Federal AEFLA 225 Continuation Grant Funds
				$ -					$ -		$ -
				$ -					$ -		$ -
				$ -					$ -		$ -

Name of Vendor	Program Category	Funding Source	Amount (per Quantity)	Quantity			Total	Expenditure Description and Itemization	(Amount Charged) Federal AEFLA 225 Continuation Grant Funds
			$ -				$ -		$ -
			$ -				$ -		$ -
Total Professional Services:									$ -

Budget Category:	**500-Equipment**	$5,000 or more per item							

Name of Vendor	Program Category	Funding Source	Amount (per Quantity)	Quantity			Total	Expenditure Description and Itemization	(Amount Charged) Federal AEFLA 225 Continuation Grant Funds
			$ -				$ -		$ -
			$ -				$ -		$ -
			$ -				$ -		$ -
			$ -				$ -		$ -
			$ -				$ -		$ -
Total Equipment:									$ -

Budget Category:	**600-Supplies**	Less than $5,000 per item							

Name of Vendor	Program Category	Funding Source	Amount (per Quantity)	Quantity			Total	Expenditure Description and Itemization	(Amount Charged) Federal AEFLA 225 Continuation Grant Funds
			$ -				$ -		$ -
			$ -				$ -		$ -
			$ -				$ -		$ -
			$ -				$ -		$ -
			$ -				$ -		$ -
Total Supplies:									$ -

Budget Category:	**700-Fixed Properties**								

Name of Vendor	Program Category	Funding Source	Amount (per Quantity)	Quantity	Number of Months	Sub Total	Percentage Charged to Grant	Total	Expenditure Description and Itemization	(Amount Charged) Federal AEFLA 225 Continuation Grant Funds
			$ -			$ -	0%	$ -		$ -
			$ -			$ -	0%	$ -		$ -
			$ -			$ -	0%	$ -		$ -
			$ -			$ -	0%	$ -		$ -
			$ -			$ -	0%	$ -		$ -
Total Fixed Properties:										$ -

Budget Category:	**800-Other**								

Name of Vendor	Program Category	Funding Source	Amount (per Quantity)	Quantity	Number of Hours	Number of Days	Number of Weeks	Total	Expenditure Description and Itemization	(Amount Charged) Federal AEFLA 225 Continuation Grant Funds
			$ -					$ -		$ -

			$ -			$ -		$ -
			$ -			$ -		$ -
			$ -			$ -		$ -
			$ -			$ -		$ -
		Total Other:						$ -

Budget Category:	Indirect		(Amount Charged) Federal AEFLA 225 Continuation Grant Funds
Please specify the total amount of Indirect Costs in Column M.		**Total Indirect:**	$ -

FY 2019-2020 OSSE AFE CONSOLIDATED GRANT BUDGET WORKSHEET - AEFLA 243

Agency Name:

AFE Consolidated Continuation Grant Awards October 1, 2019 - June 30, 2020 July 1 - 31, 2020 (Closeout Activities)	Award Amount	Total Admin./ Indirect Amt. per Cap %
Total AEFLA Grant Award		
Total AEFLA and WIC Grant Award		
Total Gateway to Careers Grant Award		
Total AEFLA, WIC and Gateway to Careers Grant Award		
Total AEFLA Grant Award:		
Federal AEFLA Section 231 - Adult Education & Literacy (Admin./Indirect Cap 5%)		
Federal AEFLA Section 225 - Correctional Education (Admin./Indirect Cap 5%)		
Federal AEFLA Section 243 - Integrated English Literacy & Civics Education (Admin./Indirect Cap 5%)		
Local AEFLA Grant Award (Admin. Cap 5%)		
AFE Local Grant Award (Admin. Cap 8%)		
Total WIC Grant Award (Admin. Cap 8%)		
Total Gateway to Careers Award (Admin. Cap 8%)		

Summary of Grant Total Grant Expenditures

DIRECT COSTS	Amount
Salaries & Benefits	$ -
Professional Services	$ -
Equipment	$ -
Supplies & Materials	$ -
Fixed Property Costs	$ -
Other Objects	$ -
Total Direct Costs	$ -
INDIRECT COSTS	**Amount**
Total Indirect Costs	$ -
TOTAL AWARD (DIRECT AND INDIRECT COSTS)	$ -
ADMINISTRATIVE & INDIRECT COSTS (CAP 5%)	**Amount/Percentage**
Total Admin. Costs	$ -
Total Admin. and Indirect Costs Amount	$ -
Total Admin. and Indirect Percentage	0%

Budget Category:	100-Salaries & Benefits									
Name of Individual (First Name, Last Name)	**Position Title**	**Program Category**	**Funding Source**	**Base Salary**	**FTE**	**Base Salary x FTE**	**Fringe**	**Base Salary x FTE x Fringe**	**Total Salary**	**Expenditure Description and Itemization**	**(Amount Charged) Federal AEFLA 243 Continuation Grant Funds**
				$ -	0.00	$ -	0%	$ -	$ -		$ -
				$ -	0.00	$ -	0%	$ -	$ -		$ -
				$ -	0.00	$ -	0%	$ -	$ -		$ -
				$ -	0.00	$ -	0%	$ -	$ -		$ -
				$ -	0.00	$ -	0%	$ -	$ -		$ -
		Total Salaries & Benefits:									$ -

Budget Category:	300-Professional Services

Name of Contractor/Vendor	Title, if applicable	Program Category	Funding Source	Amount (per Quantity, Hour, Day, Week)	Quantity	Number of Hours	Number of Days	Number of Weeks	Total	Expenditure Description and Itemization	(Amount Charged) Federal AEFLA 243 Continuation Grant Funds
				$ -					$ -		$ -
				$ -					$ -		$ -
				$ -					$ -		$ -
				$ -					$ -		$ -
				$ -					$ -		$ -
			Total Professional Services:								$ -

Budget Category:		**500-Equipment**		$5,000 or more per item							
Name of Vendor		Program Category	Funding Source	Amount (per Quantity)	Quantity				Total	Expenditure Description and Itemization	(Amount Charged) Federal AEFLA 243 Continuation Grant Funds
				$ -					$ -		$ -
				$ -					$ -		$ -
				$ -					$ -		$ -
				$ -					$ -		$ -
				$ -					$ -		$ -
			Total Equipment:								$ -

Budget Category:		**600-Supplies**		Less than $5,000 per item							
Name of Vendor		Program Category	Funding Source	Amount (per Quantity)	Quantity				Total	Expenditure Description and Itemization	(Amount Charged) Federal AEFLA 243 Continuation Grant Funds
				$ -					$ -		$ -
				$ -					$ -		$ -
				$ -					$ -		$ -
				$ -					$ -		$ -
				$ -					$ -		$ -
			Total Supplies:								$ -

Budget Category:		**700-Fixed Properties**									
Name of Vendor		Program Category	Funding Source	Amount (per Quantity)	Quantity	Number of Months	Sub Total	Percentage Charged to Grant	Total	Expenditure Description and Itemization	(Amount Charged) Federal AEFLA 243 Continuation Grant Funds
				$ -			$ -	0%	$ -		$ -
				$ -			$ -	0%	$ -		$ -
				$ -			$ -	0%	$ -		$ -

			$ -			$ -	0%	$ -		$ -
			$ -			$ -	0%	$ -		$ -
	Total Fixed Properties:									$ -

Budget Category:	**800-Other**									
Name of Vendor	**Program Category**	**Funding Source**	**Amount (per Quantity)**	**Quantity**	**Number of Hours**	**Number of Days**	**Number of Weeks**	**Total**	**Expenditure Description and Itemization**	**(Amount Charged) Federal AEFLA 243 Continuation Grant Funds**
			$ -					$ -		$ -
			$ -					$ -		$ -
			$ -					$ -		$ -
			$ -					$ -		$ -
			$ -					$ -		$ -
	Total Other:									$ -

Budget Category:	**Indirect**				**(Amount Charged) Federal AEFLA 243 Continuation Grant Funds**
Please specify the total amount of Indirect Costs in Column M.		Total Indirect:			$ -

Agency Name:

AFE Consolidated Continuation Grant Awards October 1, 2019 - June 30, 2020 July 1 - 31, 2020 (Closeout Activities)	Award Amount	Total Admin./ Indirect Amt. per Cap %
Total AEFLA Grant Award		
Total AEFLA and WIC Grant Award		
Total Gateway to Careers Grant Award		
Total AEFLA, WIC and Gateway to Careers Grant Award		
Total AEFLA Grant Award:		
Federal AEFLA Section 231 - Adult Education & Literacy (Admin./Indirect Cap 5%)		
Federal AEFLA Section 225 - Correctional Education (Admin./Indirect Cap 5%)		
Federal AEFLA Section 243 - Integrated English Literacy & Civics Education (Admin./Indirect Cap 5%)		
Local AEFLA Grant Award (Admin. Cap 5%)		
AFE Local Grant Award (Admin. Cap 8%)		
Total WIC Grant Award (Admin. Cap 8%)		
Total Gateway to Careers Award (Admin. Cap 8%)		

Summary of Grant Total Grant Expenditures

DIRECT COSTS	Amount
Salaries & Benefits	$ -
Professional Services	$ -
Equipment	$ -
Supplies & Materials	$ -
Fixed Property Costs	$ -
Other Objects	$ -
Total Direct Costs	$ -
INDIRECT COSTS	**Amount**
Total Indirect Costs	$ -
TOTAL AWARD (DIRECT AND INDIRECT COSTS)	$ -
ADMINISTRATIVE & INDIRECT COSTS (CAP 5%)	**Amount/Percentage**
Total Admin. Costs	
Total Admin. and Indirect Costs Amount	
Total Admin. and Indirect Percentage	0%

Budget Category:		100-Salaries & Benefits									
Name of Individual (First Name, Last Name)	Position Title	Program Category	Funding Source	Base Salary	FTE	Base Salary x FTE	Fringe	Base Salary x FTE x Fringe	Total Salary	Expenditure Description and Itemization	(Amount Charged) Local AEFLA Continuation Grant Funds
				$ -	0.00	$ -	0%	$ -	$ -		$ -
				$ -	0.00	$ -	0%	$ -	$ -		$ -
				$ -	0.00	$ -	0%	$ -	$ -		$ -
				$ -	0.00	$ -	0%	$ -	$ -		$ -
				$ -	0.00	$ -	0%	$ -	$ -		$ -
		Total Salaries & Benefits:									$ -

Budget Category:		300-Professional Services									
Name of Contractor/Vendor	Title, if applicable	Program Category	Funding Source	Amount (per Quantity, Hour, Day, Week)	Quantity	Number of Hours	Number of Days	Number of Weeks	Total	Expenditure Description and Itemization	(Amount Charged) Local AEFLA Continuation Grant Funds

Name of Vendor		Program Category	Funding Source	Amount (per Quantity)	Quantity			Total	Expenditure Description and Itemization	(Amount Charged) Local AEFLA Continuation Grant Funds
				$ -				$ -		$ -
				$ -				$ -		$ -
				$ -				$ -		$ -
				$ -				$ -		$ -
				$ -				$ -		$ -
		Total Professional Services:								$ -

Budget Category:		**500-Equipment**		$5,000 or more per item						
Name of Vendor		Program Category	Funding Source	Amount (per Quantity)	Quantity			Total	Expenditure Description and Itemization	(Amount Charged) Local AEFLA Continuation Grant Funds
				$ -				$ -		$ -
				$ -				$ -		$ -
				$ -				$ -		$ -
				$ -				$ -		$ -
				$ -				$ -		$ -
		Total Equipment:								$ -

Budget Category:		**600-Supplies**		Less than $5,000 per item						
Name of Vendor		Program Category	Funding Source	Amount (per Quantity)	Quantity			Total	Expenditure Description and Itemization	(Amount Charged) Local AEFLA Continuation Grant Funds
				$ -				$ -		$ -
				$ -				$ -		$ -
				$ -				$ -		$ -
				$ -				$ -		$ -
				$ -				$ -		$ -
		Total Supplies:								$ -

Budget Category:		**700-Fixed Properties**								
Name of Vendor		Program Category	Funding Source	Amount (per Quantity)	Quantity	Number of Months	Sub Total	Percentage Charged to Grant	Total	Expenditure Description and Itemization	(Amount Charged) Local AEFLA Continuation Grant Funds
				$ -			$ -	0%	$ -		$ -
				$ -			$ -	0%	$ -		$ -
				$ -			$ -	0%	$ -		$ -
				$ -			$ -	0%	$ -		$ -
				$ -			$ -	0%	$ -		$ -
		Total Fixed Properties:									$ -

Budget Category:	800-Other								
Name of Vendor	Program Category	Funding Source	Amount (per Quantity)	Quantity	Number of Hours	Number of Days	Number of Weeks	Total	Expenditure Description and Itemization	(Amount Charged) Local AEFLA Continuation Grant Funds
			$ -					$ -		$ -
			$ -					$ -		$ -
			$ -					$ -		$ -
			$ -					$ -		$ -
			$ -					$ -		$ -
	Total Other:									$ -

Budget Category:	Indirect		(Amount Charged) Local AEFLA Continuation Grant Funds
Please specify the total amount of Indirect Costs in Column M.	Total Indirect:		$ -

FY 2019-2020 OSSE AFE CONSOLIDATED GRANT BUDGET WORKSHEET - AFE LOCAL

Agency Name:

AFE Consolidated Continuation Grant Awards October 1, 2019 - June 30, 2020 July 1 - 31, 2020 (Closeout Activities)	Award Amount	Total Admin./ Indirect Amt. per Cap %
Total AEFLA Grant Award		
Total AEFLA and WIC Grant Award		
Total Gateway to Careers Grant Award		
Total AEFLA, WIC and Gateway to Careers Grant Award		
Total AEFLA Grant Award:		
Federal AEFLA Section 231 - Adult Education & Literacy (Admin./Indirect Cap 5%)		
Federal AEFLA Section 225 - Correctional Education (Admin./Indirect Cap 5%)		
Federal AEFLA Section 243 - Integrated English Literacy & Civics Education (Admin./Indirect Cap 5%)		
Local AEFLA Grant Award (Admin. Cap 5%)		
AFE Local Grant Award (Admin. Cap 8%)		
Total WIC Grant Award (Admin. Cap 8%)		
Total Gateway to Careers Award (Admin. Cap 8%)		

Summary of Grant Total Grant Expenditures

DIRECT COSTS	Amount
Salaries & Benefits	$ -
Professional Services	$ -
Equipment	$ -
Supplies & Materials	$ -
Fixed Property Costs	$ -
Other Objects	$ -
Total Direct Costs	$ -
INDIRECT COSTS	**Amount**
Total Indirect Costs	$ -
TOTAL AWARD (DIRECT AND INDIRECT COSTS)	$ -
ADMINISTRATIVE & INDIRECT COSTS (CAP 5%)	**Amount/Percentage**
Total Admin. Costs	
Total Admin. and Indirect Costs Amount	
Total Admin. and Indirect Percentage	0%

Budget Category:	100-Salaries & Benefits									
Name of Individual (First Name, Last Name)	Position Title	Program Category	Funding Source	Base Salary	FTE	Base Salary x FTE	Fringe	Base Salary x FTE x Fringe	Total Salary	Expenditure Description and Itemization	(Amount Charged) AFE Local Continuation Grant Funds
				$ -	0.00	$ -	0%	$ -	$ -		$ -
				$ -	0.00	$ -	0%	$ -	$ -		$ -
				$ -	0.00	$ -	0%	$ -	$ -		$ -
				$ -	0.00	$ -	0%	$ -	$ -		$ -
				$ -	0.00	$ -	0%	$ -	$ -		$ -
Total Salaries & Benefits:											$ -

Budget Category:	300-Professional Services									
Name of Contractor/Vendor	Title, if applicable	Program Category	Funding Source	Amount (per Quantity, Hour, Day, Week)	Quantity	Number of Hours	Number of Days	Number of Weeks	Total	Expenditure Description and Itemization	(Amount Charged) AFE Local Continuation Grant Funds

			$ -			$ -		$ -
			$ -			$ -		$ -
			$ -			$ -		$ -
			$ -			$ -		$ -
			$ -			$ -		$ -
		Total Professional Services:						$ -

Budget Category:		500-Equipment	$5,000 or more per item					
Name of Vendor		Program Category	Funding Source	Amount (per Quantity)	Quantity	Total	Expenditure Description and Itemization	(Amount Charged) AFE Local Continuation Grant Funds
				$ -		$ -		$ -
				$ -		$ -		$ -
				$ -		$ -		$ -
				$ -		$ -		$ -
				$ -		$ -		$ -
		Total Equipment:						$ -

Budget Category:		600-Supplies	Less than $5,000 per item					
Name of Vendor		Program Category	Funding Source	Amount (per Quantity)	Quantity	Total	Expenditure Description and Itemization	(Amount Charged) AFE Local Continuation Grant Funds
				$ -		$ -		$ -
				$ -		$ -		$ -
				$ -		$ -		$ -
				$ -		$ -		$ -
				$ -		$ -		$ -
		Total Supplies:						$ -

Budget Category:		700-Fixed Properties								
Name of Vendor		Program Category	Funding Source	Amount (per Quantity)	Quantity	Number of Months	Sub Total	Percentage Charged to Grant	Total	Expenditure Description and Itemization	(Amount Charged) AFE Local Continuation Grant Funds
				$ -			$ -	0%	$ -		$ -
				$ -			$ -	0%	$ -		$ -
				$ -			$ -	0%	$ -		$ -
				$ -			$ -	0%	$ -		$ -
				$ -			$ -	0%	$ -		$ -
		Total Fixed Properties:								$ -

Budget Category:	800-Other									
Name of Vendor	Program Category	Funding Source	Amount (per Quantity)	Quantity	Number of Hours	Number of Days	Number of Weeks	Total	Expenditure Description and Itemization	(Amount Charged) AFE Local Continuation Grant Funds
			$ -					$ -		$ -
			$ -					$ -		$ -
			$ -					$ -		$ -
			$ -					$ -		$ -
			$ -					$ -		$ -
	Total Other:									$ -

Budget Category:	Indirect		(Amount Charged) AFE Local Continuation Grant Funds
Please specify the total amount of Indirect Costs in Column M.	Total Indirect:		$ -

FY 2019-2020 OSSE AFE CONSOLIDATED GRANT BUDGET WORKSHEET - WIC CAREER PATHWAYS

Agency Name:

AFE Consolidated Continuation Grant Awards October 1, 2019 - June 30, 2020 July 1 - 31, 2020 (Closeout Activities)	Award Amount	Total Admin./Indirect Amt. per Cap %
Total AEFLA Grant Award		
Total AEFLA and WIC Grant Award		
Total Gateway to Careers Grant Award		
Total AEFLA, WIC and Gateway to Careers Grant Award		
Total AEFLA Grant Award:		
Federal AEFLA Section 231 - Adult Education & Literacy (Admin./Indirect Cap 5%)		
Federal AEFLA Section 225 - Correctional Education (Admin./Indirect Cap 5%)		
Federal AEFLA Section 243 - Integrated English Literacy & Civics Education (Admin./Indirect Cap 5%)		
Local AEFLA Grant Award (Admin. Cap 5%)		
AFE Local Grant Award (Admin. Cap 8%)		
Total WIC Grant Award (Admin. Cap 8%)		
Total Gateway to Careers Award (Admin. Cap 8%)		
0%		

Summary of Grant Total Grant Expenditures

DIRECT COSTS	Amount
Salaries & Benefits	$ -
Professional Services	$ -
Equipment	$ -
Supplies & Materials	$ -
Fixed Property Costs	$ -
Other Objects	$ -
Total Direct Costs	$ -
INDIRECT COSTS	**Amount**
Total Indirect Costs	$ -
TOTAL AWARD (DIRECT AND INDIRECT COSTS)	$ -
ADMINISTRATIVE & INDIRECT COSTS (CAP 5%)	**Amount/Percentage**
Total Admin. Costs	
Total Admin. and Indirect Costs Amount	
Total Admin. and Indirect Percentage	0%

Budget Category:	100-Salaries & Benefits									
Name of Individual (First Name, Last Name)	Position Title	Program Category	Funding Source	Base Salary	FTE	Base Salary x FTE	Fringe	Base Salary x FTE x Fringe	Total Salary	Expenditure Description and Itemization	(Amount Charged) WIC Continuation Grant Funds
				$ -	0.00	$ -	0%	$ -	$ -		$ -
				$ -	0.00	$ -	0%	$ -	$ -		$ -
				$ -	0.00	$ -	0%	$ -	$ -		$ -
				$ -	0.00	$ -	0%	$ -	$ -		$ -
				$ -	0.00	$ -	0%	$ -	$ -		$ -
Total Salaries & Benefits:											$ -

Budget Category:	300-Professional Services									
Name of Contractor/Vendor	Title, if applicable	Program Category	Funding Source	Amount (per Quantity, Hour, Day, Week)	Quantity	Number of Hours	Number of Days	Number of Weeks	Total	Expenditure Description and Itemization	(Amount Charged) WIC Continuation Grant Funds
				$ -					$ -		$ -
				$ -					$ -		$ -
				$ -					$ -		$ -

Name of Vendor		Program Category	Funding Source	Amount (per Quantity)	Quantity				Total	Expenditure Description and Itemization	(Amount Charged) WIC Continuation Grant Funds
				$ -					$ -		$ -
				$ -					$ -		$ -
Total Professional Services:											**$ -**

Budget Category:	**500-Equipment**		$5,000 or more per item								
Name of Vendor		**Program Category**	**Funding Source**	**Amount (per Quantity)**	**Quantity**				**Total**	**Expenditure Description and Itemization**	**(Amount Charged) WIC Continuation Grant Funds**
				$ -					$ -		$ -
				$ -					$ -		$ -
				$ -					$ -		$ -
				$ -					$ -		$ -
				$ -					$ -		$ -
Total Equipment:											**$ -**

Budget Category:	**600-Supplies**		Less than $5,000 per item								
Name of Vendor		**Program Category**	**Funding Source**	**Amount (per Quantity)**	**Quantity**				**Total**	**Expenditure Description and Itemization**	**(Amount Charged) WIC Continuation Grant Funds**
				$ -					$ -		$ -
				$ -					$ -		$ -
				$ -					$ -		$ -
				$ -					$ -		$ -
				$ -					$ -		$ -
Total Supplies:											**$ -**

Budget Category:	**700-Fixed Properties**										
Name of Vendor		**Program Category**	**Funding Source**	**Amount (per Quantity)**	**Quantity**	**Number of Months**	**Sub Total**	**Percentage Charged to Grant**	**Total**	**Expenditure Description and Itemization**	**(Amount Charged) WIC Continuation Grant Funds**
				$ -			$ -	0%	$ -		$ -
				$ -			$ -	0%	$ -		$ -
				$ -			$ -	0%	$ -		$ -
				$ -			$ -	0%	$ -		$ -
				$ -			$ -	0%	$ -		$ -
Total Fixed Properties:											**$ -**

Budget Category:	**800-Other**										
Name of Vendor		**Program Category**	**Funding Source**	**Amount (per Quantity)**	**Quantity**	**Number of Hours**	**Number of Days**	**Number of Weeks**	**Total**	**Expenditure Description and Itemization**	**(Amount Charged) WIC Continuation Grant Funds**
				$ -					$ -		$ -
				$ -					$ -		$ -
				$ -					$ -		$ -
				$ -					$ -		$ -
				$ -					$ -		$ -

		Total Other:							$	-

Budget Category:	Indirect		(Amount Charged) WIC Continuation Grant Funds
Please specify the total amount of Indirect Costs in Column M.		Total Indirect:	$ -

Agency Name:

AFE Consolidated Continuation Grant Awards October 1, 2019 - June 30, 2020 July 1 - 31, 2020 (Closeout Activities)	Award Amount	Total Admin./ Indirect Amt. per Cap %
Total AEFLA Grant Award		
Total AEFLA and WIC Grant Award		
Total Gateway to Careers Grant Award		
Total AEFLA, WIC and Gateway to Careers Grant Award		
Total AEFLA Grant Award:		
Federal AEFLA Section 231 - Adult Education & Literacy (Admin./Indirect Cap 5%)		
Federal AEFLA Section 225 - Correctional Education (Admin./Indirect Cap 5%)		
Federal AEFLA Section 243 - Integrated English Literacy & Civics Education (Admin./Indirect Cap 5%)		
Local AEFLA Grant Award (Admin. Cap 5%		
AFE Local Grant Award (Admin. Cap 8%)		
Total WIC Grant Award (Admin. Cap 8%)		
Total Gateway to Careers Award (Admin. Cap 8%)		
		0%

Summary of Grant Total Grant Expenditures

DIRECT COSTS	Amount
Salaries & Benefits	$ -
Professional Services	$ -
Equipment	$ -
Supplies & Materials	$ -
Fixed Property Costs	$ -
Other Objects	$ -
Total Direct Costs	$ -
INDIRECT COSTS	**Amount**
Total Indirect Costs	$ -
TOTAL AWARD (DIRECT AND INDIRECT COSTS)	$ -
ADMINISTRATIVE & INDIRECT COSTS (CAP 5%)	**Amount/Percentage**
Total Admin. Costs	$ -
Total Admin. and Indirect Costs Amount	$ -
Total Admin. and Indirect Percentage	0%

Budget Category:	100-Salaries & Benefits		$0.00

Name of Individual (First Name, Last Name)	Position Title	Program Category	Funding Source	Base Salary	FTE	Base Salary x FTE	Fringe	Base Salary x FTE x Fringe	Total Salary	Expenditure Description and Itemization	(Amount Charged) G2C Continuation Grant Funds
				$ -	0.00	$ -	0%	$ -	$ -		$ -
				$ -	0.00	$ -	0%	$ -	$ -		$ -
				$ -	0.00	$ -	0%	$ -	$ -		$ -
				$ -	0.00	$ -	0%	$ -	$ -		$ -
				$ -	0.00	$ -	0%	$ -	$ -		$ -
		Total Salaries & Benefits:									$ -

Budget Category:	300-Professional Services	

Name of Contractor/Vendor	Title, if applicable	Program Category	Funding Source	Amount (per Quantity, Hour, Day, Week)	Quantity	Number of Hours	Number of Days	Number of Weeks	Total	Expenditure Description and Itemization	(Amount Charged) G2C Continuation Grant Funds
				$ -					$ -		$ -
				$ -					$ -		$ -
				$ -					$ -		$ -
				$ -					$ -		$ -
				$ -					$ -		$ -
				Total Professional Services:							$ -

Budget Category:		**500-Equipment**		$5,000 or more per item							
Name of Vendor		Program Category	Funding Source	Amount (per Quantity)	Quantity				Total	Expenditure Description and Itemization	(Amount Charged) G2C Continuation Grant Funds
				$ -					$ -		$ -
				$ -					$ -		$ -
				$ -					$ -		$ -
				$ -					$ -		$ -
				$ -					$ -		$ -
				Total Equipment:							$ -

Budget Category:		**600-Supplies**		Less than $5,000 per item							
Name of Vendor		Program Category	Funding Source	Amount (per Quantity)	Quantity				Total	Expenditure Description and Itemization	(Amount Charged) G2C Continuation Grant Funds
				$ -					$ -		$ -
				$ -					$ -		$ -
				$ -					$ -		$ -
				$ -					$ -		$ -
				$ -					$ -		$ -
				Total Supplies:							$ -

Budget Category:		**700-Fixed Properties**									
Name of Vendor		Program Category	Funding Source	Amount (per Quantity)	Quantity	Number of Months	Sub Total	Percentage Charged to Grant	Total	Expenditure Description and Itemization	(Amount Charged) G2C Continuation Grant Funds
				$ -			$ -	0%	$ -		$ -
				$ -			$ -	0%	$ -		$ -
				$ -			$ -	0%	$ -		$ -
				$ -			$ -	0%	$ -		$ -
				$ -			$ -	0%	$ -		$ -
				Total Fixed Properties:							$ -

Budget Category:		800-Other									
Name of Vendor		Program Category	Funding Source	Amount (per Quantity)	Quantity	Number of Hours	Number of Days	Number of Weeks	Total	Expenditure Description and Itemization	(Amount Charged) G2C Continuation Grant Funds
				$ -					$ -		$ -
				$ -					$ -		$ -
				$ -					$ -		$ -
				$ -					$ -		$ -
				$ -					$ -		$ -
			Total Other:								$ -

Budget Category:	Indirect		(Amount Charged) G2C Continuation Grant Funds
Please specify the total amount of Indirect Costs in Column M.		Total Indirect:	$ -

Summary of AFE Consolidated Continuation Grant Expenditures October 1, 2019 - June 30, 2020 July 1 - 31, 2020 (Closeout Activities)	Federal AEFLA 231	Federal AEFLA 225	Federal AEFLA 243	Local AEFLA	AFE Local	WIC CP	Gateway to Careers	Totals Per Program Catogory
DIRECT COSTS	**Federal AEFLA 231 Sample Amount**	**Amount**	**Amount**	**Amount**	**Amount**	**Amount**	**Amount**	**Amount**
Salaries & Benefits	$ 42,562.50	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Professional Services	$ 2,550.00	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Equipment	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Supplies & Materials	$ 5,725.00	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Fixed Property Costs	$ 19,162.50	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Other Objects	$ 5,000.00	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Direct Costs	$ 75,000.00	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
INDIRECT COSTS	**Amount**	**Amount**	**Amount**	**Amount**	**Amount**	**Amount**	**Amount**	**Amount**	**Amount**
Total Indirect Costs	$ 1,500.00	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
TOTAL AWARD (DIRECT AND INDIRECT COSTS)	$ 76,500.00	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
ADMINISTRATIVE & INDIRECT COSTS (CAP 5%)	**Amount/Percentage**	**Amount/Percentage**	**Amount/Percentage**	**Amount/Percentage**	**Amount/Percentage**	**Amount/Percentage**	**Amount/Percentage**	**Amount/Percentage**	
Total Admin. Costs	$ 2,250.00	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
Total Admin. and Indirect Costs Amount	$ 3,750.00	$ -	$ -	$ -	$ -	$ -	$ -		
Total Admin. and Indirect Percentage	5%	0%	0%	0%	0%	0%	0%	0%	

Office of the State Superintendent of Education, Adult and Family Education (OSSE AFE)
FY 2019-20 Grant Modification Request Form
to be used for changes in program, personnel and/or budget
Grant Information

Organization Name:

Name of Grant Awarded:

Total Grant Funds:

Please select the budget affected:

☐ Original Application   ☐ Amendment #3
☐ Amendment #1   ☐ Amendment #4
☐ Amendment #2   ☐ Amendment #5

Number of amendments completed for this budget/progam:

Please check one of the following:

☐   The requested change **will not** affect the approved budget.
☐   The requested change **will** affect the approved budget in the following manner:

Program Change(s)
State the proposed program change(s) in this section, if applicable: EX: Adding Essential Ed, Virtual Job Shadow and Aztec to program curriculum
Personnel Change(s) *
State the proposed personnel change(s) in this section, if applicable: EX: Moving $10,000 from Other Objects to Salary and Benefits. Adding John Doe to Salary and Benefits. Reallocating allocations in Professional Services (see note below)
Budget Changes

A	B	C	D	E
Budget Category	**Cost Objective**	**Original Budget or Approved Budget Amendment # ___** *(Enter original budget allocations or approved budget amendment , if applicable)* **	**Proposed Budget Amendment # ___** *(Enter Amendment # and proposed modifications to the budget allocations , if applicable)* **	**Itemized Explanation of Budget Changes** *(Include a detailed description of the proposed changes)*
A.	**Direct Costs**			
100	Salary and Benefits	$ -	$ -	
300	Professional Services	$ -	$ -	
500	Equipment	$ -	$ -	
600	Supplies and Materials	$ -	$ -	
700	Fixed Property Costs	$ -	$ -	
800	Other Objects	$ -	$ -	
	Total Direct Costs	**$ -**	**$ -**	
B.	**Indirect Costs**			
	Total Indirect Costs *(Enter amount from budget)*	**$ -**	**$ -**	
	Total Program Budget			
C.	**Total Program Budget (Direct Costs and Indirect Costs)**	**$ -**	**$ -**	
D.	**Match Requirement**			
	Total Match Requirement *(Enter amount from budget)*	**$ -**	**$ -**	
E.	**Total Program Budget wih Match**	**$ -**	**$ -**	

Special Notes:

An amended application and/or budget must be completed and submitted in EGMS to reflect the changes specified above.

** A resume must be uploaded with the Grant Modification Request Form for new hires/personnel.*

*** With each budget amendment, subgrantees must enter the previously approved budget amendment # and amounts in column C and the new proposed budget amendment # and amounts in column D.*

Signature of Executive Director
or Chief Financial Officer:
Name/Title:
Date Submitted:

For OSSE Use Only:

Status: Approved   ☐   Denied

Signature of State Director:

Julia Michelle Johnson, State Director, Adult and Family Education

Date: