**OSSE Adult and Family Education (AFE)**

**Fiscal Year 2025-26**

**Consolidated Competitive Grant**

**Section X: Blank Paper-based Application**

*This paper-based application (MS Word) is provided to eligible providers to prepare this section of their Fiscal Year (FY) 2025-26 Consolidated Competitive Grant application.*

***Please note that this completed paper-based section of the grant application must be submitted with all the other grant application components in OSSE’s Enterprise Grants Management System (EGMS) by 3 p.m. on Wednesday, May 21, 2025.***

*Please refer to all the sections in the OSSE Adult and Family Education Fiscal Year 2025-26 Consolidated Competitive Grant Request for Applications (RFA) for details.*

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| **APPLICANT AGENCY NAME:** |  |
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| **SECTION X: GRANT APPLICATION (PAPER-BASED)** | |
| **Please provide the requested information for each Integrated Education and Training + Digital (Literacy and Skills Training) (IE&T+D) Program Offering (e.g. 1) Business and Office Administration, 2) Construction, 3) Education, 4) Healthcare, 5) Hospitality, Retail, Tourism and Entertainment, 6) Information Technology, 7) Security and Law Enforcement, and 8) Transportation, Infrastructure and Utilities, etc.)** | |
| 1. **Project Information (16 Points)** | |
| **Please respond to the questions below.** | |
| **1. Proposal Summary (2 points)** | |
| 1. Provide a brief summary of the proposal including the services that will be offered by the eligible provider to the eligible individuals. | |
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| **2. Organization Mission and Goals (2 points)** | |
| 1. State the organization’s mission and goals. | |
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| 1. State the mission and goals of the education/training unit, if the educational/training unit has a mission and goals separate from the organization as whole. | |
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| 1. Describe how the organization and the educational/training unit, if applicable, assesses its progress in achieving its mission and goals. | |
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| **3. Statement of Need (2 points)** | |
| 1. Describe whether the ward(s) in which the eligible provider is located and/or other wards in the District of Columbia have a demonstrated need for adult education and literacy, workforce preparation and workforce training services, inclusive of digital literacy and digital skills training, for individuals with low levels of literacy/basic education skills, if applicable. | |
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| 1. Describe whether the ward(s) in which the eligible provider is located and/or other wards in the District of Columbia have a demonstrated need for English language acquisition, English Literacy and Civics Education, workforce preparation and workforce training services, inclusive of digital literacy and digital skills training, for English Language Learners, if applicable. | |
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| **4. Alignment with the District’s WIOA Unified State Plan (2 points)** | |
| 1. Describe the degree to which the eligible provider will be responsive to the District’s local and regional needs as identified in the District’s WIOA Unified State Plan, and responsive in serving individuals in the community who are identified in the plan as most in need of 1) adult education and literacy activities, 2) workforce preparation, 3) workforce training services, 4) digital literacy and digital skills training, 5) supportive services, and 6) transition services for 1) individuals who have low levels of literacy and numeracy skills, 2) English language learners, 3) individuals with learning and other disabilities and individuals that comprise other covered populations. | |
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| 1. Describe the extent to which the eligible provider will align its proposed activities and services with the strategies and goals in the District’s WIOA State Plan, and other related District state plans, inclusive of activities and services of the American Job Center (AJC) one-stop partners. | |
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| **5. Organizational Capability and Past Performance (8 points)** | |
| 1. Describe the organization’s capacity to support IE&T+D programming, inclusive of digital literacy and digital skills training, for District residents, including whether it has sufficient fiscal, human, and material resources needed to support the program. | |
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| 1. Describe whether the organization has had difficulties or deficiencies in providing such resources within the past 24 months, if applicable. | |
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| 1. Indicate how the difficulty or deficiency was managed or resolved to maintain the program offerings, if applicable. | |
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| 1. Indicate whether the organization is licensed, certified and/or accredited, if applicable.   ***Special Note****:  Eligible providers will be required to apply for and seek licensure from District of Columbia’s Higher Education Licensure Commission in accordance with 5A DCMR Chapters 80-83 as applicable if the applicant provides a workforce training program leading to an industry-recognized certification as part of Integrated Education and Training. If the applicant is part of a partnership or consortium, only the partner or consortium member who is providing the training towards the industry-recognized certification must be licensed by the HELC.  Public charter schools, which have a charter in effect pursuant to the District of Columbia School Reform Act of 1995 (DC Official Code §38-1800.01, et seq.), selected as a subgrantee are not required to obtain HELC licensure. OSSE may consider failure to obtain HELC licensure as non-compliance with the grant terms and conditions and a factor in its determination to provide continuation funding.* | |
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| 1. **Upload/submit the applicable license, certification, or accreditation in EGMS.** | |
| Document(s) have been uploaded/submitted:  Yes  No | |
| 1. Describe the eligible provider’s past performance and effectiveness in improving the literacy and numeracy skills, workforce preparation and/or workforce training skills, inclusive of digital literacy and digital skills training, of eligible individuals, especially individuals who have low levels of literacy and English Language Learners over the past two years. | |
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| 1. **Upload/submit** qualitative and quantitative past performance data on services provided, the effectiveness of the organization in meeting the needs of persons served, and the outcomes achieved by the participants in EGMS. | |
| Document(s) have been uploaded/submitted:  Yes  No | |
| 1. Describe the degree to which the improvements in eligible individuals/students’ adult education (literacy and numeracy), workforce preparation, workforce training, and digital literacy and digital skills, as applicable, contributed to the eligible provider meeting its State-adjusted levels of performance for the primary indicators of performance, if the eligible provider has been previously funded by OSSE AFE, or contributed to the eligible provider meeting specific performance benchmarks identified by other grantors and/or funders, if the eligible provider has not been previously funded by OSSE AFE. | |
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| |  |  | | --- | --- | | **B: Program Design (38 Points)** | | | **Please respond to the questions below.** | | | **1. Program Models (2 points)** | | | 1. Indicate the program model(s) to be implemented, the projected number of students to be served per program model and the total number of students to be served. *(Check all that apply) Please refer to the Program Model Review Tab in EGMS.* | | | **Program Model(s)** | **Projected number of students to be served:** | | **Program Model #1: AEFLA 231 - Integrated Adult Basic Education (IABE) and Training, inclusive of Digital Literacy and Digital Skills Training (IE&T+D)** |  | | **Program Model #2: AEFLA 231 - Integrated Adult Secondary Education (IASE) and Training, inclusive of Digital Literacy and Digital Skills Training (IE&T+D)** |  | | **Program Model #3: AEFLA 243 - Integrated English Language Acquisition (IELA) and Training, inclusive of Digital Literacy and Digital Skills Training (IE&T+D)** |  | | **Program Model #4: AEFLA 243 - Integrated English Literacy and Civics Education (IELCE) and Training, inclusive of Digital Literacy and Digital Skills Training (IE&T+D)** |  | | **Program Model #5: AEFLA 225 – Integrated Adult Basic Education (IABE) and Training/Corrections Education and the Education of Other Institutionalized Individuals, inclusive of Digital Literacy and Digital Skills Training (IE&T+D)** |  | | **Program Model #6: AEFLA 225 - AEFLA 225 – Integrated Adult Secondary Education (IASE) and Training/Corrections Education and the Education of Other Institutionalized Individuals, inclusive of Digital Literacy and Digital Skills Training (IE&T+D)** |  | | ***\*All program models must include digital literacy and digital skills training for students at all DC Digital Literacy Skill (DLS) Levels.*** |  | | **Total students:** |  | |  | **(Total above should be**  **100 or 125)** | |
| 1. Indicate the total amount of grant funds being requested. |
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| 1. Specify the high-demand industry(ies) for which the eligible provider will align its IE&T+D program(s). *(Check all that apply)* |
| Business and Office Administration  Construction  Education  Healthcare  Hospitality, Retail, Tourism and Entertainment  Information Technology  Security and Law Enforcement  Transportation, Infrastructure and Utilities  Other, please specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 1. Provide a rationale/justification for the program offering if “other” was selected for the industry, and **upload/submit** evidence that supports the rationale/justification for the program offering, as applicable; |
| Rationale/Justification:  Document(s) have been uploaded/submitted:  Yes  No |
| **e)** Complete and **upload/submit** the Schedule of Program Offerings Workbook (excel) in EGMS. |
| Document(s) have been uploaded/submitted:  Yes  No |

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| **SPECIAL NOTE** |
| **Please complete questions 2 – Program Offering through 11 – Student Incentives for each of your IE&T+D Program Offerings, as needed.**  **Please note that the total amount of points available for Section B: Program Design, inclusive of question 1. Program Model through 11. Student Incentives is 38 points. Therefore, the grant readers will review and assign a total score for each criterion after evaluating all the program offerings collectively.** |

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| **Integrated Education and Training + Digital (Literacy and Skills Training) (IE&T+D)**  **Program Offering #1** | | | |
| **2. IE&T+D Program Offering #1 (3 points)** | | | |
| 1. Indicate the name of the IE&T+D program. | | | |
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| 1. Indicate the high demand industry for which the IE&T+D program is aligned. | | | |
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| 1. Provide a brief description of the program. *This description will be included in the OSSE AFE IE&T+D Program Guide.* | | | |
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| 1. Indicate the number of eligible individuals to be served in the IE&T+D program. | | | |
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| 1. Indicate the eligible provider’s total cost per student. | | | |
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| 1. Indicate the percentage (0-100%) and amount of OSSE AFE funding that will be used to help defray the cost per student. | | | |
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| **3. Program Entry Requirements (2 points)** | | | |
| 1. Specify the minimum Educational Functioning Level (EFL), CASAS Scale Score and Grade Level Equivalent (GLE) that students need to enter the IE&T+D program and their expected educational outcomes upon program completion for Reading and Math. | | | |
| **Reading** | | | |
| **Entry Level Educational Requirements** | | **Expected Educational Outcomes**  **Upon Program Completion** | |
| State the minimum EFL required to enter the program. |  | State the expected EFL the students will have upon completion of the program. |  |
| State the minimum CASAS Scale Score required to enter the program. |  | State the expected CASAS Scale Score the students will have upon completion of the program. |  |
| State the minimum Grade Level Equivalent (GLE) required to enter the program. |  | State the expected Grade Level Equivalent (GLE) the students will have upon completion of the program. |  |
| **Math** | | | |
| **Entry Level Educational Requirements** | | **Expected Educational Outcomes** | |
| State the minimum EFL required to enter the program. |  | State the expected EFL the students will have upon completion of the program. |  |
| State the minimum CASAS Scale Score required to enter the program. |  | State the expected CASAS Scale Score the students will have upon completion of the program. |  |
| State the minimum Grade Level Equivalent (GLE) required to enter the program. |  | State the expected Grade Level Equivalent (GLE) the students will have upon completion of the program. |  |
| 1. Indicate any other requirements that are needed to enter the IE&T+D program. | | | |
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| 1. Describe the strategies that will be used to prepare, serve, and/or refer students who do not meet the requirements for entrance into the IE&T+D program. | | | |
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| **4. Career Paths (4 points)** | | | |
| 1. Using [O\*NET](https://www.onetonline.org/), indicate the primary industry of program North American Industry Classification System (NAICS) Code and description for the occupation(s) for which students are being prepared, and if more than one occupation is listed, include the NAICS for each primary occupation. | | | |
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| 1. Using [O\*NET](https://www.onetonline.org/), indicate the primary occupation(s) for the program/Standard Occupational Classification (SOC) Code and the Occupation Title(s), and if more than one occupation is listed, include the SOC for each primary occupation. | | | |
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| 1. Indicate the entry occupation(s) for which students are being prepared and the prospective next step(s)/occupation(s) on their desired career path. | | | |
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| 1. Describe the partnerships that are/will be in place to assist students in acquiring secondary, postsecondary education and/or training certifications, credentials or licenses needed to advance to the next step/occupation on their career path. | | | |
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| 1. Indicate the type of program/ Classification of Instructional Program (CIP) Code/Title/Definition, and if more than one occupation is listed, included the CIP codes for each occupation. | | | |
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| 1. Specify the eligible certification, credential or licensure exam or registry. | | | |
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| 1. Specify the certifying/licensing body or registry organization. | | | |
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| 1. Specify the provider programmatic or organizational accreditation, if applicable. | | | |
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| 1. Specify the provider program approval, if applicable*. (Some industries do not have accreditation but may offer other designation such Program Approval).* | | | |

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| **5. Occupational Competencies (2 points)** | | | | | | |
| 1. Using [My Next Move](https://www.mynextmove.org/), generate and **upload/submit** the summary of knowledge, skills, abilities, personality, technology, education, and job outlook for the SOC/Occupational Title(s) listed in the response for 4b. in EGMS. | | | | | | |
| Document(s) have been uploaded/submitted:  Yes  No | | | | | | |
| 1. Using [O\*NET](https://www.onetonline.org/), specify the Hot Technology Skills for the SOC/Occupational Title(s) listed in the response for 4b. *(Add additional rows, if needed.)* | | | | | | |
| SOC/Occupational Title #1: | | | | | | |
| The Hot Technology Skills for this occupation include: | | | | | | |
| SOC/Occupational Title #2: | | | | | | |
| The Hot Technology Skills for this occupation include: | | | | | | |
| **6. Single Set of Integrated Learning Objectives (10 points)** | | | | | | |
| 1. Describe the adult education (literacy and numeracy) content that students will learn during their participation in the IE&T+D program. | | | | | | |
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| 1. Specify the name and address of the eligible provider/partner who will offer the adult education and literacy activities to students. | | | | | | |
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| 1. Describe the digital literacy and digital skills content standards that students will learn during their participation in the IE&T+D program. | | | | | | |
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| 1. Specify the name and address of the eligible provider/partner who will offer the digital literacy activities to students. | | | | | | |
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| 1. Describe the workforce preparation activities that students will engage in during their participation in the IE&T+D program. | | | | | | |
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| 1. Specify the name and address of the eligible provider/partner who will offer the workforce preparation activities to students. | | | | | | |
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| 1. Describe the workforce training competencies that students will be able to demonstrate during their participation in and/or upon completion of the IE&T+D program. | | | | | | |
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| 1. Specify the name and address of the eligible provider/partner who will offer workforce training to students. | | | | | | |
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| 1. Describe the manner in which the IE&T+D program components/activities are organized to function cooperatively so that students achieve their desired learning outcomes. | | | | | | |
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| 1. Describe the process for staff collaboration, if the adult education (literacy and numeracy), workforce preparation and workforce training services, and digital literacy and digital skills training, are provided by more than one instructor/trainer. | | | | | | |
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| 1. List the types of documentation that will be collected and maintained by the eligible provider as evidence that the single set of integrated learning objectives have been achieved for IE&T+D. | | | | | | |
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| **7. Curricula and Occupationally Relevant Materials (2 points)** | | | | | | |
| 1. List the curricula and occupationally relevant materials that will be used for each component of the IE&T+D program – 1) adult education and literacy, 2) workforce preparation, 3) workforce training and 4) digital literacy and digital skills training activities. *(Add additional rows, if needed)* | | | | | | |
| **Adult Education (Literacy and Numeracy)** | | | | | | |
| Name of Curriculum/  Occupationally Relevant Material. | Publisher of the Curriculum | | Grade Level Equivalent (GLE) of the Curriculum (as specified by the publisher) | | Website of the Curriculum | Use of the Curriculum/  Occupationally Relevant Material *(Check one)* |
|  |  | |  | |  | Entirety  Segments |
|  |  | |  | |  | Entirety  Segments |
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| **Workforce Preparation** | | | | | | |
| Name of Curriculum/  Occupationally Relevant Material. | Publisher of the Curriculum | | Grade Level Equivalent (GLE) of the Curriculum (as specified by the publisher) | | Website of the Curriculum | Use of the Curriculum/  Occupationally Relevant Material *(Check one)* |
|  |  | |  | |  | Entirety  Segments |
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| **Workforce Training** | | | | | | |
| Name of Curriculum/  Occupationally Relevant Material. | Publisher of the Curriculum | | Grade Level Equivalent (GLE) of the Curriculum (as specified by the publisher) | | Website of the Curriculum | Use of the Curriculum/  Occupationally Relevant Material *(Check one)* |
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| **Digital Literacy and Digital Skills Training** | | | | | | |
| Name of Curriculum/  Occupationally Relevant Material. | Publisher of the Curriculum | | Grade Level Equivalent (GLE) of the Curriculum (as specified by the publisher) | | Website of the Curriculum | Use of the Curriculum/  Occupationally Relevant Material *(Check one)* |
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| 1. Describe how the curricula and occupationally relevant materials will be used to provide IE&T+D instruction. | | | | | | |
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| **8. Program Enrollment, Participation and Completion (2 points)** | | | | | | |
| 1. Specify the enrollment options. | | | | | | |
| Managed enrollment | | | | Open enrollment | | |
| 1. For managed enrollment, specify the dates and/or periods in which your agency enrolls students in the IE&T+D program. | | | | | | |
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| 1. For managed enrollment, specify the number of cohort(s) of students that will be enrolled in the IE&T+D program to achieve your enrollment target during the program year. | | | | | | |
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| 1. Specify the timeline for participation in and completion of the IE&T+D program. | | | | | | |
| Start Date: | |  | | | | |
| End Date: | |  | | | | |
| Total number of hours of the program: | |  | | | | |
| Length of IE&T+D program by number of weeks or months: | |  | | | | |
| State the typical timeframe needed to complete the IE&T+D program, i.e. the days of the week students attend and the number of hours per day. | |  | | | | |

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| **9. Credential(s)/Certification(s)/Professional License(s) (6 points)** | | |
| 1. Specify the entry-level and industry-recognized credentials students are eligible to earn/obtain during their participation in and/or upon completion of the IE&T+D program. *(Add additional rows, if needed)* | | |
| **Type of Credential(s)** | **Name of the Credential(s)** | **Name of the Certifying Body** |
| High School Diploma  Entry Level Certification(s) or Credential(s) (e.g. Northstar Digital Literacy Badges, ED2Go Fundamental Training, CPR, First Aid, ServSafe Food Handlers, OSHA 10, Flaggers, etc.)  Industry-Recognized Credential(s) (e.g. ED2Go Advanced Training, CDA, MA, MAA, HHA, etc.)  Registration  Professional License  Other, please specify: \_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
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| 1. Specify whether practice tests are provided for the credential, certification or license. | | |
| Yes  No | | |
| 1. Specify whether the practice tests are available through the same publisher that provides the credential, certification or licensure exam. | | |
| Yes  No | | |
| 1. If yes, describe and **upload/submit** documentation in EGMS, if available, that demonstrates how effective a predictor the practice test is of success on the credential, certification or licensure exam. | | |
| Description:  Document(s) have been uploaded/submitted:  Yes  No | | |
| 1. If no, specify whether the applicant has designed a practice test and/or used prior year data/research to evaluate the readiness of students to take the credential, certification or licensure exam. | | |
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| 1. Indicate the credential, certification or licensure exam fee. | | |
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| 1. Specify the educational functioning level/grade level equivalent needed to successfully pass the exam per the test publisher’s guidelines, if available and **upload/submit** the evidence in EGMS, if available. | | |
| EFL/GLE:  Document(s) have been uploaded/submitted:  Yes  No | | |
| 1. Specify the educational functioning level/grade level equivalent needed to successfully pass the credential, certification or licensure exam per the eligible provider’s experience preparing eligible individuals to pass the exam. | | |
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| 1. Specify the format of the credential, certification or licensure exam. | | |
| Paper-based  Computer-delivered  Multiple choice  Short answer  Performance based  Other, please specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| 1. Specified how much time is allotted for the exam. | | |
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| 1. Describe the certifying body’s process for a student to apply for accommodations for the exam. | | |
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| 1. Indicate the link to the certifying body’s website with instructions on how to apply for accommodations. | | |
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| 1. Specify whether the certifying body has requirements for students to retake the credential, certification or licensure exam. | | |
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| 1. Indicate the retake exam fee and whether it is paid by the eligible provider or the student. | | |
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| 1. Specify whether there is a requirement of practicum/residency hours before a student can receive his/her credential, certification or license. | | |
| Yes  No | | |
| 1. Describe how the program intends to support student completion of a practicum. | | |
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| 1. Specify whether the student receives a printed and/or electronic copy of the credential, certification or license. | | |
| Print  Electronic  Other, please specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| 1. **Upload/submit** a sample credential, certification or license that students can earn in the program in EGMS. | | |
| Document(s) have been uploaded/submitted:  Yes  No | | |

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| **10. Work-based Learning (3 points)** | |
| 1. Specify the types of work-based learning opportunities that will be offered to students during and/or upon completion of the IE&T+D program, inclusive of internships, externships, practicum, etc. that assist students in advancing their specialized industry knowledge and digital proficiency. | |
| On the job training  Internships  Pre-Apprenticeships  Apprenticeships  Job Shadowing  Employment  Other, please specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| 1. List the employer partners that will offer work-based learning opportunities to students in the IE&T+D program, including Registered Apprenticeship providers, if applicable and **upload/submit** documentation of the partnership. | |
| Employer partners:  Document(s) have been uploaded/submitted:  Yes  No | |
| 1. Describe the competencies that students will need to demonstrate during their work-based learning experience. | |
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| 1. Specify whether students will receive a \*stipend during their participation in work-based learning activities, the amount of the stipend and level of frequency for which a stipend is provided.   \****Only AFE Local funding may be used for work-based learning stipends/incentives. Please note that AFE IE&T+D providers must allocate and expend $22,000 in AFE Local funding for Career Up DC stipends/incentives for students engaging in work-based learning.*** | |
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| 1. Specify whether students will receive \*incentives during their participation in work-based learning activities, the amount of the incentives and level of frequency for which an incentive is provided.   \****Only AFE Local funding may be used for work-based learning stipends/incentives. Please note that AFE IE&T+D providers must allocate and expend $22,000 in AFE Local funding for Career Up DC stipends/incentives for students engaging in work-based learning.*** | |
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| **11. Student Incentives (2 points)** | |
| 1. Specify whether students will receive incentives for the achievement of specific benchmarks/outcomes (e.g. attendance, progress, etc.) during their participation in the IE&T+D program, the amount of the incentives and level of frequency for which an incentive is provided. |
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| 1. Specify whether student memberships to professional/industry organizations are provided to students for use during their participation in and/or upon completion of the IE&T+D program. (*Check all that apply*) |
| Yes, during the program  Yes, upon completion  No |
| 1. Specify whether uniforms, tools or other occupational materials are provided to students for use during their participation in and/or upon completion of the program. (*Check all that apply*) |
| Yes, during the program  Yes, upon completion  No |
| 1. List the specific items provided to students during their participation in the IE&T+D program, if applicable. |
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| 1. List the specific items provided to students upon completion of the IE&T+D program, if applicable. |
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| **Integrated Education and Training + Digital (Literacy and Skills Training) (IE&T+D)**  **Program Offering #2** |

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| **2. IE&T+D Program Offering #2 (3 points)** | | | |
| 1. Indicate the name of the IE&T+D program. | | | |
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| 1. Indicate the high demand industry for which the IE&T+D program is aligned. | | | |
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| 1. Provide a brief description of the program. *This description will be included in the OSSE AFE IE&T+D Program Guide.* | | | |
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| 1. Indicate the number of eligible individuals to be served in the IE&T+D program. | | | |
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| 1. Indicate the eligible provider’s total cost per student. | | | |
|  | | | |
| 1. Indicate the percentage (0-100%) and amount of OSSE AFE funding that will be used to help defray the cost per student. | | | |
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| **3. Program Entry Requirements (2 points)** | | | |
| 1. Specify the minimum Educational Functioning Level (EFL), CASAS Scale Score and Grade Level Equivalent (GLE) that students need to enter the IE&T+D program and their expected educational outcomes upon program completion for Reading and Math. | | | |
| **Reading** | | | |
| **Entry Level Educational Requirements** | | **Expected Educational Outcomes**  **Upon Program Completion** | |
| State the minimum EFL required to enter the program. |  | State the expected EFL the students will have upon completion of the program. |  |
| State the minimum CASAS Scale Score required to enter the program. |  | State the expected CASAS Scale Score the students will have upon completion of the program. |  |
| State the minimum Grade Level Equivalent (GLE) required to enter the program. |  | State the expected Grade Level Equivalent (GLE) the students will have upon completion of the program. |  |
| **Math** | | | |
| **Entry Level Educational Requirements** | | **Expected Educational Outcomes** | |
| State the minimum EFL required to enter the program. |  | State the expected EFL the students will have upon completion of the program. |  |
| State the minimum CASAS Scale Score required to enter the program. |  | State the expected CASAS Scale Score the students will have upon completion of the program. |  |
| State the minimum Grade Level Equivalent (GLE) required to enter the program. |  | State the expected Grade Level Equivalent (GLE) the students will have upon completion of the program. |  |
| 1. Indicate any other requirements that are needed to enter the IE&T+D program. | | | |
|  | | | |
| 1. Describe the strategies that will be used to prepare, serve, and/or refer students who do not meet the requirements for entrance into the IE&T+D program. | | | |
|  | | | |
| **4. Career Paths (4 points)** | | | |
| 1. Using [O\*NET](https://www.onetonline.org/), indicate the primary industry of program North American Industry Classification System (NAICS) Code and description for the occupation(s) for which students are being prepared, and if more than one occupation is listed, include the NAICS for each primary occupation. | | | |
|  | | | |
| 1. Using [O\*NET](https://www.onetonline.org/), indicate the primary occupation(s) for the program/Standard Occupational Classification (SOC) Code and the Occupation Title(s), and if more than one occupation is listed, include the SOC for each primary occupation. | | | |
|  | | | |
| 1. Indicate the entry occupation(s) for which students are being prepared and the prospective next step(s)/occupation(s) on their desired career path. | | | |
|  | | | |
| 1. Describe the partnerships that are/will be in place to assist students in acquiring secondary, postsecondary education and/or training certifications, credentials or licenses needed to advance to the next step/occupation on their career path. | | | |
|  | | | |
| 1. Indicate the type of program/ Classification of Instructional Program (CIP) Code/Title/Definition, and if more than one occupation is listed, included the CIP codes for each occupation. | | | |
|  | | | |
| 1. Specify the eligible certification, credential or licensure exam or registry. | | | |
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| 1. Specify the certifying/licensing body or registry organization. | | | |
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| 1. Specify the provider programmatic or organizational accreditation, if applicable. | | | |
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| 1. Specify the provider program approval, if applicable*. (Some industries do not have accreditation but may offer other designation such Program Approval).* | | | |

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| **5. Occupational Competencies (2 points)** |
| 1. Using [My Next Move](https://www.mynextmove.org/), generate and **upload/submit** the summary of knowledge, skills, abilities, personality, technology, education, and job outlook for the SOC/Occupational Title(s) listed in the response for 4b. in EGMS. |
| Document(s) have been uploaded/submitted:  Yes  No |
| 1. Using [O\*NET](https://www.onetonline.org/), specify the Hot Technology Skills for the SOC/Occupational Title(s) listed in the response for 4b. *(Add additional rows, if needed.)* |
| SOC/Occupational Title #1: |
| The Hot Technology Skills for this occupation include: |
| SOC/Occupational Title #2: |
| The Hot Technology Skills for this occupation include: |
| **6. Single Set of Integrated Learning Objectives (10 points)** |
| 1. Describe the adult education (literacy and numeracy) content that students will learn during their participation in the IE&T+D program. |
|  |
| 1. Specify the name and address of the eligible provider/partner who will offer the adult education and literacy activities to students. |
|  |
| 1. Describe the digital literacy and digital skills content standards that students will learn during their participation in the IE&T+D program. |
|  |
| 1. Specify the name and address of the eligible provider/partner who will offer the digital literacy activities to students. |
|  |
| 1. Describe the workforce preparation activities that students will engage in during their participation in the IE&T+D program. |
|  |
| 1. Specify the name and address of the eligible provider/partner who will offer the workforce preparation activities to students. |
|  |
| 1. Describe the workforce training competencies that students will be able to demonstrate during their participation in and/or upon completion of the IE&T+D program. |
|  |
| 1. Specify the name and address of the eligible provider/partner who will offer workforce training to students. |
|  |
| 1. Describe the manner in which the IE&T+D program components/activities are organized to function cooperatively so that students achieve their desired learning outcomes. |
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| 1. Describe the process for staff collaboration, if the adult education (literacy and numeracy), workforce preparation and workforce training services, and digital literacy and digital skills training, are provided by more than one instructor/trainer. | | | | | | | | |
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| 1. List the types of documentation that will be collected and maintained by the eligible provider as evidence that the single set of integrated learning objectives have been achieved for IE&T+D. | | | | | | | | |
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| **7. Curricula and Occupationally Relevant Materials (2 points)** | | | | | | | | |
| 1. List the curricula and occupationally relevant materials that will be used for each component of the IE&T+D program – 1) adult education and literacy, 2) workforce preparation, 3) workforce training and 4) digital literacy and digital skills training activities. *(Add additional rows, if needed)* | | | | | | | | |
| **Adult Education (Literacy and Numeracy)** | | | | | | | | |
| Name of Curriculum/  Occupationally Relevant Material. | Publisher of the Curriculum | | Grade Level Equivalent (GLE) of the Curriculum (as specified by the publisher) | | | | Website of the Curriculum | Use of the Curriculum/  Occupationally Relevant Material *(Check one)* |
|  |  | |  | | | |  | Entirety  Segments |
|  |  | |  | | | |  | Entirety  Segments |
|  |  | |  | | | |  | Entirety  Segments |
| **Workforce Preparation** | | | | | | | | |
| Name of Curriculum/  Occupationally Relevant Material. | Publisher of the Curriculum | | Grade Level Equivalent (GLE) of the Curriculum (as specified by the publisher) | | | | Website of the Curriculum | Use of the Curriculum/  Occupationally Relevant Material *(Check one)* |
|  |  | |  | | | |  | Entirety  Segments |
|  |  | |  | | | |  | Entirety  Segments |
|  |  | |  | | | |  | Entirety  Segments |
| **Workforce Training** | | | | | | | | |
| Name of Curriculum/  Occupationally Relevant Material. | Publisher of the Curriculum | | | Grade Level Equivalent (GLE) of the Curriculum (as specified by the publisher) | | Website of the Curriculum | | Use of the Curriculum/  Occupationally Relevant Material *(Check one)* |
|  |  | | |  | |  | | Entirety  Segments |
|  |  | | |  | |  | | Entirety  Segments |
|  |  | | |  | |  | | Entirety  Segments |
| **Digital Literacy and Digital Skills Training** | | | | | | | | |
| Name of Curriculum/  Occupationally Relevant Material. | Publisher of the Curriculum | | Grade Level Equivalent (GLE) of the Curriculum (as specified by the publisher) | | | | Website of the Curriculum | Use of the Curriculum/  Occupationally Relevant Material *(Check one)* |
|  |  | |  | | | |  | Entirety  Segments |
|  |  | |  | | | |  | Entirety  Segments |
|  |  | |  | | | |  | Entirety  Segments |
| 1. Describe how the curricula and occupationally relevant materials will be used to provide IE&T+D instruction. | | | | | | | | |
|  | | | | | | | | |
| **8. Program Enrollment, Participation and Completion (2 points)** | | | | | | | | |
| 1. Specify the enrollment options. | | | | | | | | |
| Managed enrollment | | | | | Open enrollment | | | |
| 1. For managed enrollment, specify the dates and/or periods in which your agency enrolls students in the IE&T+D program. | | | | | | | | |
|  | | | | | | | | |
| 1. For managed enrollment, specify the number of cohort(s) of students that will be enrolled in the IE&T+D program to achieve your enrollment target during the program year. | | | | | | | | |
|  | | | | | | | | |
| 1. Specify the timeline for participation in and completion of the IE&T+D program. | | | | | | | | |
| Start Date: | |  | | | | | | |
| End Date: | |  | | | | | | |
| Total number of hours of the program: | |  | | | | | | |
| Length of IE&T+D program by number of weeks or months: | |  | | | | | | |
| State the typical timeframe needed to complete the IE&T+D program, i.e. the days of the week students attend and the number of hours per day. | |  | | | | | | |

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| **9. Credential(s)/Certification(s)/Professional License(s) (6 points)** | | |
| 1. Specify the entry-level and industry-recognized credentials students are eligible to earn/obtain during their participation in and/or upon completion of the IE&T+D program. *(Add additional rows, if needed)* | | |
| **Type of Credential(s)** | **Name of the Credential(s)** | **Name of the Certifying Body** |
| High School Diploma  Entry Level Certification(s) or Credential(s) (e.g. Northstar Digital Literacy Badges, ED2Go Fundamental Training, CPR, First Aid, ServSafe Food Handlers, OSHA 10, Flaggers, etc.)  Industry-Recognized Credential(s) (e.g. ED2Go Advanced Training, CDA, MA, MAA, HHA, etc.)  Registration  Professional License  Other, please specify: \_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
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| 1. Specify whether practice tests are provided for the credential, certification or license. | | |
| Yes  No | | |
| 1. Specify whether the practice tests are available through the same publisher that provides the credential, certification or licensure exam. | | |
| Yes  No | | |
| 1. If yes, describe and **upload/submit** documentation in EGMS, if available, that demonstrates how effective a predictor the practice test is of success on the credential, certification or licensure exam. | | |
| Description:  Document(s) have been uploaded/submitted:  Yes  No | | |
| 1. If no, specify whether the applicant has designed a practice test and/or used prior year data/research to evaluate the readiness of students to take the credential, certification or licensure exam. | | |
|  | | |
| 1. Indicate the credential, certification or licensure exam fee. | | |
|  | | |
| 1. Specify the educational functioning level (EFL)/grade level equivalent (GLE) needed to successfully pass the exam per the test publisher’s guidelines, if available and **upload/submit** the evidence in EGMS, if available. | | |
| EFL/GLE:  Document(s) have been uploaded/submitted:  Yes  No | | |
| 1. Specify the educational functioning level/grade level equivalent needed to successfully pass the credential, certification or licensure exam per the eligible provider’s experience preparing eligible individuals to pass the exam. | | |
|  | | |
| 1. Specify the format of the credential, certification or licensure exam. | | |
| Paper-based  Computer-delivered  Multiple choice  Short answer  Performance based  Other, please specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| 1. Specified how much time is allotted for the exam. | | |
|  | | |
| 1. Describe the certifying body’s process for a student to apply for accommodations for the exam. | | |
|  | | |
| 1. Indicate the link to the certifying body’s website with instructions on how to apply for accommodations. | | |
|  | | |
| 1. Specify whether the certifying body has requirements for students to retake the credential, certification or licensure exam. | | |
|  | | |
| 1. Indicate the retake exam fee and whether it is paid by the eligible provider or the student. | | |
|  | | |
| 1. Specify whether there is a requirement of practicum/residency hours before a student can receive his/her credential, certification or license. | | |
| Yes  No | | |
| 1. Describe how the program intends to support student completion of a practicum. | | |
|  | | |
| 1. Specify whether the student receives a printed and/or electronic copy of the credential, certification or license. | | |
| Print  Electronic  Other, please specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| 1. **Upload/submit** a sample credential, certification or license that students can earn in the program in EGMS. | | |
| Document(s) have been uploaded/submitted:  Yes  No | | |

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| **10. Work-based Learning (3 points)** |
| 1. Specify the types of work-based learning opportunities that will be offered to students during and/or upon completion of the IE&T+D program, inclusive of internships, externships, practicum, etc. that assist students in advancing their specialized industry knowledge and digital proficiency. |
| On the job training  Internships  Pre-Apprenticeships  Apprenticeships  Job Shadowing  Employment  Other, please specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 1. List the employer partners that will offer work-based learning opportunities to students in the IE&T+D program, including Registered Apprenticeship providers, if applicable and **upload/submit** documentation of the partnership. |
| Employer partners:  Document(s) have been uploaded/submitted:  Yes  No |
| 1. Describe the competencies that students will need to demonstrate during their work-based learning experience. |
|  |
| 1. Specify whether students will receive a \*stipend during their participation in work-based learning activities, the amount of the stipend and level of frequency for which a stipend is provided.   \****Only AFE Local funding may be used for work-based learning stipends/incentives. Please note that AFE IE&T+D providers must allocate and expend $22,000 in AFE Local funding for Career Up DC stipends/incentives for students engaging in work-based learning.*** |
|  |
| 1. Specify whether students will receive \*incentives during their participation in work-based learning activities, the amount of the incentives and level of frequency for which an incentive is provided.   \****Only AFE Local funding may be used for work-based learning stipends/incentives. Please note that AFE IE&T+D providers must allocate and expend $22,000 in AFE Local funding for Career Up DC stipends/incentives for students engaging in work-based learning.*** |
|  |
| **11. Student Incentives (2 points)** |
| 1. Specify whether students will receive incentives for the achievement of specific benchmarks/outcomes (e.g. attendance, progress, etc.) during their participation in the IE&T+D program, the amount of the incentives and level of frequency for which an incentive is provided. |
|  |
| 1. Specify whether student memberships to professional/industry organizations are provided to students for use during their participation in and/or upon completion of the IE&T+D program. (*Check all that apply*) |
| Yes, during the program  Yes, upon completion  No |
| 1. Specify whether uniforms, tools or other occupational materials are provided to students for use during their participation in and/or upon completion of the program. (*Check all that apply*) |
| Yes, during the program  Yes, upon completion  No |
| 1. List the specific items provided to students during their participation in the IE&T+D program, if applicable. |
|  |
| 1. List the specific items provided to students upon completion of the IE&T+D program, if applicable. |
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| **Integrated Education and Training + Digital (Literacy and Skills Training) (IE&T+D)**  **Program Offering #3** |

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| **2. IE&T+D Program Offering #3 (3 points)** | | | |
| 1. Indicate the name of the IE&T+D program. | | | |
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| 1. Indicate the high demand industry for which the IE&T+D program is aligned. | | | |
|  | | | |
| 1. Provide a brief description of the program. *This description will be included in the OSSE AFE IE&T+D Program Guide.* | | | |
|  | | | |
| 1. Indicate the number of eligible individuals to be served in the IE&T+D program. | | | |
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| 1. Indicate the eligible provider’s total cost per student. | | | |
|  | | | |
| 1. Indicate the percentage (0-100%) and amount of OSSE AFE funding that will be used to help defray the cost per student. | | | |
|  | | | |
| **3. Program Entry Requirements (2 points)** | | | |
| 1. Specify the minimum Educational Functioning Level (EFL), CASAS Scale Score and Grade Level Equivalent (GLE) that students need to enter the IE&T+D program and their expected educational outcomes upon program completion for Reading and Math. | | | |
| **Reading** | | | |
| **Entry Level Educational Requirements** | | **Expected Educational Outcomes**  **Upon Program Completion** | |
| State the minimum EFL required to enter the program. |  | State the expected EFL the students will have upon completion of the program. |  |
| State the minimum CASAS Scale Score required to enter the program. |  | State the expected CASAS Scale Score the students will have upon completion of the program. |  |
| State the minimum Grade Level Equivalent (GLE) required to enter the program. |  | State the expected Grade Level Equivalent (GLE) the students will have upon completion of the program. |  |

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| **Math** | | | |
| **Entry Level Educational Requirements** | | **Expected Educational Outcomes** | |
| State the minimum EFL required to enter the program. |  | State the expected EFL the students will have upon completion of the program. |  |
| State the minimum CASAS Scale Score required to enter the program. |  | State the expected CASAS Scale Score the students will have upon completion of the program. |  |
| State the minimum Grade Level Equivalent (GLE) required to enter the program. |  | State the expected Grade Level Equivalent (GLE) the students will have upon completion of the program. |  |
| 1. Indicate any other requirements that are needed to enter the IE&T+D program. | | | |
|  | | | |
| 1. Describe the strategies that will be used to prepare, serve, and/or refer students who do not meet the requirements for entrance into the IE&T+D program. | | | |
|  | | | |
| **4. Career Paths (4 points)** | | | |
| 1. Using [O\*NET](https://www.onetonline.org/), indicate the primary industry of program North American Industry Classification System (NAICS) Code and description for the occupation(s) for which students are being prepared, and if more than one occupation is listed, include the NAICS for each primary occupation. | | | |
|  | | | |
| 1. Using [O\*NET](https://www.onetonline.org/), indicate the primary occupation(s) for the program/Standard Occupational Classification (SOC) Code and the Occupation Title(s), and if more than one occupation is listed, include the SOC for each primary occupation. | | | |
|  | | | |
| 1. Indicate the entry occupation(s) for which students are being prepared and the prospective next step(s)/occupation(s) on their desired career path. | | | |
|  | | | |
| 1. Describe the partnerships that are/will be in place to assist students in acquiring secondary, postsecondary education and/or training certifications, credentials or licenses needed to advance to the next step/occupation on their career path. | | | |
|  | | | |
| 1. Indicate the type of program/ Classification of Instructional Program (CIP) Code/Title/Definition, and if more than one occupation is listed, included the CIP codes for each occupation. | | | |
|  | | | |
| 1. Specify the eligible certification, credential or licensure exam or registry. | | | |
|  | | | |
| 1. Specify the certifying/licensing body or registry organization. | | | |
|  | | | |
| 1. Specify the provider programmatic or organizational accreditation, if applicable. | | | |
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| 1. Specify the provider program approval, if applicable*. (Some industries do not have accreditation but may offer other designation such Program Approval).* | | | |

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| **5. Occupational Competencies (2 points)** |
| 1. Using [My Next Move](https://www.mynextmove.org/), generate and **upload/submit** the summary of knowledge, skills, abilities, personality, technology, education, and job outlook for the SOC/Occupational Title(s) listed in the response for 4b. in EGMS. |
| Document(s) have been uploaded/submitted:  Yes  No |
| 1. Using [O\*NET](https://www.onetonline.org/), specify the Hot Technology Skills for the SOC/Occupational Title(s) listed in the response for 4b. *(Add additional rows, if needed.)* |
| SOC/Occupational Title #1: |
| The Hot Technology Skills for this occupation include: |
| SOC/Occupational Title #2: |
| The Hot Technology Skills for this occupation include: |
| **6. Single Set of Integrated Learning Objectives (10 points)** |
| 1. Describe the adult education (literacy and numeracy) content that students will learn during their participation in the IE&T+D program. |
|  |
| 1. Specify the name and address of the eligible provider/partner who will offer the adult education and literacy activities to students. |
|  |
| 1. Describe the digital literacy and digital skills content standards that students will learn during their participation in the IE&T+D program. |
|  |
| 1. Specify the name and address of the eligible provider/partner who will offer the digital literacy activities to students. |
|  |
| 1. Describe the workforce preparation activities that students will engage in during their participation in the IE&T+D program. |
|  |
| 1. Specify the name and address of the eligible provider/partner who will offer the workforce preparation activities to students. |
|  |
| 1. Describe the workforce training competencies that students will be able to demonstrate during their participation in and/or upon completion of the IE&T+D program. |
|  |
| 1. Specify the name and address of the eligible provider/partner who will offer workforce training to students. |
|  |
| 1. Describe the manner in which the IE&T+D program components/activities are organized to function cooperatively so that students achieve their desired learning outcomes. |
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| 1. Describe the process for staff collaboration, if the adult education (literacy and numeracy), workforce preparation and workforce training services, and digital literacy and digital skills training, are provided by more than one instructor/trainer. | | | | | | | | |
|  | | | | | | | | |
| 1. List the types of documentation that will be collected and maintained by the eligible provider as evidence that the single set of integrated learning objectives have been achieved for IE&T+D. | | | | | | | | |
|  | | | | | | | | |
| **7. Curricula and Occupationally Relevant Materials (2 points)** | | | | | | | | |
| 1. List the curricula and occupationally relevant materials that will be used for each component of the IE&T+D program – 1) adult education and literacy, 2) workforce preparation, 3) workforce training and 4) digital literacy and digital skills training activities. *(Add additional rows, if needed)* | | | | | | | | |
| **Adult Education (Literacy and Numeracy)** | | | | | | | | |
| Name of Curriculum/  Occupationally Relevant Material. | Publisher of the Curriculum | | Grade Level Equivalent (GLE) of the Curriculum (as specified by the publisher) | | | | Website of the Curriculum | Use of the Curriculum/  Occupationally Relevant Material *(Check one)* |
|  |  | |  | | | |  | Entirety  Segments |
|  |  | |  | | | |  | Entirety  Segments |
|  |  | |  | | | |  | Entirety  Segments |
| **Workforce Preparation** | | | | | | | | |
| Name of Curriculum/  Occupationally Relevant Material. | Publisher of the Curriculum | | Grade Level Equivalent (GLE) of the Curriculum (as specified by the publisher) | | | | Website of the Curriculum | Use of the Curriculum/  Occupationally Relevant Material *(Check one)* |
|  |  | |  | | | |  | Entirety  Segments |
|  |  | |  | | | |  | Entirety  Segments |
|  |  | |  | | | |  | Entirety  Segments |
| **Workforce Training** | | | | | | | | |
| Name of Curriculum/  Occupationally Relevant Material. | Publisher of the Curriculum | | | Grade Level Equivalent (GLE) of the Curriculum (as specified by the publisher) | | Website of the Curriculum | | Use of the Curriculum/  Occupationally Relevant Material *(Check one)* |
|  |  | | |  | |  | | Entirety  Segments |
|  |  | | |  | |  | | Entirety  Segments |
|  |  | | |  | |  | | Entirety  Segments |
| **Digital Literacy and Digital Skills Training** | | | | | | | | |
| Name of Curriculum/  Occupationally Relevant Material. | Publisher of the Curriculum | | Grade Level Equivalent (GLE) of the Curriculum (as specified by the publisher) | | | | Website of the Curriculum | Use of the Curriculum/  Occupationally Relevant Material *(Check one)* |
|  |  | |  | | | |  | Entirety  Segments |
|  |  | |  | | | |  | Entirety  Segments |
|  |  | |  | | | |  | Entirety  Segments |
| 1. Describe how the curricula and occupationally relevant materials will be used to provide IE&T+D instruction. | | | | | | | | |
|  | | | | | | | | |
| **8. Program Enrollment, Participation and Completion (2 points)** | | | | | | | | |
| 1. Specify the enrollment options. | | | | | | | | |
| Managed enrollment | | | | | Open enrollment | | | |
| 1. For managed enrollment, specify the dates and/or periods in which your agency enrolls students in the IE&T+D program. | | | | | | | | |
|  | | | | | | | | |
| 1. For managed enrollment, specify the number of cohort(s) of students that will be enrolled in the IE&T+D program to achieve your enrollment target during the program year. | | | | | | | | |
|  | | | | | | | | |
| 1. Specify the timeline for participation in and completion of the IE&T+D program. | | | | | | | | |
| Start Date: | |  | | | | | | |
| End Date: | |  | | | | | | |
| Total number of hours of the program: | |  | | | | | | |
| Length of IE&T+D program by number of weeks or months: | |  | | | | | | |
| State the typical timeframe needed to complete the IE&T+D program, i.e. the days of the week students attend and the number of hours per day. | |  | | | | | | |

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| **9. Credential(s)/Certification(s)/Professional License(s) (6 points)** | | |
| 1. Specify the entry-level and industry-recognized credentials students are eligible to earn/obtain during their participation in and/or upon completion of the IE&T+D program. *(Add additional rows, if needed)* | | |
| **Type of Credential(s)** | **Name of the Credential(s)** | **Name of the Certifying Body** |
| High School Diploma  Entry Level Certification(s) or Credential(s) (e.g. Northstar Digital Literacy Badges, ED2Go Fundamental Training, CPR, First Aid, ServSafe Food Handlers, OSHA 10, Flaggers, etc.)  Industry-Recognized Credential(s) (e.g. ED2Go Advanced Training, CDA, MA, MAA, HHA, etc.)  Registration  Professional License  Other, please specify: \_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
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| 1. Specify whether practice tests are provided for the credential, certification or license. | | |
| Yes  No | | |
| 1. Specify whether the practice tests are available through the same publisher that provides the credential, certification or licensure exam. | | |
| Yes  No | | |
| 1. If yes, describe and **upload/submit** documentation in EGMS, if available, that demonstrates how effective a predictor the practice test is of success on the credential, certification or licensure exam. | | |
| Description:  Document(s) have been uploaded/submitted:  Yes  No | | |
| 1. If no, specify whether the applicant has designed a practice test and/or used prior year data/research to evaluate the readiness of students to take the credential, certification or licensure exam. | | |
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| 1. Indicate the credential, certification or licensure exam fee. | | |
|  | | |
| 1. Specify the educational functioning level (EFL)/grade level equivalent (GLE) needed to successfully pass the exam per the test publisher’s guidelines, if available and **upload/submit** the evidence in EGMS, if available. | | |
| EFL/GLE:  Document(s) have been uploaded/submitted:  Yes  No | | |
| 1. Specify the educational functioning level/grade level equivalent needed to successfully pass the credential, certification or licensure exam per the eligible provider’s experience preparing eligible individuals to pass the exam. | | |
|  | | |
| 1. Specify the format of the credential, certification or licensure exam. | | |
| Paper-based  Computer-delivered  Multiple choice  Short answer  Performance based  Other, please specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| 1. Specified how much time is allotted for the exam. | | |
|  | | |
| 1. Describe the certifying body’s process for a student to apply for accommodations for the exam. | | |
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| 1. Indicate the link to the certifying body’s website with instructions on how to apply for accommodations. | | |
|  | | |
| 1. Specify whether the certifying body has requirements for students to retake the credential, certification or licensure exam. | | |
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| 1. Indicate the retake exam fee and whether it is paid by the eligible provider or the student. | | |
|  | | |
| 1. Specify whether there is a requirement of practicum/residency hours before a student can receive his/her credential, certification or license. | | |
| Yes  No | | |
| 1. Describe how the program intends to support student completion of a practicum. | | |
|  | | |
| 1. Specify whether the student receives a printed and/or electronic copy of the credential, certification or license. | | |
| Print  Electronic  Other, please specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| 1. **Upload/submit** a sample credential, certification or license that students can earn in the program in EGMS. | | |
| Document(s) have been uploaded/submitted:  Yes  No | | |

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| **10. Work-based Learning (3 points)** | |
| 1. Specify the types of work-based learning opportunities that will be offered to students during and/or upon completion of the IE&T+D program, inclusive of internships, externships, practicum, etc. that assist students in advancing their specialized industry knowledge and digital proficiency. | |
| On the job training  Internships  Pre-Apprenticeships  Apprenticeships  Job Shadowing  Employment  Other, please specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| 1. List the employer partners that will offer work-based learning opportunities to students in the IE&T+D program, including Registered Apprenticeship providers, if applicable and **upload/submit** documentation of the partnership. | |
| Employer partners:  Document(s) have been uploaded/submitted:  Yes  No | |
| 1. Describe the competencies that students will need to demonstrate during their work-based learning experience. | |
|  | |
| 1. Specify whether students will receive a \*stipend during their participation in work-based learning activities, the amount of the stipend and level of frequency for which a stipend is provided.   \****Only AFE Local funding may be used for work-based learning stipends/incentives. Please note that AFE IE&T+D providers must allocate and expend $22,000 in AFE Local funding for Career Up DC stipends/incentives for students engaging in work-based learning.*** | |
|  | |
| 1. Specify whether students will receive \*incentives during their participation in work-based learning activities, the amount of the incentives and level of frequency for which an incentive is provided.   \****Only AFE Local funding may be used for work-based learning stipends/incentives. Please note that AFE IE&T+D providers must allocate and expend $22,000 in AFE Local funding for Career Up DC stipends/incentives for students engaging in work-based learning.*** | |
|  | |
| **11. Student Incentives (2 points)** | |
| 1. Specify whether students will receive incentives for the achievement of specific benchmarks/outcomes (e.g. attendance, progress, etc.) during their participation in the IE&T+D program, the amount of the incentives and level of frequency for which an incentive is provided. |
|  |
| 1. Specify whether student memberships to professional/industry organizations are provided to students for use during their participation in and/or upon completion of the IE&T+D program. (*Check all that apply*) |
| Yes, during the program  Yes, upon completion  No |
| 1. Specify whether uniforms, tools or other occupational materials are provided to students for use during their participation in and/or upon completion of the program. (*Check all that apply*) |
| Yes, during the program  Yes, upon completion  No |
| 1. List the specific items provided to students during their participation in the IE&T+D program, if applicable. |
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| 1. List the specific items provided to students upon completion of the IE&T+D program, if applicable. |
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| **Integrated Education and Training + Digital (Literacy and Skills Training) (IE&T+D)**  **Program Offering #4** |

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| **2. IE&T+D Program Offering #4 (3 points)** | | | |
| 1. Indicate the name of the IE&T+D program. | | | |
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| 1. Indicate the high demand industry for which the IE&T+D program is aligned. | | | |
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| 1. Provide a brief description of the program. *This description will be included in the OSSE AFE IE&T+D Program Guide.* | | | |
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| 1. Indicate the number of eligible individuals to be served in the IE&T+D program. | | | |
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| 1. Indicate the eligible provider’s total cost per student. | | | |
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| 1. Indicate the percentage (0-100%) and amount of OSSE AFE funding that will be used to help defray the cost per student. | | | |
|  | | | |
| **3. Program Entry Requirements (2 points)** | | | |
| 1. Specify the minimum Educational Functioning Level (EFL), CASAS Scale Score and Grade Level Equivalent (GLE) that students need to enter the IE&T+D program and their expected educational outcomes upon program completion for Reading and Math. | | | |
| **Reading** | | | |
| **Entry Level Educational Requirements** | | **Expected Educational Outcomes**  **Upon Program Completion** | |
| State the minimum EFL required to enter the program. |  | State the expected EFL the students will have upon completion of the program. |  |
| State the minimum CASAS Scale Score required to enter the program. |  | State the expected CASAS Scale Score the students will have upon completion of the program. |  |
| State the minimum Grade Level Equivalent (GLE) required to enter the program. |  | State the expected Grade Level Equivalent (GLE) the students will have upon completion of the program. |  |
| **Math** | | | |
| **Entry Level Educational Requirements** | | **Expected Educational Outcomes** | |
| State the minimum EFL required to enter the program. |  | State the expected EFL the students will have upon completion of the program. |  |
| State the minimum CASAS Scale Score required to enter the program. |  | State the expected CASAS Scale Score the students will have upon completion of the program. |  |
| State the minimum Grade Level Equivalent (GLE) required to enter the program. |  | State the expected Grade Level Equivalent (GLE) the students will have upon completion of the program. |  |
| 1. Indicate any other requirements that are needed to enter the IE&T+D program. | | | |
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| 1. Describe the strategies that will be used to prepare, serve, and/or refer students who do not meet the requirements for entrance into the IE&T+D program. | | | |
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| **4. Career Paths (4 points)** | | | |
| 1. Using [O\*NET](https://www.onetonline.org/), indicate the primary industry of program North American Industry Classification System (NAICS) Code and description for the occupation(s) for which students are being prepared, and if more than one occupation is listed, include the NAICS for each primary occupation. | | | |
|  | | | |
| 1. Using [O\*NET](https://www.onetonline.org/), indicate the primary occupation(s) for the program/Standard Occupational Classification (SOC) Code and the Occupation Title(s), and if more than one occupation is listed, include the SOC for each primary occupation. | | | |
|  | | | |
| 1. Indicate the entry occupation(s) for which students are being prepared and the prospective next step(s)/occupation(s) on their desired career path. | | | |
|  | | | |
| 1. Describe the partnerships that are/will be in place to assist students in acquiring secondary, postsecondary education and/or training certifications, credentials or licenses needed to advance to the next step/occupation on their career path. | | | |
|  | | | |
| 1. Indicate the type of program/ Classification of Instructional Program (CIP) Code/Title/Definition, and if more than one occupation is listed, included the CIP codes for each occupation. | | | |
|  | | | |
| 1. Specify the eligible certification, credential or licensure exam or registry. | | | |
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| 1. Specify the certifying/licensing body or registry organization. | | | |
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| 1. Specify the provider programmatic or organizational accreditation, if applicable. | | | |
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| 1. Specify the provider program approval, if applicable*. (Some industries do not have accreditation but may offer other designation such Program Approval).* | | | |

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| **5. Occupational Competencies (2 points)** |
| 1. Using [My Next Move](https://www.mynextmove.org/), generate and **upload/submit** the summary of knowledge, skills, abilities, personality, technology, education, and job outlook for the SOC/Occupational Title(s) listed in the response for 4b. in EGMS. |
| Document(s) have been uploaded/submitted:  Yes  No |
| 1. Using [O\*NET](https://www.onetonline.org/), specify the Hot Technology Skills for the SOC/Occupational Title(s) listed in the response for 4b. *(Add additional rows, if needed.)* |
| SOC/Occupational Title #1: |
| The Hot Technology Skills for this occupation include: |
| SOC/Occupational Title #2: |
| The Hot Technology Skills for this occupation include: |
| **6. Single Set of Integrated Learning Objectives (10 points)** |
| 1. Describe the adult education (literacy and numeracy) content that students will learn during their participation in the IE&T+D program. |
|  |
| 1. Specify the name and address of the eligible provider/partner who will offer the adult education and literacy activities to students. |
|  |
| 1. Describe the digital literacy and digital skills content standards that students will learn during their participation in the IE&T+D program. |
|  |
| 1. Specify the name and address of the eligible provider/partner who will offer the digital literacy activities to students. |
|  |
| 1. Describe the workforce preparation activities that students will engage in during their participation in the IE&T+D program. |
|  |
| 1. Specify the name and address of the eligible provider/partner who will offer the workforce preparation activities to students. |
|  |
| 1. Describe the workforce training competencies that students will be able to demonstrate during their participation in and/or upon completion of the IE&T+D program. |
|  |
| 1. Specify the name and address of the eligible provider/partner who will offer workforce training to students. |
|  |
| 1. Describe the manner in which the IE&T+D program components/activities are organized to function cooperatively so that students achieve their desired learning outcomes. |
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| 1. Describe the process for staff collaboration, if the adult education (literacy and numeracy), workforce preparation and workforce training services, and digital literacy and digital skills training, are provided by more than one instructor/trainer. | | | | | | | | |
|  | | | | | | | | |
| 1. List the types of documentation that will be collected and maintained by the eligible provider as evidence that the single set of integrated learning objectives have been achieved for IE&T+D. | | | | | | | | |
|  | | | | | | | | |
| **7. Curricula and Occupationally Relevant Materials (2 points)** | | | | | | | | |
| 1. List the curricula and occupationally relevant materials that will be used for each component of the IE&T+D program – 1) adult education and literacy, 2) workforce preparation, 3) workforce training and 4) digital literacy and digital skills training activities. *(Add additional rows, if needed)* | | | | | | | | |
| **Adult Education (Literacy and Numeracy)** | | | | | | | | |
| Name of Curriculum/  Occupationally Relevant Material. | Publisher of the Curriculum | | Grade Level Equivalent (GLE) of the Curriculum (as specified by the publisher) | | | | Website of the Curriculum | Use of the Curriculum/  Occupationally Relevant Material *(Check one)* |
|  |  | |  | | | |  | Entirety  Segments |
|  |  | |  | | | |  | Entirety  Segments |
|  |  | |  | | | |  | Entirety  Segments |
| **Workforce Preparation** | | | | | | | | |
| Name of Curriculum/  Occupationally Relevant Material. | Publisher of the Curriculum | | Grade Level Equivalent (GLE) of the Curriculum (as specified by the publisher) | | | | Website of the Curriculum | Use of the Curriculum/  Occupationally Relevant Material *(Check one)* |
|  |  | |  | | | |  | Entirety  Segments |
|  |  | |  | | | |  | Entirety  Segments |
|  |  | |  | | | |  | Entirety  Segments |
| **Workforce Training** | | | | | | | | |
| Name of Curriculum/  Occupationally Relevant Material. | Publisher of the Curriculum | | | Grade Level Equivalent (GLE) of the Curriculum (as specified by the publisher) | | Website of the Curriculum | | Use of the Curriculum/  Occupationally Relevant Material *(Check one)* |
|  |  | | |  | |  | | Entirety  Segments |
|  |  | | |  | |  | | Entirety  Segments |
|  |  | | |  | |  | | Entirety  Segments |
| **Digital Literacy and Digital Skills Training** | | | | | | | | |
| Name of Curriculum/  Occupationally Relevant Material. | Publisher of the Curriculum | | Grade Level Equivalent (GLE) of the Curriculum (as specified by the publisher) | | | | Website of the Curriculum | Use of the Curriculum/  Occupationally Relevant Material *(Check one)* |
|  |  | |  | | | |  | Entirety  Segments |
|  |  | |  | | | |  | Entirety  Segments |
|  |  | |  | | | |  | Entirety  Segments |
| 1. Describe how the curricula and occupationally relevant materials will be used to provide IE&T+D instruction. | | | | | | | | |
|  | | | | | | | | |
| **8. Program Enrollment, Participation and Completion (2 points)** | | | | | | | | |
| 1. Specify the enrollment options. | | | | | | | | |
| Managed enrollment | | | | | Open enrollment | | | |
| 1. For managed enrollment, specify the dates and/or periods in which your agency enrolls students in the IE&T+D program. | | | | | | | | |
|  | | | | | | | | |
| 1. For managed enrollment, specify the number of cohort(s) of students that will be enrolled in the IE&T+D program to achieve your enrollment target during the program year. | | | | | | | | |
|  | | | | | | | | |
| 1. Specify the timeline for participation in and completion of the IE&T+D program. | | | | | | | | |
| Start Date: | |  | | | | | | |
| End Date: | |  | | | | | | |
| Total number of hours of the program: | |  | | | | | | |
| Length of IE&T+D program by number of weeks or months: | |  | | | | | | |
| State the typical timeframe needed to complete the IE&T+D program, i.e. the days of the week students attend and the number of hours per day. | |  | | | | | | |

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| **9. Credential(s)/Certification(s)/Professional License(s) (6 points)** | | |
| 1. Specify the entry-level and industry-recognized credentials students are eligible to earn/obtain during their participation in and/or upon completion of the IE&T+D program. *(Add additional rows, if needed)* | | |
| **Type of Credential(s)** | **Name of the Credential(s)** | **Name of the Certifying Body** |
| High School Diploma  Entry Level Certification(s) or Credential(s) (e.g. Northstar Digital Literacy Badges, ED2Go Fundamental Training, CPR, First Aid, ServSafe Food Handlers, OSHA 10, Flaggers, etc.)  Industry-Recognized Credential(s) (e.g. ED2Go Advanced Training, CDA, MA, MAA, HHA, etc.)  Registration  Professional License  Other, please specify: \_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
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| 1. Specify whether practice tests are provided for the credential, certification or license. | | |
| Yes  No | | |
| 1. Specify whether the practice tests are available through the same publisher that provides the credential, certification or licensure exam. | | |
| Yes  No | | |
| 1. If yes, describe and **upload/submit** documentation in EGMS, if available, that demonstrates how effective a predictor the practice test is of success on the credential, certification or licensure exam. | | |
| Description:  Document(s) have been uploaded/submitted:  Yes  No | | |
| 1. If no, specify whether the applicant has designed a practice test and/or used prior year data/research to evaluate the readiness of students to take the credential, certification or licensure exam. | | |
|  | | |
| 1. Indicate the credential, certification or licensure exam fee. | | |
|  | | |
| 1. Specify the educational functioning level (EFL)/grade level equivalent (GLE) needed to successfully pass the exam per the test publisher’s guidelines, if available and **upload/submit** the evidence in EGMS, if available. | | |
| EFL/GLE:  Document(s) have been uploaded/submitted:  Yes  No | | |
| 1. Specify the educational functioning level/grade level equivalent needed to successfully pass the credential, certification or licensure exam per the eligible provider’s experience preparing eligible individuals to pass the exam. | | |
|  | | |
| 1. Specify the format of the credential, certification or licensure exam. | | |
| Paper-based  Computer-delivered  Multiple choice  Short answer  Performance based  Other, please specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| 1. Specified how much time is allotted for the exam. | | |
|  | | |
| 1. Describe the certifying body’s process for a student to apply for accommodations for the exam. | | |
|  | | |
| 1. Indicate the link to the certifying body’s website with instructions on how to apply for accommodations. | | |
|  | | |
| 1. Specify whether the certifying body has requirements for students to retake the credential, certification or licensure exam. | | |
|  | | |
| 1. Indicate the retake exam fee and whether it is paid by the eligible provider or the student. | | |
|  | | |
| 1. Specify whether there is a requirement of practicum/residency hours before a student can receive his/her credential, certification or license. | | |
| Yes  No | | |
| 1. Describe how the program intends to support student completion of a practicum. | | |
|  | | |
| 1. Specify whether the student receives a printed and/or electronic copy of the credential, certification or license. | | |
| Print  Electronic  Other, please specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| 1. **Upload/submit** a sample credential, certification or license that students can earn in the program in EGMS. | | |
| Document(s) have been uploaded/submitted:  Yes  No | | |

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| **10. Work-based Learning (3 points)** | |
| 1. Specify the types of work-based learning opportunities that will be offered to students during and/or upon completion of the IE&T+D program, inclusive of internships, externships, practicum, etc. that assist students in advancing their specialized industry knowledge and digital proficiency. | |
| On the job training  Internships  Pre-Apprenticeships  Apprenticeships  Job Shadowing  Employment  Other, please specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| 1. List the employer partners that will offer work-based learning opportunities to students in the IE&T+D program, including Registered Apprenticeship providers, if applicable and **upload/submit** documentation of the partnership. | |
| Employer partners:  Document(s) have been uploaded/submitted:  Yes  No | |
| 1. Describe the competencies that students will need to demonstrate during their work-based learning experience. | |
|  | |
| 1. Specify whether students will receive a \*stipend during their participation in work-based learning activities, the amount of the stipend and level of frequency for which a stipend is provided.   \****Only AFE Local funding may be used for work-based learning stipends/incentives. Please note that AFE IE&T+D providers must allocate and expend $22,000 in AFE Local funding for Career Up DC stipends/incentives for students engaging in work-based learning.*** | |
|  | |
| 1. Specify whether students will receive \*incentives during their participation in work-based learning activities, the amount of the incentives and level of frequency for which an incentive is provided.   \****Only AFE Local funding may be used for work-based learning stipends/incentives. Please note that AFE IE&T+D providers must allocate and expend $22,000 in AFE Local funding for Career Up DC stipends/incentives for students engaging in work-based learning.*** | |
|  | |
| **11. Student Incentives (2 points)** | |
| 1. Specify whether students will receive incentives for the achievement of specific benchmarks/outcomes (e.g. attendance, progress, etc.) during their participation in the IE&T+D program, the amount of the incentives and level of frequency for which an incentive is provided. |
|  |
| 1. Specify whether student memberships to professional/industry organizations are provided to students for use during their participation in and/or upon completion of the IE&T+D program. (*Check all that apply*) |
| Yes, during the program  Yes, upon completion  No |
| 1. Specify whether uniforms, tools or other occupational materials are provided to students for use during their participation in and/or upon completion of the program. (*Check all that apply*) |
| Yes, during the program  Yes, upon completion  No |
| 1. List the specific items provided to students during their participation in the IE&T+D program, if applicable. |
|  |
| 1. List the specific items provided to students upon completion of the IE&T+D program, if applicable. |
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| **Integrated Education and Training + Digital (Literacy and Skills Training) (IE&T+D)**  **Program Offering #5** |

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| **2. IE&T+D Program Offering #5 (3 points)** | | | |
| 1. Indicate the name of the IE&T+D program. | | | |
|  | | | |
| 1. Indicate the high demand industry for which the IE&T+D program is aligned. | | | |
|  | | | |
| 1. Provide a brief description of the program. *This description will be included in the OSSE AFE IE&T+D Program Guide.* | | | |
|  | | | |
| 1. Indicate the number of eligible individuals to be served in the IE&T+D program. | | | |
|  | | | |
| 1. Indicate the eligible provider’s total cost per student. | | | |
|  | | | |
| 1. Indicate the percentage (0-100%) and amount of OSSE AFE funding that will be used to help defray the cost per student. | | | |
|  | | | |
| **3. Program Entry Requirements (2 points)** | | | |
| 1. Specify the minimum Educational Functioning Level (EFL), CASAS Scale Score and Grade Level Equivalent (GLE) that students need to enter the IE&T+D program and their expected educational outcomes upon program completion for Reading and Math. | | | |
| **Reading** | | | |
| **Entry Level Educational Requirements** | | **Expected Educational Outcomes**  **Upon Program Completion** | |
| State the minimum EFL required to enter the program. |  | State the expected EFL the students will have upon completion of the program. |  |
| State the minimum CASAS Scale Score required to enter the program. |  | State the expected CASAS Scale Score the students will have upon completion of the program. |  |
| State the minimum Grade Level Equivalent (GLE) required to enter the program. |  | State the expected Grade Level Equivalent (GLE) the students will have upon completion of the program. |  |
| **Math** | | | |
| **Entry Level Educational Requirements** | | **Expected Educational Outcomes** | |
| State the minimum EFL required to enter the program. |  | State the expected EFL the students will have upon completion of the program. |  |
| State the minimum CASAS Scale Score required to enter the program. |  | State the expected CASAS Scale Score the students will have upon completion of the program. |  |
| State the minimum Grade Level Equivalent (GLE) required to enter the program. |  | State the expected Grade Level Equivalent (GLE) the students will have upon completion of the program. |  |
| 1. Indicate any other requirements that are needed to enter the IE&T+D program. | | | |
|  | | | |
| 1. Describe the strategies that will be used to prepare, serve, and/or refer students who do not meet the requirements for entrance into the IE&T+D program. | | | |
|  | | | |
| **4. Career Paths (4 points)** | | | |
| 1. Using [O\*NET](https://www.onetonline.org/), indicate the primary industry of program North American Industry Classification System (NAICS) Code and description for the occupation(s) for which students are being prepared, and if more than one occupation is listed, include the NAICS for each primary occupation. | | | |
|  | | | |
| 1. Using [O\*NET](https://www.onetonline.org/), indicate the primary occupation(s) for the program/Standard Occupational Classification (SOC) Code and the Occupation Title(s), and if more than one occupation is listed, include the SOC for each primary occupation. | | | |
|  | | | |
| 1. Indicate the entry occupation(s) for which students are being prepared and the prospective next step(s)/occupation(s) on their desired career path. | | | |
|  | | | |
| 1. Describe the partnerships that are/will be in place to assist students in acquiring secondary, postsecondary education and/or training certifications, credentials or licenses needed to advance to the next step/occupation on their career path. | | | |
|  | | | |
| 1. Indicate the type of program/ Classification of Instructional Program (CIP) Code/Title/Definition, and if more than one occupation is listed, included the CIP codes for each occupation. | | | |
|  | | | |
| 1. Specify the eligible certification, credential or licensure exam or registry. | | | |
|  | | | |
| 1. Specify the certifying/licensing body or registry organization. | | | |
|  | | | |
| 1. Specify the provider programmatic or organizational accreditation, if applicable. | | | |
|  | | | |
| 1. Specify the provider program approval, if applicable*. (Some industries do not have accreditation but may offer other designation such Program Approval).* | | | |

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| **5. Occupational Competencies (2 points)** |
| 1. Using [My Next Move](https://www.mynextmove.org/), generate and **upload/submit** the summary of knowledge, skills, abilities, personality, technology, education, and job outlook for the SOC/Occupational Title(s) listed in the response for 4b. in EGMS. |
| Document(s) have been uploaded/submitted:  Yes  No |
| 1. Using [O\*NET](https://www.onetonline.org/), specify the Hot Technology Skills for the SOC/Occupational Title(s) listed in the response for 4b. *(Add additional rows, if needed.)* |
| SOC/Occupational Title #1: |
| The Hot Technology Skills for this occupation include: |
| SOC/Occupational Title #2: |
| The Hot Technology Skills for this occupation include: |
| **6. Single Set of Integrated Learning Objectives (10 points)** |
| 1. Describe the adult education (literacy and numeracy) content that students will learn during their participation in the IE&T+D program. |
|  |
| 1. Specify the name and address of the eligible provider/partner who will offer the adult education and literacy activities to students. |
|  |
| 1. Describe the digital literacy and digital skills content standards that students will learn during their participation in the IE&T+D program. |
|  |
| 1. Specify the name and address of the eligible provider/partner who will offer the digital literacy activities to students. |
|  |
| 1. Describe the workforce preparation activities that students will engage in during their participation in the IE&T+D program. |
|  |
| 1. Specify the name and address of the eligible provider/partner who will offer the workforce preparation activities to students. |
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| 1. Describe the workforce training competencies that students will be able to demonstrate during their participation in and/or upon completion of the IE&T+D program. |
|  |
| 1. Specify the name and address of the eligible provider/partner who will offer workforce training to students. |
|  |
| 1. Describe the manner in which the IE&T+D program components/activities are organized to function cooperatively so that students achieve their desired learning outcomes. |
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| 1. Describe the process for staff collaboration, if the adult education (literacy and numeracy), workforce preparation and workforce training services, and digital literacy and digital skills training, are provided by more than one instructor/trainer. | | | | | | | | |
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| 1. List the types of documentation that will be collected and maintained by the eligible provider as evidence that the single set of integrated learning objectives have been achieved for IE&T+D. | | | | | | | | |
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| **7. Curricula and Occupationally Relevant Materials (2 points)** | | | | | | | | |
| 1. List the curricula and occupationally relevant materials that will be used for each component of the IE&T+D program – 1) adult education and literacy, 2) workforce preparation, 3) workforce training and 4) digital literacy and digital skills training activities. *(Add additional rows, if needed)* | | | | | | | | |
| **Adult Education (Literacy and Numeracy)** | | | | | | | | |
| Name of Curriculum/  Occupationally Relevant Material. | Publisher of the Curriculum | | Grade Level Equivalent (GLE) of the Curriculum (as specified by the publisher) | | | | Website of the Curriculum | Use of the Curriculum/  Occupationally Relevant Material *(Check one)* |
|  |  | |  | | | |  | Entirety  Segments |
|  |  | |  | | | |  | Entirety  Segments |
|  |  | |  | | | |  | Entirety  Segments |
| **Workforce Preparation** | | | | | | | | |
| Name of Curriculum/  Occupationally Relevant Material. | Publisher of the Curriculum | | Grade Level Equivalent (GLE) of the Curriculum (as specified by the publisher) | | | | Website of the Curriculum | Use of the Curriculum/  Occupationally Relevant Material *(Check one)* |
|  |  | |  | | | |  | Entirety  Segments |
|  |  | |  | | | |  | Entirety  Segments |
|  |  | |  | | | |  | Entirety  Segments |
| **Workforce Training** | | | | | | | | |
| Name of Curriculum/  Occupationally Relevant Material. | Publisher of the Curriculum | | | Grade Level Equivalent (GLE) of the Curriculum (as specified by the publisher) | | Website of the Curriculum | | Use of the Curriculum/  Occupationally Relevant Material *(Check one)* |
|  |  | | |  | |  | | Entirety  Segments |
|  |  | | |  | |  | | Entirety  Segments |
|  |  | | |  | |  | | Entirety  Segments |
| **Digital Literacy and Digital Skills Training** | | | | | | | | |
| Name of Curriculum/  Occupationally Relevant Material. | Publisher of the Curriculum | | Grade Level Equivalent (GLE) of the Curriculum (as specified by the publisher) | | | | Website of the Curriculum | Use of the Curriculum/  Occupationally Relevant Material *(Check one)* |
|  |  | |  | | | |  | Entirety  Segments |
|  |  | |  | | | |  | Entirety  Segments |
|  |  | |  | | | |  | Entirety  Segments |
| 1. Describe how the curricula and occupationally relevant materials will be used to provide IE&T+D instruction. | | | | | | | | |
|  | | | | | | | | |
| **8. Program Enrollment, Participation and Completion (2 points)** | | | | | | | | |
| 1. Specify the enrollment options. | | | | | | | | |
| Managed enrollment | | | | | Open enrollment | | | |
| 1. For managed enrollment, specify the dates and/or periods in which your agency enrolls students in the IE&T+D program. | | | | | | | | |
|  | | | | | | | | |
| 1. For managed enrollment, specify the number of cohort(s) of students that will be enrolled in the IE&T+D program to achieve your enrollment target during the program year. | | | | | | | | |
|  | | | | | | | | |
| 1. Specify the timeline for participation in and completion of the IE&T+D program. | | | | | | | | |
| Start Date: | |  | | | | | | |
| End Date: | |  | | | | | | |
| Total number of hours of the program: | |  | | | | | | |
| Length of IE&T+D program by number of weeks or months: | |  | | | | | | |
| State the typical timeframe needed to complete the IE&T+D program, i.e. the days of the week students attend and the number of hours per day. | |  | | | | | | |

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| **9. Credential(s)/Certification(s)/Professional License(s) (6 points)** | | |
| 1. Specify the entry-level and industry-recognized credentials students are eligible to earn/obtain during their participation in and/or upon completion of the IE&T+D program. *(Add additional rows, if needed)* | | |
| **Type of Credential(s)** | **Name of the Credential(s)** | **Name of the Certifying Body** |
| High School Diploma  Entry Level Certification(s) or Credential(s) (e.g. Northstar Digital Literacy Badges, ED2Go Fundamental Training, CPR, First Aid, ServSafe Food Handlers, OSHA 10, Flaggers, etc.)  Industry-Recognized Credential(s) (e.g. ED2Go Advanced Training, CDA, MA, MAA, HHA, etc.)  Registration  Professional License  Other, please specify: \_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
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| 1. Specify whether practice tests are provided for the credential, certification or license. | | |
| Yes  No | | |
| 1. Specify whether the practice tests are available through the same publisher that provides the credential, certification or licensure exam. | | |
| Yes  No | | |
| 1. If yes, describe and **upload/submit** documentation in EGMS, if available, that demonstrates how effective a predictor the practice test is of success on the credential, certification or licensure exam. | | |
| Description:  Document(s) have been uploaded/submitted:  Yes  No | | |
| 1. If no, specify whether the applicant has designed a practice test and/or used prior year data/research to evaluate the readiness of students to take the credential, certification or licensure exam. | | |
|  | | |
| 1. Indicate the credential, certification or licensure exam fee. | | |
|  | | |
| 1. Specify the educational functioning level (EFL)/grade level equivalent (GLE) needed to successfully pass the exam per the test publisher’s guidelines, if available and **upload/submit** the evidence in EGMS, if available. | | |
| EFL/GLE:  Document(s) have been uploaded/submitted:  Yes  No | | |
| 1. Specify the educational functioning level/grade level equivalent needed to successfully pass the credential, certification or licensure exam per the eligible provider’s experience preparing eligible individuals to pass the exam. | | |
|  | | |
| 1. Specify the format of the credential, certification or licensure exam. | | |
| Paper-based  Computer-delivered  Multiple choice  Short answer  Performance based  Other, please specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| 1. Specified how much time is allotted for the exam. | | |
|  | | |
| 1. Describe the certifying body’s process for a student to apply for accommodations for the exam. | | |
|  | | |
| 1. Indicate the link to the certifying body’s website with instructions on how to apply for accommodations. | | |
|  | | |
| 1. Specify whether the certifying body has requirements for students to retake the credential, certification or licensure exam. | | |
|  | | |
| 1. Indicate the retake exam fee and whether it is paid by the eligible provider or the student. | | |
|  | | |
| 1. Specify whether there is a requirement of practicum/residency hours before a student can receive his/her credential, certification or license. | | |
| Yes  No | | |
| 1. Describe how the program intends to support student completion of a practicum. | | |
|  | | |
| 1. Specify whether the student receives a printed and/or electronic copy of the credential, certification or license. | | |
| Print  Electronic  Other, please specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| 1. **Upload/submit** a sample credential, certification or license that students can earn in the program in EGMS. | | |
| Document(s) have been uploaded/submitted:  Yes  No | | |

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| **10. Work-based Learning (3 points)** | |
| 1. Specify the types of work-based learning opportunities that will be offered to students during and/or upon completion of the IE&T+D program, inclusive of internships, externships, practicum, etc. that assist students in advancing their specialized industry knowledge and digital proficiency. | |
| On the job training  Internships  Pre-Apprenticeships  Apprenticeships  Job Shadowing  Employment  Other, please specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| 1. List the employer partners that will offer work-based learning opportunities to students in the IE&T+D program, including Registered Apprenticeship providers, if applicable and **upload/submit** documentation of the partnership. | |
| Employer partners:  Document(s) have been uploaded/submitted:  Yes  No | |
| 1. Describe the competencies that students will need to demonstrate during their work-based learning experience. | |
|  | |
| 1. Specify whether students will receive a \*stipend during their participation in work-based learning activities, the amount of the stipend and level of frequency for which a stipend is provided.   \****Only AFE Local funding may be used for work-based learning stipends/incentives. Please note that AFE IE&T+D providers must allocate and expend $22,000 in AFE Local funding for Career Up DC stipends/incentives for students engaging in work-based learning.*** | |
|  | |
| 1. Specify whether students will receive \*incentives during their participation in work-based learning activities, the amount of the incentives and level of frequency for which an incentive is provided.   \****Only AFE Local funding may be used for work-based learning stipends/incentives. Please note that AFE IE&T+D providers must allocate and expend $22,000 in AFE Local funding for Career Up DC stipends/incentives for students engaging in work-based learning.*** | |
|  | |
| **11. Student Incentives (2 points)** | |
| 1. Specify whether students will receive incentives for the achievement of specific benchmarks/outcomes (e.g. attendance, progress, etc.) during their participation in the IE&T+D program, the amount of the incentives and level of frequency for which an incentive is provided. |
|  |
| 1. Specify whether student memberships to professional/industry organizations are provided to students for use during their participation in and/or upon completion of the IE&T+D program. (*Check all that apply*) |
| Yes, during the program  Yes, upon completion  No |
| 1. Specify whether uniforms, tools or other occupational materials are provided to students for use during their participation in and/or upon completion of the program. (*Check all that apply*) |
| Yes, during the program  Yes, upon completion  No |
| 1. List the specific items provided to students during their participation in the IE&T+D program, if applicable. |
|  |
| 1. List the specific items provided to students upon completion of the IE&T+D program, if applicable. |
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| **C. Other Program Elements (38 Points)** |
| **Please respond to the questions below based on all your IE&T+D Program Offerings collectively.** |
| **1. Student Assessment (2 points)** |
| 1. Describe the process used by the eligible provider will assess the educational, workforce preparation, workforce training and digital literacy needs of the eligible individuals. |
|  |
| 1. Specify the career inventory assessment tool(s) that will be administered to students in the program. |
| O\*NET Interest Profiler™ (O\*NET IP)  Other, please state: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 1. Specify the digital literacy assessment that will be administered to students in the program. |
| Northstar Digital Literacy Assessment  Other, please state: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **2. Instructional Program (8 points)** |
| 1. Specify the Instructional delivery options. *(Check all that apply)* |
| Classroom-based  Blended/Hybrid (Classroom-based and Distance Learning)  HyFlex in-person (synchronous), online (synchronous) and online (asynchronous)  Tutoring  Distance Learning  Work-based-Learning activities (e.g., practicum, internships, externships, apprenticeships, etc.)  Other, please specify: |
| 1. Describe the adult education and literacy activities (e.g. reading, mathematics, writing, speaking, and English language acquisition instruction), workforce preparation, and workforce training, inclusive of digital literacy and digital skills training, that will be offered by the eligible provider. |
|  |
| 1. Describe how these activities will be offered for the specific occupation or occupational cluster selected by the eligible provider, cooperatively and simultaneously within the scope of the IE&T+D program. |
|  |
| 1. Describe how the eligible provider will meet the state's requirement that students receive a minimum of 4 to 6 hours of direct instruction from an instructor per week. |
|  |
| 1. Describe how the eligible provider will meet the state’s requirement that a minimum of 24 hours of instruction (classroom, tutoring, blended/distance/HyFlex learning) is offered to students per week. |
|  |
| 1. Describe whether the eligible provider’s IE&T+D program is of sufficient intensity and quality and based on the most rigorous research available so that participants achieve substantial learning gains. |
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| 1. Describe whether the eligible provider uses instructional practices that include the essential components of reading instruction. |
|  |
| 1. Describe whether the activities, including reading, mathematics, writing, speaking and English Language acquisition instruction, as well as workforce preparation and workforce training inclusive of digital literacy and digital skills training, delivered by the eligible provider, are based on best practices derived from scientifically valid research and effective educational practices. |
|  |
| 1. Describe whether the eligible provider’s activities provide learning in context through integrated education and training, inclusive of digital literacy and digital skills training so that an individual acquires the skills needed to 1) transition to and complete postsecondary education and training programs, 2) obtain and advance in employment leading to economic self-sufficiency, and 3) exercise the rights and responsibilities of citizenship, as applicable. |
|  |
| **3. Technology Integration (3 points)** |
| 1. List the technology (computer hardware, software and Learning Management System) that will be available for use by students in the IE&T+D program. *(Add additional rows, if needed)* |
| Computer Hardware: |
|  |
| Computer Software: |
|  |
| Name of Learning Management System (LMS) used by students access course materials, webinar recordings, homework assignments and other related information: |
|  |
| 1. Specify whether the organization has a blended/HyFlex learning/distance education plan, and how long the eligible provider has been offering blended/HyFlex learning and/or distance education to eligible individuals. |
|  |
| 1. Describe the technology services and delivery systems, including blended/HyFlex learning and/or distance education, that are used by the eligible provider to address the needs of eligible individuals, increase the amount and quality of learning for eligible individuals, and that lead and/or have led to improved student performance. |
|  |
| **4. Facilities, Equipment, Supplies and Materials (3 points)** |
| 1. Describe the educational/training facilities and how they support student learning (include the number of classrooms and whether students have access to a computer lab, digital devices for in-person (synchronous), online (synchronous), online (asynchronous) learning, onsite library, student lounge/lunch area, and other amenities); and if more than one site, describe all sites as applicable. |
|  |
| 1. **Upload/submit** labeled pictures of the education/training facilities (e.g. classrooms, computer labs, onsite library, student lounge/lunch area). |
| Document(s) have been uploaded/submitted:  Yes  No |
| 1. Describe whether the eligible provider has the proper industry specific equipment, supplies and authentic learning materials needed to support the specific training associated with the eligible provider’s IE&T-D industry focus. |
|  |
| **5. Supportive Services and Resources (3 points)** |
| 1. Describe the types of supportive services (e.g. counseling services; referral to social service agencies; assistance with applying for/accessing public benefits; linkages to community resources for food, clothing, health care, housing, childcare and/or transportation assistance, and other related services, if applicable) that will be offered to students in the program. |
|  |
| 1. Describe whether the eligible provider's activities offer the flexible schedules and coordination with Federal, State, and local support services (such as child care, transportation, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs. |
|  |
| **6. Career Pathway Transition Services (6 points)** |
| 1. Describe how the eligible provider will meet the state’s requirement that every student have an Individual Career Pathways Transition Plan that: 1) specifies the student’s educational functioning level, learning needs, career interests, goals, and plans for achieving economic self-sufficiency, 2) indicates the links to other resources and education and/or advanced training, next steps on their career path, and 3) ensures seamless transitions from program to program, training and/or employment. |
|  |
| 1. Describe how the eligible provider coordinates with other available education, training, and social service resources in the community, such as by establishing strong links with secondary schools, postsecondary educational institutions, institutions of higher education, the DC WIC, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, in the development of career pathways. |
|  |
| 1. Describe the services that will be offered, including counseling, to support students in progressing along their individual career path. |
|  |
| 1. Describe the services that will be offered to assist students in transitioning to postsecondary education and/or advanced training. |
|  |
| 1. Describe the services that will be offered to assist students in transitioning to employment. |
|  |
| **7. Partnerships, Consortia and Coalitions (3 points)** |
| 1. Describe, if applicable, the applicant’s current and projected partners, coalition or consortium members and describe the key roles and responsibilities of each member agency in fulfilling the grant requirements, including a rationale for determining the partners. |
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| --- | --- | --- | --- |
| 1. **Upload/submit** a copy of the Memorandum of Agreement (MOA), Memorandum of Understanding (MOU) or other formal agreement with partners, coalition, or consortium member, including expenditures for each member agency, as applicable. | | | |
| Document(s) have been uploaded/submitted:  Yes  No | | | |
| 1. List the adult education providers that the eligible provider will be partnering with to help students transition to the next level in the educational continuum. (*Add additional rows, if needed.)* | | | |
| **Name and Address**  **of Partner Agency** | **Brief description of services** | **Formal MOA/MOU** | **Amount of funding allocated for partner agency in budget, if applicable** |
|  |  | Yes  No |  |
|  |  | Yes ☐ No |  |
| 1. List the postsecondary education and/or advanced training providers that the eligible provider will be partnering with to help students transition to postsecondary education, training, and/or advanced training, if applicable. *(Add additional rows, if needed.)* | | | |
| **Name and Address**  **of Partner Agency** | **Brief description of services** | **Formal MOA/MOU** | **Amount of funding allocated for partner agency in budget, if applicable** |
|  |  | Yes  No |  |
|  |  | Yes  No |  |
| 1. List the employers/organizations that the eligible provider will be partnering with to help students participate in work-based learning opportunities and/or to obtain employment. *(Add additional rows, if needed.)* | | | |
| **Name and Address**  **of Partner Agency** | **Brief description of services** | **Formal MOA/MOU** | **Amount of funding allocated for partner agency in budget, if applicable** |
|  |  | Yes  No |  |
|  |  | Yes  No |  |
| **8. Marketing and Outreach (2 points)** | | | |
| 1. Indicate whether the eligible provider has a formal marketing and communications plan to increase program visibility, promote community awareness as well as outreach to other stakeholders. | | | |
|  | | | |
| **9. Key Personnel (3 points)** | | | |
| 1. Describe whether the eligible provider's activities are delivered by academic and vocational instructors, counselors, supportive staff members and administrators who meet any minimum qualifications established by the State, where applicable, per the RFA, Section V: OSSE AFE Grant Requirements. | | | |
|  | | | |
| 1. Describe whether the eligible provider's staff (e.g. instructors, intake specialists, counselors, and administrators) have access to high-quality professional development, including through electronic means. | | | |
|  | | | |
| 1. Complete and **upload/submit** the Key Personnel Workbook (excel) in EGMS that includes staff’s years of experience and qualifications in performing the work described in the RFA. | | | |
| Document(s) have been uploaded/submitted:  Yes  No | | | |
| 1. **Upload**/**submit** position descriptions, resumes and other related documents for all key personnel in EGMS. | | | |
| Document(s) have been uploaded/submitted:  Yes  No | | | |
| **10. Core Outcomes Team (3 points)** | | | |
| 1. Describe how the eligible provider will use funds to establish and/or support a core outcomes team (e.g. Career counselor, digital support staff/digital navigator, student transition/success coach, employment specialist, etc.) to assist students in the achievement of core outcomes specified in Section VI: Program Design > Primary Indicators of Performance - (National Reporting System (NRS) Table 5 and AFE’s Connect2Tech DC Outcomes and Outputs. The Core outcome team is expected to help facilitate: 1) Student attainment of education, training and career goals; 2) Student transition to the next step/level in the educational continuum; 3) Student participation in work-based learning opportunities; 4) Student attainment of employment, if unemployed at entry; 5) Secondary credential attainment and enrollment in postsecondary education or training; 6) Secondary credential attainment and entrance into employment; 7) Attainment of a postsecondary credential; 8) Attainment of entry-level and industry-recognized credentials, including digital literacy credentials, and 9) Attainment of AFE’s Connect2Tech DC Outcomes and Outputs. | | | |
|  | | | |
| **11. Data Collection, Management and Reporting (2 points)** | | | |
| 1. Describe whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes and to monitor program performance. | | | |
|  | | | |
| 1. Describe whether the eligible provider has the technology and staff capacity to use the Literacy, Adult and Community Education System, OSSE Adult and Family Education’s management information system, to capture participant outcomes and monitor program performance against the relevant indicators of performance and My Journey DC to facilitate the referral of customers to and from the eligible provider’s agency for education, training, and other related services. | | | |
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| **D. Fiscal Management (8 Points)** |
| **Please respond to the questions below.** |
| **1. Organizational Policies and Procedures (4 points)** |
| 1. Describe the organization’s procedures and practices for ensuring sound fiscal management, including but not limited to the planning, organizing, controlling and monitoring of financial resources. |
| Document(s) have been uploaded/submitted:  Yes  No |
| 1. **Upload/submit** a copy of the organization’s financial and/or accounting policies and procedures in EGMS. |
| Document(s) have been uploaded/submitted:  Yes  No |
| 1. **Upload/submit** the most recent organizational budget (revenues by source and expenditures by program and/or type of expense) in EGMS. |
| Document(s) have been uploaded/submitted:  Yes  No |
| 1. **Upload/submit** the organization’s most recent year-end annual financial audit in EGMS. |
| Document(s) have been uploaded/submitted:  Yes  No |
| **2. Budget and Finance Workbook | Detailed Planned Expenditures Tabs in EGMS (4 points)** |
| 1. Complete the OSSE AFE Budget and Finance Workbook (excel), as applicable, listing allowable, allocable and reasonable expenditures on the applicable tabs based on the activities described in the program design and the projected number of students to be served. |
| Document(s) have been completed:  Yes  No |
| 1. Complete the Certification of Single Audit tab specifying the eligible provider’s expenditure of federal funding (type and amount) in the prior year. |
| Document(s) have been completed:  Yes  No |
| 1. Complete the Match tab specifying how the 25% Match requirement for the OSSE AFE grants would be met, including a detailed description of each expenditure. |
| Document(s) have been completed:  Yes  No |
| 1. Complete the Program Income tab specifying whether the organization will collect income (tuition and fees) from students, including a detailed description of how the funds will be expended. |
| Document(s) have been completed:  Yes  No  N/A |
| 1. Complete a budget/detailed planned expenditure template in EGMS for each grant, as applicable and align the expenditures in the budget/detailed planned expenditure template for each grant, as applicable, with the expenditures in the OSSE AFE Budget and Finance Workbook (excel). |
| Detailed Expenditure Template(s) have been completed:  Yes  No |
| 1. **Upload/submit** the OSSE AFE Budget and Finance Workbook (excel) in EGMS. |
| Document(s) have been uploaded/submitted:  Yes  No |