Request for Proposal
Student Information and Case Management System

Academy of Hope

November 26, 2018

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1 PROPOSAL LOGISTICS

1.1 Academy of Hope Contacts for this RFP

Vendors should communicate only with the following individuals regarding this Request for Information and response. Under no circumstances should vendors contact individual staff, clients, volunteers or vendors at Academy of Hope (AoH) to discuss any aspect of this RFP unless directed to by the primary contact.

David Deal
202.808.3076 x701
david.deal@buildconsulting.com

1.2 Process Details

This RFP is being sent to three to five vendors with whom Academy of Hope has had prior conversations, as well as any vendors who choose to respond to publicly posted announcements about this RFP. Academy of Hope will review the responses and select up to three vendors to be invited to an onsite demonstration and discussion.

1.3 Response Timeline

The timeline below represents the expected schedule for vendor responses and Academy of Hope action. Dates are subject to change at the discretion of Academy of Hope. Please note that we will send subsequent emails with additional details on each of the future milestones.

Expected Date	Milestone	Notes
December 14, 2018	Questions due	All vendor questions about the RFP are due. AoH will compile questions and share responses with all participants.
January 18, 2019	Vendor responses due	
January 25, 2019	Vendors notified of finalist decisions	

Expected Date	Milestone	Notes
January 14-25, 2019	Vendors onsite for demonstrations	Vendor finalists who will be expected to participate in a half-day demonstration onsite at or near the Academy of Hope facilities in Washington, DC.
January 28 – February 8, 2019	Follow up, additional questions for vendors, reference checks	
February 22, 2019	Decision and vendor notification.	

1.4 The Selection Team

The selection team at Academy of Hope is comprised of the following. Please do not communicate with them directly unless cleared by the primary project contact, David Deal.

- Lecester Johnson, CEO, Executive Sponsor
- Sasha Lotas, Research Coordinator, AoH Project Lead
- Dwayne Smith, SIS Specialist, Project Manager
- Brian McNamee, COO
- Christie Joesbury, Data Support Specialist
- Matthew Layton, Chief Academic Officer
- Traci Branch, Director of Student Support Services
- Audrey Reese, Director of NEDP
- Jenaine Butler, GED Services and Testing Coordinator
- Mary Cabriele, Director of Career and Workforce Services

1.5 Response Instructions

In your response, please complete as follows:

1. Fill out sections 5 through 9 in this Word document.
2. Return your response to us in .docx format.
3. Attachments are welcome – in PDF if possible. Please reference them clearly in the body of this document.

2 ORGANIZATIONAL AND PROJECT BACKGROUND

2.1 Overview

Academy of Hope Adult Public Charter School is a 501(c)3 tax-exempt nonprofit and adult public charter school in Washington D.C., offering excellence in adult education since 1985. Our mission is to provide high quality education and services that change lives and improve our communities. At Academy of Hope, students become part of a learning community where everyone is valued, adds value and is both a teacher and a learner. Our curriculum is experiential and focuses on life skills, which means that students can immediately begin applying what they're learning to their own lives—and reap the benefits. For more information please see the following links:

- About Us
- Programs
- Impact

2.2 Key Statistics

- Current enrollment: 463
- Individuals Served: 637
- Number of graduates: 53 (SY 17-18)
- Number of staff: 54
- Number of locations: 2
- Terms per year: 4

2.3 Project Business Need

Academy of Hope (AoH) provides adult education programs including Adult Basic Education (ABE), General Educational Development (GED), National External Diploma Program (NEDP), and Career Training Programs.

The largest portion of funding for these programs is provided by the District of Columbia, through the Public Charter School funding. Funding is based upon attendance, so there is a premium on accurate class rosters and attendance information.

Four other important categories on which Academy of Hope must report to the DC Public Charter School Board are as follows:

(1) **Student Progress:** This category captures students' learning gains in either adult basic education (ABE) or English Language Acquisition/English as a second language (ESL) programs. Student progress is measured by tests.

(2) **Student Achievement:** This category reflects the rate of students who completed a program of study and either passed a portion of a secondary credential assessment or earned their secondary credential, or a high-level, industry-recognized career and technical education (CTE) certification in child development, medical/nurse assisting, or information technology.

(3) **College and Career Readiness:** This category captures whether students who exit an adult education school are employed or enrolled in a postsecondary degree or certification program.

(4) **Leading Indicators:** This category captures the school's attendance rates and the rate at which it retains students at the school.

Systems for tracking these metrics have been largely paper- and spreadsheet-based, which has presented challenges including extensive manual work and duplicate information stored in different locations. The District of Columbia also requires the use of LACES (by Literacy Pro) by AoH for reporting select student information and progress, but it does not provide enough breadth or depth of functionality for AoH's needs.

Another point of emphasis is using technology and information more effectively to support day-to-day operations, not just reporting. Current technology has provided little support for real-time information about learners (a term often used at AoH for students) that would be of use to instructors, counselors, and other staff in support of day-to-day operations.

This RFP is intended to identify the vendor(s) and system(s) to best support AoH's unique needs as an adult public charter school. Specifically, AoH needs functionality typically provided by both a Student Information System and a (Human Services) Case Management System. The next section provides more details about this.

3 FUTURE INFORMATION ECOSYSTEM

3.1 Architecture Decision

Academy of Hope has some requirements that are traditionally met by a Student Information System, including admissions, enrollment, scheduling, class rosters, gradebooks, and progress reports. However, as a result of being an adult education program instead of a K-12 program, the “grades” and “progress reports” at Academy of Hope are done in a way that doesn’t fit the K-12 model.

In addition, AoH provides case management, referral, and job placement services that are more traditionally met by a Human Services Case Management system.

Recently, Academy of Hope received a multi-year grant to design and implement innovative career pathway programming, so there is also an evolving need to capture data related to internships, apprenticeships, wage increases, and continuing education.

AoH would prefer a comprehensive solution that can address all functional areas. However, we recognize that this may not provide sufficient capabilities, so we are also open to two integrated solutions to meet the requirements.

Academy of Hope does most of its work using cloud applications and has minimal in-house infrastructure, so we have a preference for a vendor-hosted, software-as-a-service solution.

Finally, Academy of Hope is disinclined toward a solution that requires extensive custom development. To the largest extent possible, we would like to depend upon out-of-the-box capabilities that are configured for Academy of Hope’s needs.

3.2 Current and Expected Future State Technology

Academy of Hope’s current technology ecosystem is centered around spreadsheets as well as systems used for reporting to the District of Columbia. Data is siloed and duplicated in spreadsheets, and is locked in city systems that are not sufficient for AoH’s broader program management needs.

When we use the term “SIS” herein, it refers to a future SIS. The closest current systems to an SIS for AoH are:

- LACES, a vendor-hosted system provided by Washington, DC, which AoH must use to track student demographic information, enrollment, and assessment results
- eSchool Plus, which is used for registration. The District of Columbia would like AoH to use it more broadly since it makes it easier for them to retrieve school data via Automated Data Transfer, but it is built for K-12 and does not fit AoH needs particularly well.

This project envisions a number of components that are labelled as "phase 1" immediately below. Additional software is listed both to provide context, and to indicate areas for additional future changes. For example, if your SIS has an integrated Learning Management System, AoH would want to explore use of that in the future after core SIS and Case Management functionality has been implemented.

Phase	Functionality Bucket	Current Technology Solution	Future Technology Solution
1	Student Information Management	Spreadsheet , LACES	SIS
1	Admissions & Enrollment, including Lottery	Spreadsheet, eSchool Plus	SIS
1	Class Scheduling	Spreadsheet	SIS
1	Student Case Management (staff interactions, goal setting, counseling)	Spreadsheet	SIS or Case Management
2	Student Alerts	School Messenger	School Messenger or an SIS-Integrated Learning Management System
2?	Learning Management	Limited use of G Suite	Standalone or SIS-Integrated LMS (Google Classroom or otherwise)
n/a	Learning Management System for NEDP learners	NEDP LMS	NEDP LMS
n/a	Office productivity	G Suite & Microsoft Office	(no change)
n/a	Email	GMail (G Suite)	(no change)
n/a	CASAS Assessment	TopsPRO CASAS	(no change)

4 IMPLEMENTATION PROJECT EXPECTATIONS

4.1 Implementation Rollout and Timing

Academy of Hope envisions using everything identified as "Phase 1" in the chart above by July 31, 2019. If possible, it would be helpful to pilot some functionality with the summer term beginning in June 2019.

The proposed approach and timeline is an estimate. We expect the selected vendor to help define the ultimate approach and timeline.

4.2 Conversion Expectations

Academy of Hope expects some data import into the system. Substantially all of these would come from .csv exports from the LACES system. Our estimates are as follows:

- Learner Records: 8,635
    - Includes contact and demographic information, job/wage information
- Assessment Results: 54,000
    - Results of previous assessment tests and related certifications

5 VENDOR INFORMATION

Question	Vendor Response	Vendor Additional Notes
Year Established		
Legal Name of Company		
Principal Owners and Percentage of Ownership		
Number of Staff by Function • **Customer Support:** • **Technical/Conversion Services:** • **Professional Services:** • **Executive/Management:** • **Other:**		
Number of active nonprofit clients (organizations)		
Number of clients using solution as proposed		

6 IMPLEMENTATION QUESTIONS

Please feel free to attach additional documentation or to link to publicly available resources.

6.1 Relevant Experience

6.1.1 Please describe your experience working with adult education programs.

6.1.2 Please describe your experience with public charter schools, and specify if any are in the District of Columbia.

6.2 Implementation Approach

6.2.1 Please briefly describe your implementation philosophy and approach.

6.2.2 Please describe the roles on the project team that you expect would work on the implementation.

7 PRICING

Academy of Hope understands that vendors do not have enough information to provide formal and binding estimates for services and licensing. We ask that you provide the most accurate range of costs possible for each component of project costs below.

7.1 One-Time Costs

Cost Category	Cost Range	Additional Assumptions, Details, Caveats and Clarifiers
Discovery		
Implementation		
Training		
Other		

7.2 Annual Costs

Please add additional lines and detail as needed. Please note to include the potential costs associated with:

- Internal staff licenses (assume about 45)
- Licensing or costs associated with learner access to appropriate tools and resources.

Cost Category	Annual Cost Range	Additional Assumptions, Details, Caveats and Clarifiers
<Product 1> licensing		
<Product 2> licensing		
<Product 3> licensing		
Ongoing support from implementation vendor		

8 FUNCTIONAL REQUIREMENTS

Each of the sections below is intended to provide vendors with enough detail to understand the business model, processes and key requirements for the system. These sections will serve as the basis for the demonstrations for the vendor finalists.

We hope this section provides information that enables further conversation in the RFP process both about challenges in meeting the requirements as well as opportunities to streamline the envisioned processes. The processes below are somewhere between current state (which is heavily Excel- and paper-based) and future state, based upon assumptions about what an SIS and case management system should be able to do. In some instances when we don't want to make assumptions about functionality of the new system(s), we refer to desired functionality as "nice to have" or "ideal." We appreciate your responses about how your system(s) might be used to meet those needs as well.

We do not require that you respond to every single requirement. We will assume your product can meet a requirement unless you indicate otherwise. To make the best use of your time and ours, we appreciate the briefest responses that flag concerns (including areas that will require special effort) and highlight opportunities.

Following is a description of the information that we envision in each column:

- Vendor/Product Fit:
    - Please briefly indicate if you feel there is any functionality that will be difficult to achieve or will require customization. We distinguish customization from configuration, which we define as a task that could be performed by an Academy of Hope system administrator with sufficient access and training.
    - Where we have indicated something is "nice to have" or "ideal," please indicate whether your system can meet that request.
    - Please indicate if there is an opportunity to use your software in a way that might improve or streamline a process.
- Additional Details
    - Please feel free to expand on the answers in the fit column, including details about any needed customization or third-party product or service.

8.1 Registration and Enrollment

8.1.1 Overview

This section describes the journey in which learners apply, accept admission, register, enroll and exit Academy of Hope with touchpoints with recruiters, registrars, academic staff, support services staff, teachers, and principals. It includes all major steps of that journey from the initial application to completion of the selected program (or early exit). The journey depicts other high priority journeys learners engage in either in sequence or in parallel.

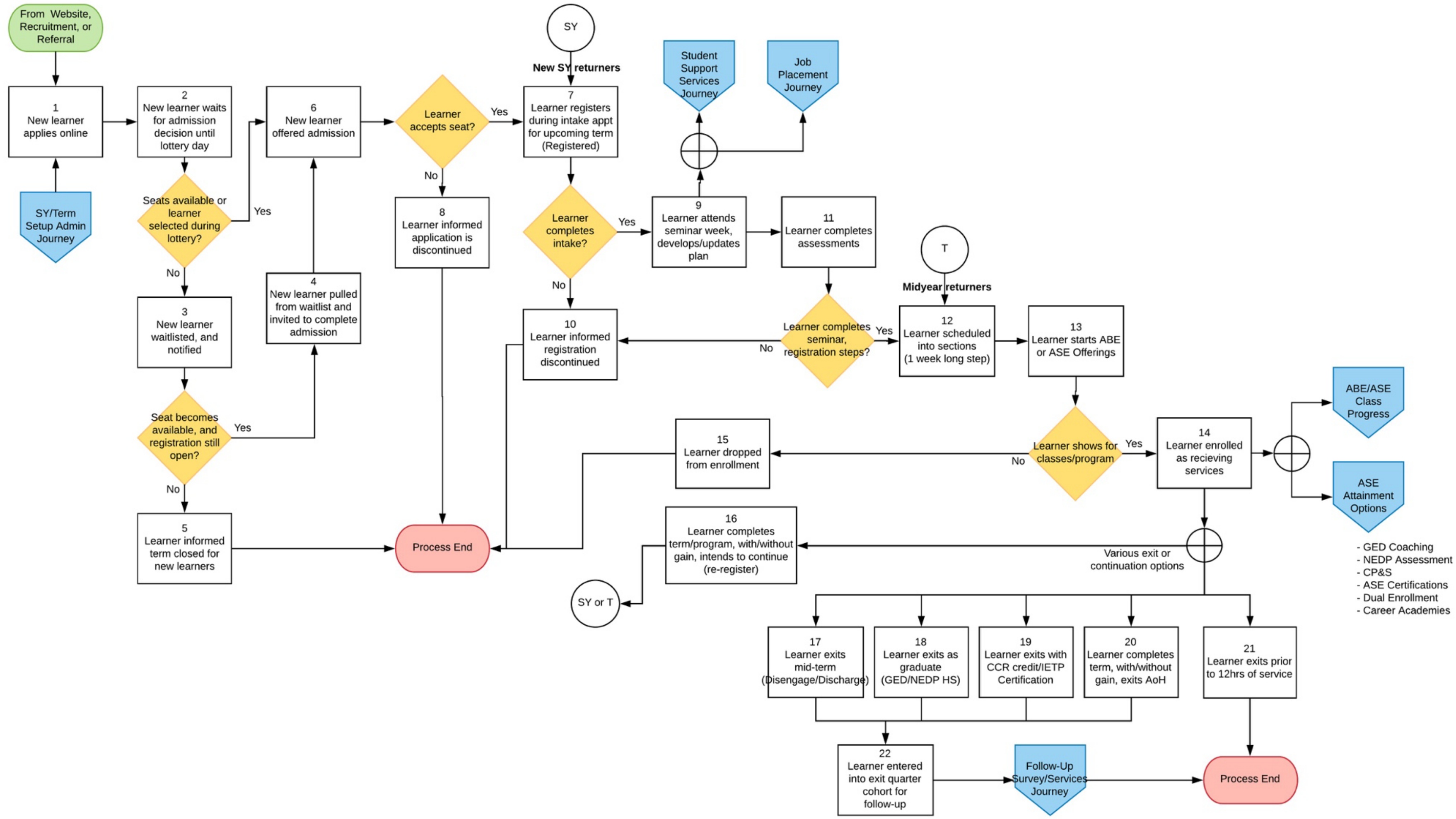
8.1.2 Key Statistics

- Applicants in SY16-17: 1000+
- Learners registered in SY16-17: 875
- Learners who started attending in SY16-17: 681
- Learners who enrolled (12hrs+ or 15 days): 560

8.1.3 Key Challenges

- Learners' application/registration/scheduling process is handled using Google site and spreadsheets, leading to poor communication and lack of real-time data.
- Current system lacks tools to move students along steps as groups, need to handle each student record individually at every step.
- Manual entry into DC OSSE data portal is an onerous, error-prone manual process.

8.1.4 Process Overview and Key Requirements



SY = School Year and T = Term.

Workflow Component	Specific Requirements	Vendor/Product fit	Additional details
1. New learner applies online	1. New applicant for any term uses online application portal, and indicates site and program of choice. Student is placed into a waitlist for the lottery; staff must be able to view/filter list by site and/or program. 2. Application information can be entered by applicant, or by another adult or staff member on behalf of the applicant. If on behalf of someone else collect type of relationship: Friend/Family, Community member, caseworker/job coach, or AoH staff member. 3. Person entering information provides initial applicant information: a. First name (*required) b. Last name (*) c. DOB (*) d. Gender (M, F, TW, TM, NB) (*) e. Street Address (*) f. Zip code (*) g. Ward (*) h. Main Phone (*) i. Other Phone j. Email address k. Last grade completed in school (1st – 12th grade, HS Diploma, Foreign Degree/Credential) (*) l. Are you a DC resident? (*) m. Have you attended AoH before? n. How did you find out about AoH? (Friend/Family, Online, Caseworker/Job Coach, Bus advertisement, Community Organization, Other Event, Other) 4. Students receives bulk message indicating what to expect next. Message should be editable by AoH staff. Message is bulk sent via text or email, ideally depending upon individual student preference. School		

Workflow Component	Specific Requirements	Vendor/Product fit	Additional details
	Messenger is currently used for this, but AoH is open to replacing it. 5. A new student record is created if student is not identified as already in system. 6. New student is entered into a first in first out queue until application period is closed for the term.		
2. New learner waits for admission decision until lottery day	1. AoH needs visibility by registrars and principals into the status of waitlist queues (combined waitlist, by site, and/or by program). 2. On the day the application period ends, no more applicants can enter an application. Staff updates with a new message to indicate schedule for future application/entry opportunities. 3. Inform students who applied via mass communication methods whether they are being offered admission.		
3. New learner waitlisted, and notified	1. After lottery is performed, students who did not win admission remain in applicant list and are prioritized first-in/first-out in their respective queue should a seat become available. If additional learners were allowed to apply after lottery day, they are added at the end of the waitlist queue. 2. Applicants are informed via automatic mass messaging of their status.		
4. New learner pulled from waitlist and invited to complete admission	1. If a seat becomes available, and there is a new learner waiting for admission in queue, the learner is pulled from the waitlist and invited to complete the admission process. 2. New learner is reached via automatic mass messaging, and/or a direct phone call by registrar. AoH would like to track these bulk and individual invitations on		

Workflow Component	Specific Requirements	Vendor/Product fit	Additional details
	prospective learners' records (e.g., a copy of an email invitation).		
5. Learner informed term closed for new learners	1. Learner is contacted via automatic mass messaging and a phone call to inform them no new learners are being accepted for the term. Discontinued applicants are encouraged to re-apply for next term.		
6. New learner offered admission	1. On lottery day, AoH runs a lottery if there are more applicants than seats open (allowing for overhead of 20% to account for registration attrition). 2. If there is no need to conduct lottery based on seats available per application queue, all new learners are offered admission. 3. Winners are informed via automatic mass messaging, and reports are generated for posting winners on website. 4. If a seat becomes available after lottery day, and there is an applicant waiting in waitlist, that applicant is contacted and offered admission.		
7. Learner registers during intake appointment for upcoming term (Registered)	1. New applicants, plus returning students attending for the first time in the current school year, are scheduled for an intake appointment. Completing and signing an intake form is considered acceptance of seat/admission. See Intake Application in the Appendix for details of the information collected. 2. Registrars collect signed intake forms, signed DC Residency Verification (RV) forms, explain/begin RV document verification process and checklist with new learner. A digital intake checklist is needed to track the various forms and steps each student must go through. Signed forms are scanned and attached to learner record in SIS.		

Workflow Component	Specific Requirements	Vendor/Product fit	Additional details
	3. Registrar enters student demographic data, education and work history/status into SIS. Duplicate prevention capabilities are very important to avoid duplicate student data. 4. Student is considered registered. Student demographic and enrollment data are sent to OSSE starting at this stage. Registrars enter new students' information in LACES, and the Accountability Team downloads the list from LACES and enters each one into eSchoolPLUS one by one. There's a direct feed from eSchoolPLUS to OSSE that refreshes nightly. 5. Student name, DOB, gender, and System ID are loaded into TopsPro (CASAS assessment system) from a .CSV file in order to be ready for the entry assessment during seminar week (Steps 9 and 11).		
8. Learner informed application is discontinued	1. If admitted applicant does not attend scheduled/re-scheduled intake to complete next registration step, the student's seat is released to next person in waitlist (if available). System must allow to drop student from admitted pool of students. 2. New learner is informed of decision via automatic mass communication mechanisms and phone call. Student is encouraged to re-apply for next term, or may be allowed to re-engage in registration if appropriate.		
9. Learner attends seminar week, develops/updates plan	1. All registered students are scheduled into a short orientation term (about a week-long, one long period per day) for their site and program. 2. Attendance is tracked daily as being present or absent during each day during this term.		

Workflow Component	Specific Requirements	Vendor/Product fit	Additional details
	3. Note that seminar week is only required for new learners.		
10. Learner informed registration is discontinued	1. This step is similar to step 8 above, except that learners are informed of process being ended due to registration not being completed. 2. Exit codes for non-completion at this stage are early disengagement or no-show (if learner does not attend at all). 3. Learner is notified of program disenrollment via automatic messaging system and via call or letter. Ideally this notification could be tracked and associated with the student record.		
11. Learner completes assessments	1. Learner completes all placement assessments using third party software or paper tests. Learner scores are entered into student assessment records. CASAS assessment data is used to identify student Educational Functioning Level (EFL). 2. Both Math and Reading subjects are assessed using CASAS Assessments, (but in the future other approved NRS assessments may be used), and scores are entered in the SIS and LACES. System should have an assessment setup feature for AoH to configure its own assessments. Assessments can be multi-subject, multi-form, and multi-level. Fields that must be tracked include assessment fiscal year, date, pre/post-test, instrument, form, level, subject, scaled score (numeric), and assessed level (picklist). 3. If learner has partially completed GED subjects from prior work, those scores are also entered into the SIS and LACES. 4. LACES does not accept bulk import of data, so Ideally an activity report could be		

Workflow Component	Specific Requirements	Vendor/Product fit	Additional details
	generated from the SIS to help streamline batch manual entry of data into LACES.		
12. Learner scheduled into sections	1. Preparation for scheduling includes subject-based section creation, periods-based time management, master schedule creation, and building/room/ teacher/section matching. 2. Using CASAS scaled score along with teacher recommendations (for previously enrolled students), identify recommended classes and levels for learners. 3. Ideally prerequisites would inform/limit the classes into which a student might be enrolled: e.g., learners with HS credentials are scheduled into ABE/GED remedial courses, College/Career Readiness and/or IETP certification programs. And Advanced Adult Secondary Students may only register to GED Assessment or NEDP Assessment program sections. 4. Using scheduling tools, combine recommended class and level with student preferences about session (AM/PM) and campus to identify recommended schedules for all students. 5. Learners enroll in classes and programs on a per-term basis. System must allow for AoH to change learner schedules during the term.		
13. Learner starts ABE or ASE Offerings	1. Learner starts attendance and participates in ABE or ASE course work. 2. Learner receives term schedule from registrars (currently in paper format).		
14. Learner enrolled as receiving academic/IETP services	1. If learner starts to attend classes, the student is enrolled for the term and the entry code is updated in LACES.		

Workflow Component	Specific Requirements	Vendor/Product fit	Additional details
15. Learner dropped from enrollment	1. If learner does not come to classes, the student is exited with a disengagement or discharge code depending on the learner's situation. 2. If a learner did not participate in seminar week, the learner exits with a no-show status.		
16. Learner completes term/ program, with/ without gain, intends to continue (re-register)	1. Learner completes three forms and is enrolled for the upcoming term. The three forms are: a. Intent to return form b. Address verification c. Employment verification		
17. Learner exits mid-term (Disengage/ Discharge)	1. Principal completes student exit form when a learner has not shown up for class (No Show), has indicated that he/she needs to stop-out, or has violated the attendance policy. 2. Form includes the date, name, site, date of exit, number of hours since last assessment, date for scheduled post-testing (if necessary), and reason for exit. After completion, the form is forwarded to the registrar. 3. Completion of form triggers follow-up actions by Registrar (update SIS and disenroll the student) and Accountability.		
18. Learner exits as graduate (GED/NEDP HS)	1. Student exit forms are filed when a student has completed the GED or NEDP.		
19. Learner exits with CCR credit or IETP Certification	1. Student exit forms are filed when a student has completed CCR (college & career readiness) credit or IETP (Integrated Education and Training		

Workflow Component	Specific Requirements	Vendor/Product fit	Additional details
	Program) Certification and is choosing not to take additional courses.		
20. Learner completes term, with/without gain, exits AoH	1. Learner indicates on intent to return form that they will not be returning, or a student has not shown up for class (No Show), has indicated that he/she needs to stop-out, or has violated the attendance policy. 2. Principal completes student exit form and this initiates follow-up tasks by the Registrar and Accountability.		
21. Learner exits prior to 12hrs of service	1. This applies only when a student did not complete 12 hours of service (i.e., class attendance). 2. Principal completes an exit form as previously described.		
22. Learner entered into exit quarter cohort for follow-up	**1.** A spreadsheet is updated with exit dates for each student, for tracking follow-up (captured in NRS/Follow-Up workflow).		

8.2 Academic Program

8.2.1 Overview

This section describes the journey in which learners progress academically and earn a secondary credential. This journey prepares all students to take and pass a US-based secondary credentialing assessment, such as the GED or National External Diploma Program (NEDP), as well as help students develop career and college readiness skills. The three workflows include:

- ABE/ASE: Adult Basic Education and Adult Secondary Education classes
- GED attainment: Prepares learners to pass the GED tests, which are 4 tests covering math, language arts, social studies, and science, and resulting in a high-school equivalent diploma.
- NEDP: The NEDP program develops and evaluates the reading, writing, math and workforce readiness skills of participants in life and work contexts and awards a high-school equivalent diploma.

8.2.2 Key Statistics

- Number of classes attended over AoH's two sites, each with day and evening offerings.:
- Average attendance rate: 70%
- EFL (Educational Functioning Level) Progress rates SY16-17:

EFL Level	Percent Completing Level
ABE 1:	75.6%
ABE 2:	63%
ABE 3:	61.3%
ABE 4:	26.2%
ABE 5:	0% (n size too small)

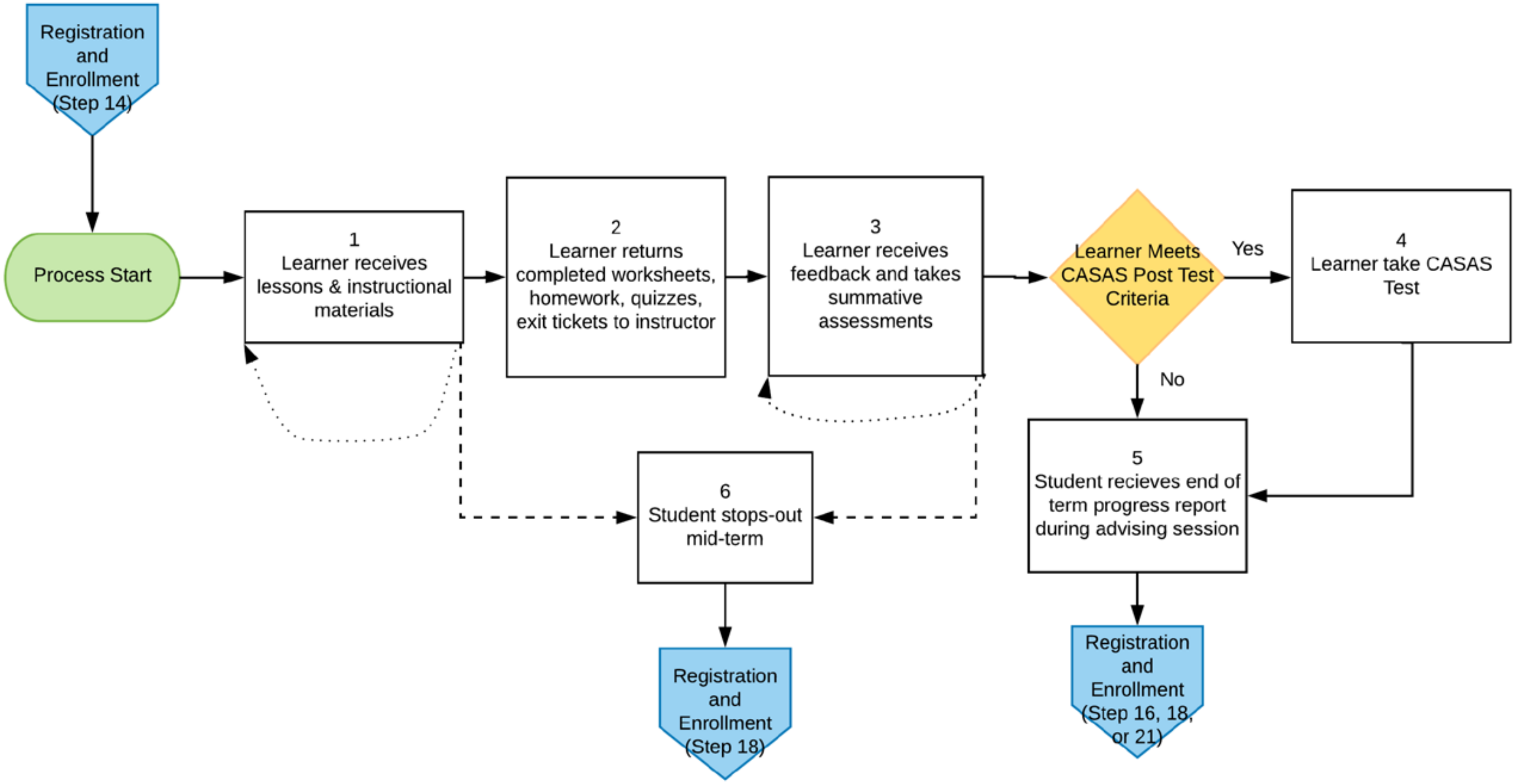
- Graduation Rate in SY16-17: 73%

8.2.3 Key Challenges

- Standards-based formative and summative progress is very difficult without a central student information system.
- Comprehensive student reports/views of interim and term-to-term progress is very difficult.

- Aligning CASAS and GED assessments with course standards is cumbersome when using multiple systems/setups.
- Use of real-time data to make classroom, subject, and term adjustments takes too long and is inaccurate/incomplete.
- Staff spend an enormous amount of time compiling needed information into spreadsheets

8.2.4 ABE/ASE Classes Process Overview and Key Requirements



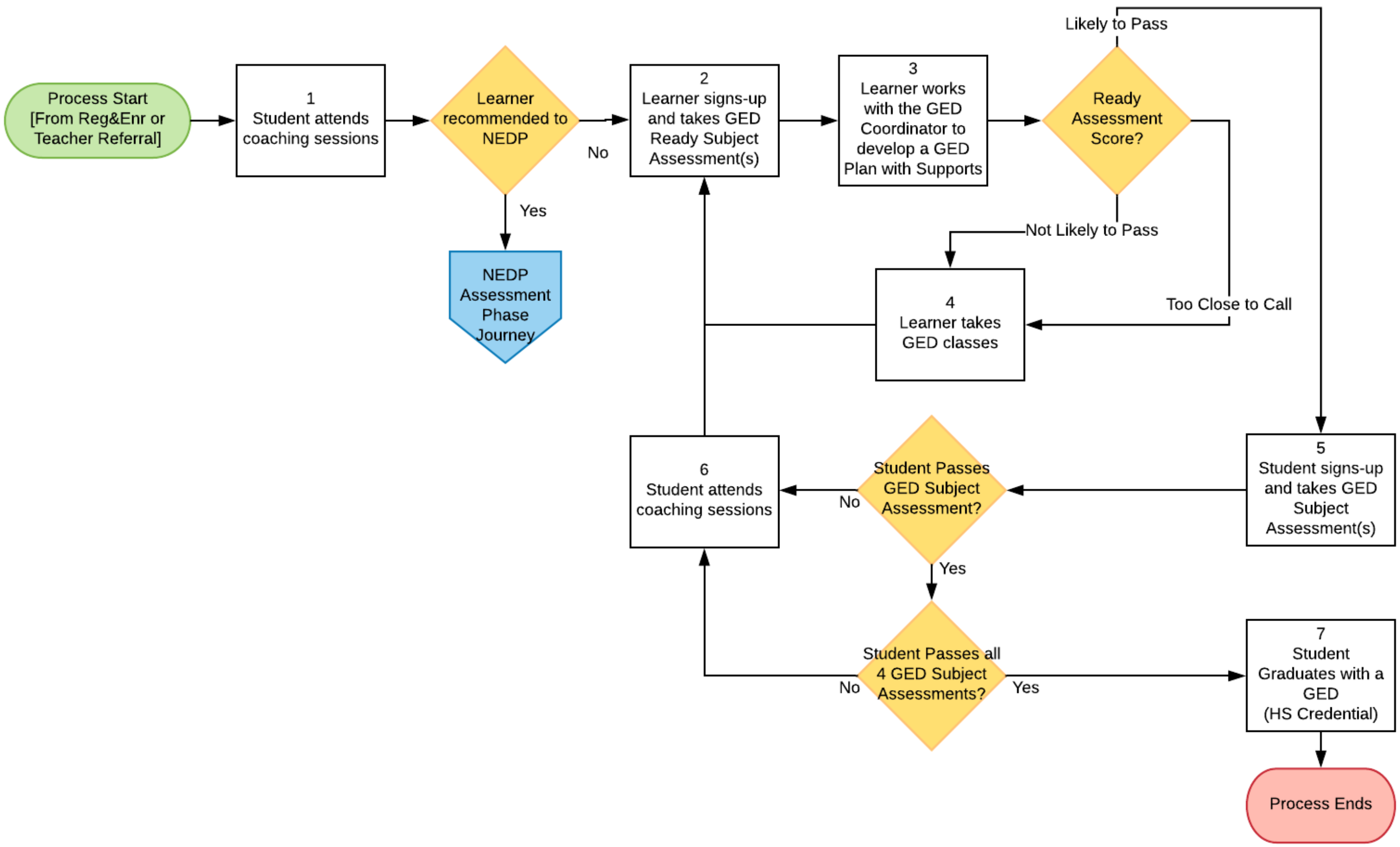
Assumptions:
1. Entry assessments, leveling, scheduling are completed as descried in Registration and Enrollment student journey. Additionally student starts to attend classes (i.e. is not a no-show for the term).
2. Students could also be following an ABE/GED Progress Journey and/or an NEDP or GED Assessment Journey.

Workflow Component	Specific Requirements	Vendor/product fit	Additional details or requirements
1. **Learner receives lessons and instructional materials**	1. Instructors would like to share class materials (primarily PDFs and Word docs) electronically. Support for slides, worksheets, and video recordings would be helpful. This is envisioned as future functionality provided by an LMS. 2. Track learner attendance by class and day, and corresponding instructional hours per class attended. 3. Self-paced online training may also contribute to a student's total instructional hours. 4. Use total instructional hours for a student to determine when they are ready for testing.		
2. **Learner returns completed worksheets, homework, quizzes, exit tickets to instructor**	1. Instructor tracks progress in grade book, typically through weekly gradebook entries. Grades are tracked for quizzes, independent assignments, practice tests, exit tickets, and end of semester grades. 2. Learners submit materials electronically to instructor. This is envisioned as future functionality provided by an LMS.		
3. **Learner receives feedback and takes summative assessments**	1. Instructor uploads documents for learners. (future LMS) 2. Instructor tracks progress in grade book.		
4. **Learner takes CASAS test.**	1. CASAS is taken online. 2. Instructor enters CASAS test scores in SIS. 3. Instructor queries and reports on learner aggregate hours and attendance.		
5. **Student receives end of term progress report during advising session**	1. Results (documents including narrative and scores) are shared with students. 2. Instructor/advisor and student have one on one meeting to discuss.		

Workflow Component	Specific Requirements	Vendor/product fit	Additional details or requirements
	3. Advisor views a history of test scores for a student to determine whether they're ready to advance.		
6. **Student stops-out mid-term**	1. Student exit forms are filed when a student has not shown up for class (No Show), has indicated that he/she needs to stop-out, or has violated the attendance policy.		

8.2.5 GED Attainment Process Overview and Key Requirements

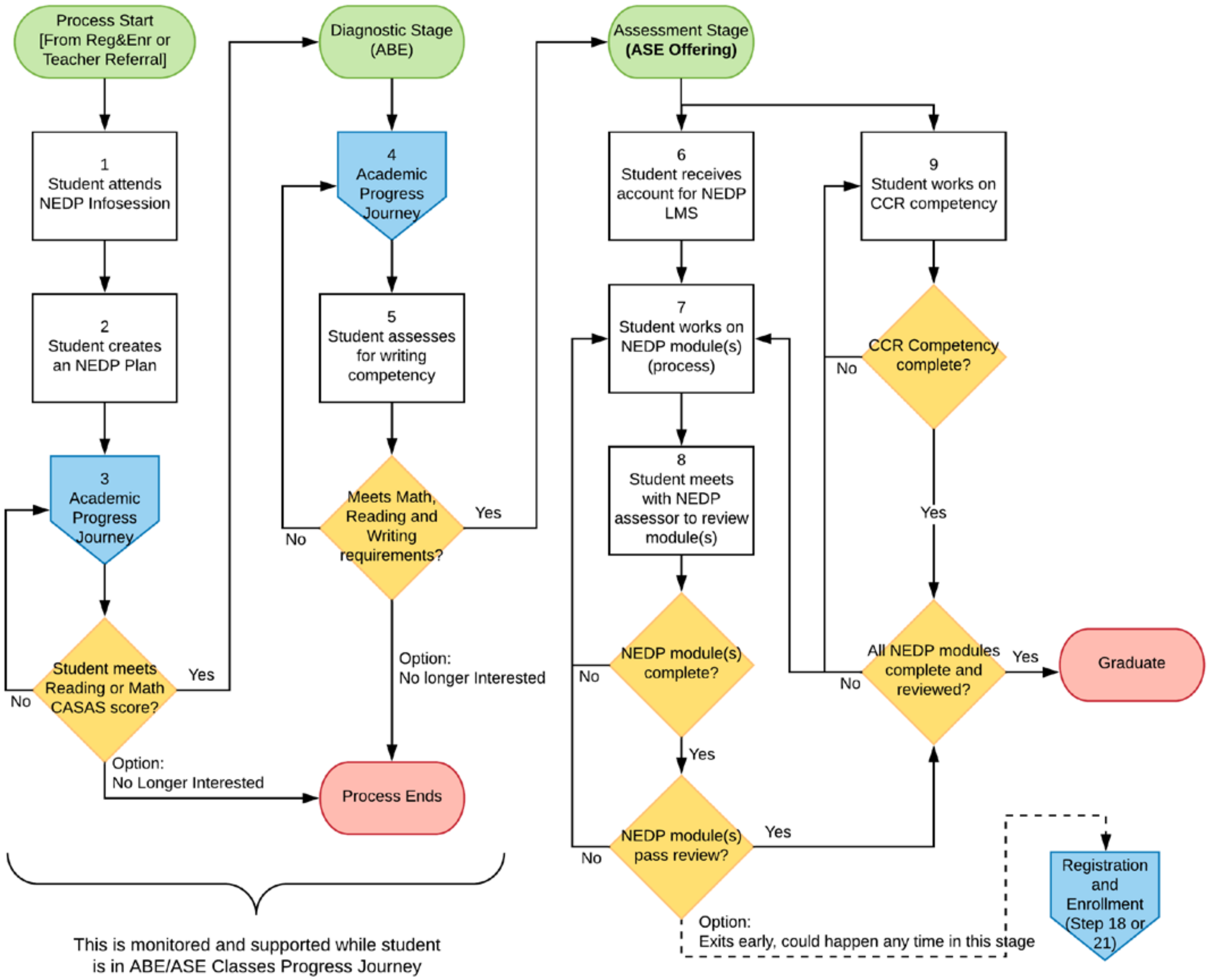
Note: Process can be interrupted at any time upon student end-of-term or mid-term exit.



Workflow Component	Specific Requirements	Vendor/product fit	Additional details or requirements
1. **Student attends coaching session**	1. Counselor tracks interactions with learners 2. Counselor views historical test scores for individual learners 3. Counselor identifies class/service eligibility by CASAS score 4. Counselor flags learners by program type (GED, NEDP, etc.)		
2. **Learner signs-up and take GED Ready Subject Assessment(s)**	1. Learner takes GED ready test. The test assesses students in 4 subject areas – math, reading & language arts, social studies, and science. 2. Based upon this score, students are determined to be not likely to pass, too close to call, or likely to pass. 3. Students identified as too close to call or likely to pass are tracked via the GED tracking tool. 4. LACES will not accept bulk import, but a custom report showing testing data that has been entered into the SIS and formatted in a way that streamlines batch manual entry into LACES would be helpful.		
3. **Learner works with the GED Coordinator to develop and GED Plan with supports.**	1. Counselor tracks "touchpoints" (interactions) including phone, meeting, email between counselors and learners. 2. Counselor may view dates/time/notes of prior interactions, including counts of certain types of interactions. 3. Upload/link student testing plan and academic plan files to student record. Enter select details (e.g. goals) as structured data linked to the student.		
4. **Learner takes GED Classes**	1. Requirements captured elsewhere (in Academic workflow)		
5. **Student signs-up and takes GED subject assessment(s)**	1. Student account created on GED.com 2. GED Coordinator schedules testing with GED testing center.		

Workflow Component	Specific Requirements	Vendor/product fit	Additional details or requirements
	3. GED Coordinator enters GED testing results into SIS. This should be possible by either manual entry or batch upload.		
6. **Student attends coaching sessions**	1. Counselor tracks interactions with learners		
7. **Student graduates with a GED (Earns HS Credential)**	1. Generate a list of students for graduation. 2. Use this list to send bulk communications about graduation and to generate certificates.		

8.2.6 NEDP Attainment Process Overview and Key Requirements



Workflow Component	Specific Requirements	Vendor/product fit	Additional details or requirements
1. **Student attends NEDP orientation/info session**	1. Track learner interest in NEDP program, and learner attendance at NEDP information session. 2. Track learner progress in completing enrollment requirements. 3. Track enrollment status and staff contacts (Advisor, Assessor).		
2. **Student develops/reviews NEDP attainment plan**	1. Advisor generates student plan documents and uploads into student record. 2. Instructor tracks NEDP lab attendance.		
3. **Student prepares to enter NEDP assessment phase**	1. Flag NEDP program eligibility by CASAS scores.		
4. **Student Assessment for Writing competency**	1. Add feedback for essays and track essay completion (future LMS capability)		
5. **Student receives account for NEDP LMS**	1. No requirements–NEDP has a separate learning management system called “Online NEDP.”		
6. **Student enters NEDP assessment phase**	1. Track learner entry into NEDP assessment phase		
7. **Student completes NEDP modules**	1. Track progress of learners’ work including: • Status (submitted, in review, completed) • date submitted • subject area (8 at present, could change) • student’s status (graduated)		
8. **Student graduates with a High School Diploma (Earns HS Credential)**	1. Collect information from graduates, get portfolio review summary report from LMS, and share both with OSSE. 2. Get learner signature on Consent to Share Information form		

Workflow Component	Specific Requirements	Vendor/product fit	Additional details or requirements
9. **Student works on College & Career Readiness Competency**	1. Track the following: • track (obtain a certificate, give a presentation, prove they have a job) • completion status (not/completed) • upload and attach PDFs to student record		

8.3 Student Support Services

8.3.1 Overview

This section describes the journey in which a learner progresses to reach improved ways to consistently identify and obtain support and resources when needed. This journey shows how students obtain help needed at community services and how students obtain individualized, ongoing support while enrolled.

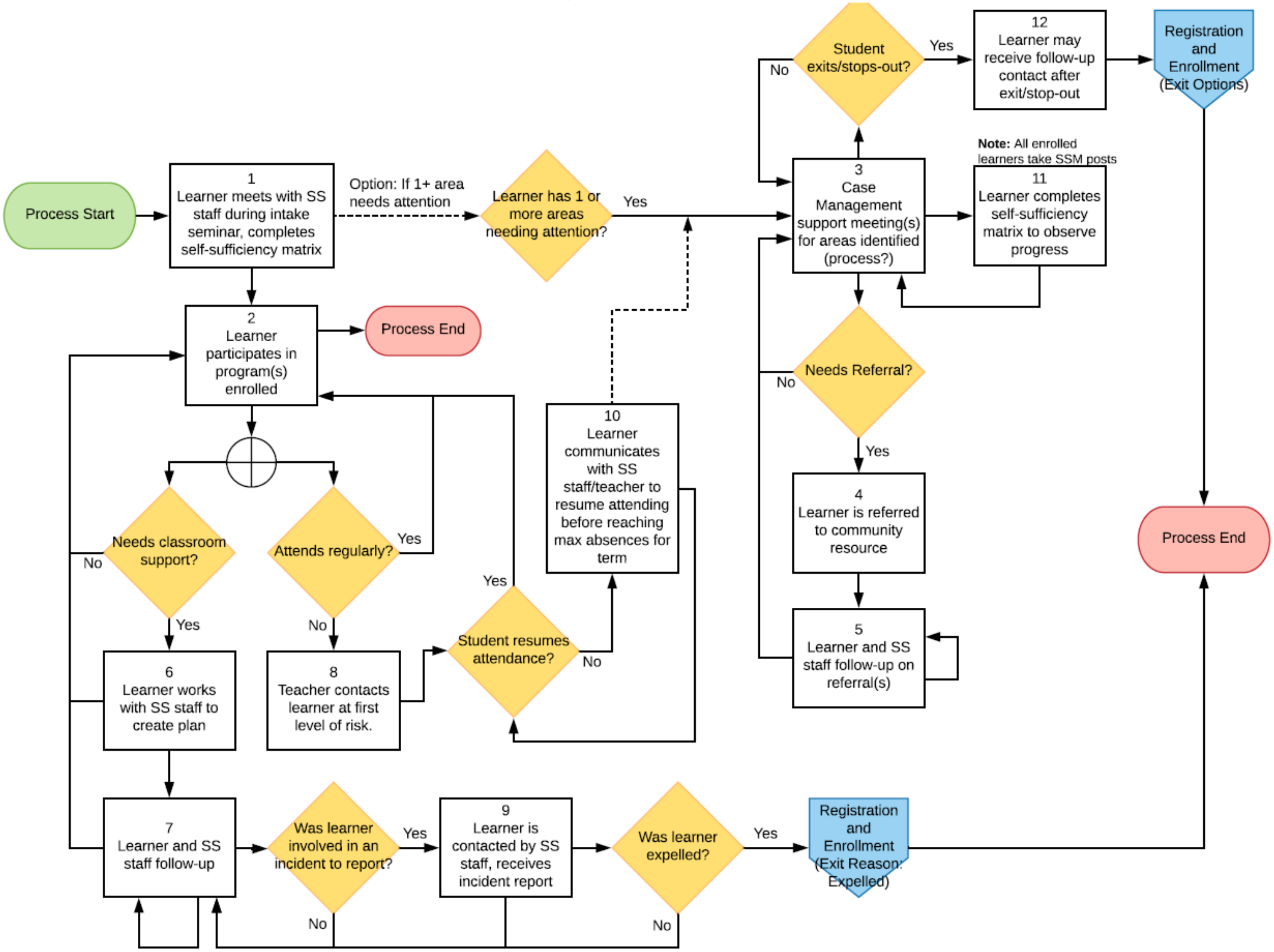
8.3.2 Key Statistics

- 5-8 Staff
- All learners at AoH receive student support
- Student Support Specialists track the status of 6 self-sufficiency areas for each student to identify who needs what

8.3.3 Key Challenges

- Current student support services information tools and reports are solely handled via Excel and Google Sheets, and are very difficult to connect to student records.
- Staff spend a tremendous amount of time setting up tracking tools, pulling data, and aggregating it before they meet to support students more effectively and accurately.
- Referrals/services provided are difficult to follow-up on.
- Because information is not centralized it is difficult to coordinate efforts between teachers and support services staff, and sometimes learners are contacted multiple times about one item, and sometimes follow-ups are not done in a timely manner.
- Separating sensitive case management information from more administrative information is not possible at this time.

8.3.4 Student Support Services Process Overview and Key Requirements



Workflow Component	Specific Requirements	Vendor/product fit	Additional details or requirements
1. **Learner meets with Student Support Staff during intake seminar, completes self-sufficiency matrix**	1. Enter and store learner's self-sufficiency matrix scores over time (i.e., 6 questions per response/date, scored on a 1-3 scale) 2. Self-sufficiency scores need to be visible only to Student Support Staff 3. Learner participation in Student Support services should be visible only to Student Support Staff. 4. AoH needs to know in aggregate what Student Support services were provided, but this should never include participant-identifying information.		
2. **Learner participates in program(s) enrolled**	1. See Academic Program workflow		
3. **Case Management support meeting(s) for areas identified**	1. Track case management interactions by type of contact with learner (e.g., attendance meeting, referral provided, behavior intervention). 2. Some case management interactions need to be visible to Student Support Staff only.		
4. **Learner is referred to community resource**	1. Track referral by date, type, and name of community organization the learner was referred to. 2. Generate printed referral sheet including student name, date, referring staff member, student need, referred organization including org name, description, address, phone. 3. Most referrals are done in a separate program shared among DC agencies. However, for some referrals a referral sheet needs to be generated and printed.		
5. **Learner and Student Support Staff follow-up on referral(s)**	1. Track case management interactions by type of contact with learner		

Workflow Component	Specific Requirements	Vendor/product fit	Additional details or requirements
6. **Learner works with Student Support Staff to create plan**	1. Track case management interactions by type of contact with learner 2. Upload support, attendance, and academic plan with learner. This plan is a narrative, organized in sections, with a copy provided to the student.		
7. **Learner and Student Support Staff follow-up**	1. Track case management interactions by type of contact with learner		
8. **Teacher contacts learner at first level of risk.**	1. Define alerts when a learner is at risk due to infrequent attendance. 2. View a list of students at risk for follow-up interactions (based upon attendance, grouped by # of days absent (2-3, 4-5, 6-7, 8+). 3. Track case management interactions by type of contact with learner		
9. **Learner is contacted by SS staff, receives incident report**	1. Track case management interactions by type of contact with learner 2. Generate and/or upload incident reports (includes date, location, staff person, people involved, description of incident, action taken)		
10. **Learner communicates with Student Support Staff/teacher to resume attending before reaching max absences for term**	1. Track case management interactions by type of contact with learner		
11. **Learner completes self-sufficiency matrix to observe progress**	1. Enter and store learner's self-sufficiency matrix scores and compare them over time		
12. **Learner may receive follow-up contact after exit/stop-out**	1. Track follow-up interactions with learner (date, comments) and create tasks for any follow-up activities that are needed by AoH staff.		

8.4 Job Placement

8.4.1 Overview

This section describes the journey in which a learner progresses through job placement service. The goal of the process is to find learners meaningful employment.

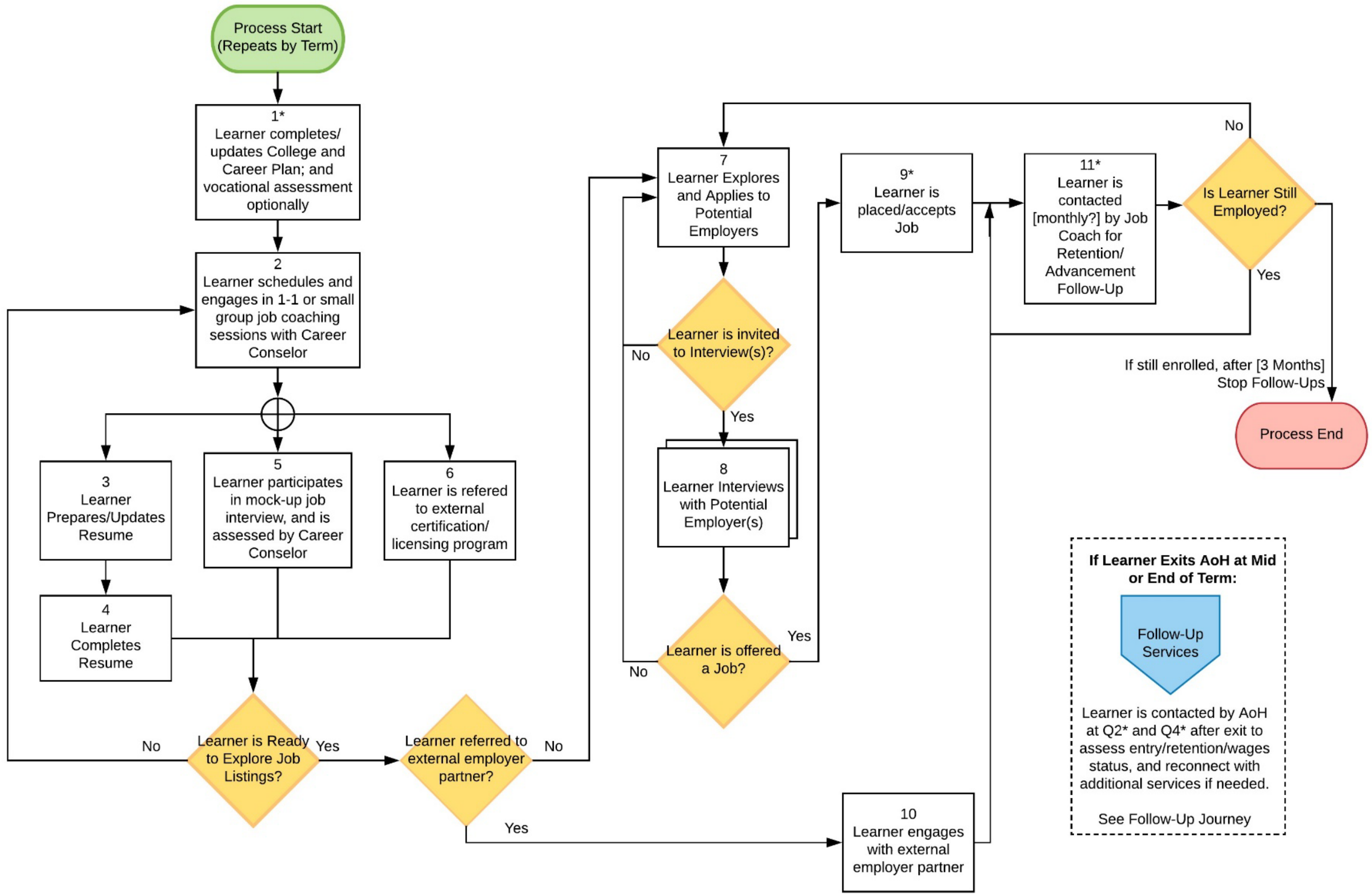
8.4.2 Key Statistics

This program was restarted this fall, so there are limited statistics available at present.

8.4.3 Key Challenges

- The job placement services are being restarted after not being provided for a long period. The Career Counselor is still working to create structure and processes for how these services are performed.
- Many learners have underdeveloped soft skills, which makes gaining employment difficult.

8.4.4 Job Placement Process Overview and Key Requirements



Workflow Component	Specific Requirements	Vendor/product fit	Additional details or requirements
1. **Learner completes/ updates College and Career plan.**	1. Meet with learner. Learner takes a career assessment on personality and skills using the assessment at the Career One Stop website. https://www.careeronestop.org/explorecareers/assessments/self-assessments.aspx		
2. **Learner schedules and engages in 1-1 or small group job coaching session with Job Coach**	1. Assessment results are reviewed in-person with Career Counselor, and possible positions are explored in-person. 2. Counselor links PDF of results to student's digital record. 3. Assessment results are printed out, and a hard copy file is created. Files stay with Career Counselor.		
3. **Learner prepares updates/resume**	1. Learner brings in resume or creates resume. Resume is improved with assistance from Career Counselor. 2.		
4. **Learner completes resume**	1. Counselor links a digital copy of resume to the student's digital record. 2. Hard copies are printed out for learner and hard copy file.		
5. **Learner participates in mock-up job interview and is assessed by coach.**	1. Learner participates in interview. Career Counselor scores them with the Mock Interview Grading Rubric. Rubric contains the following: a. First Impression b. Verbal Behaviors c. Overall Preparation 2. Counselor and learner review results that are tracked on the rubric. 3. Result is entered on student's digital record including "mock interview," the date, and the score for each of the 3 areas. 4. Results placed in learner's hard copy file.		
6. **Learner is referred to external certification/licensing program**	1. Depending on goals identified during counseling session, a learner may be referred to a partner organization for training. 2. Counselor enters referral information into system and prints referral sheet for learner. 3. Career Counselor calls learner periodically upon acceptance to the program, and would like to track the interaction (date, method of outreach, brief notes).		

Workflow Component	Specific Requirements	Vendor/product fit	Additional details or requirements
	4. The following is also tracked for each learner: a. Last appointment (date) b. Next appointment needed (date) c. Resume/cover letter complete? d. Mock interview completion? e. Date referred for professional clothing f. Date referred to employment g. Date referred to training h. Whether they are interviewing i. If employment was offered j. Employment type (full/part time) k. Wage		
7. **Learner explores and applies to potential employers.**	1. Learner is referred to AoH employer partner. 2. Learner also continues to work with Career counselor.		
8. **Learner interviews with potential partner.**	1. Partner alerts Career Counselor of interview. An interaction is entered on the student's digital record.		
9. **Learner is placed/accepts job.**	1. Confirm and record that learner got the job including date, title, wage, full- or part-time, career track (text), benefits (y/n).		
10. **Learner is contacted**	1. Career counselor contacts learner two weeks after employment begins and checks in regarding employment. Counselor ensures the learner remains employed and asks if they need support. 2. System should have a tickler/task list of needed calls. 3. Updates are tracked as interactions on the student's digital record. 4. After initial contact at this step, Career Counselor checks in monthly with learner.		

8.5 NRS (National Reporting System) Survey

8.5.1 Overview

- Academy of Hope follows up on learners after they exit our programs in order to see what progress they've made toward the goals they set for themselves while enrolled at Academy of Hope. Outcomes on these goals are critical evaluation components of Academy of Hope's contracts with the DC Public Charter School Board as well as the Adult and Family Education department of OSSE. These calls are also a reminder to learners that they are part of the AoH family.

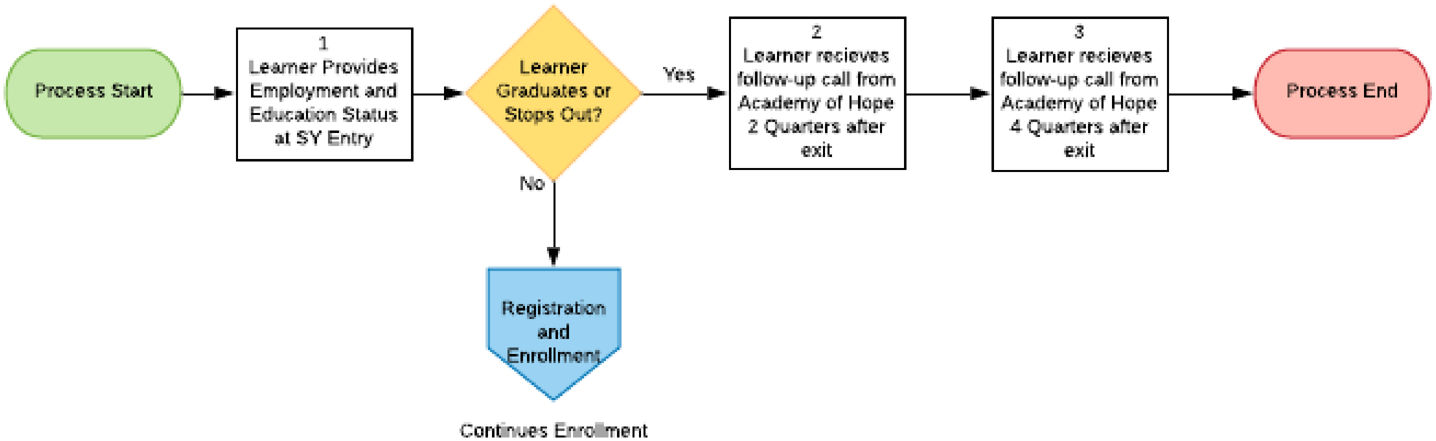
8.5.2 Key Statistics

- Academy of Hope is required to meet a minimum 50% response rate for learners who require follow-up.

8.5.3 Key Challenges

- Many staff within AoH will make these follow-up calls.
- Calls are typically made in the spring when the deadline for completion is approaching. Calling may be conducted throughout the year to distribute the work.

8.5.4 NRS Survey Process Overview and Key Requirements



PMF NRS Follow-Up Schedule Example (Blue):

	Follow-Up											
Exit Quarter	2015-16 Quarter 1	2015-16 Quarter 2	2015-16 Quarter 3	2015-16 Quarter 4	2016-17 Quarter 1	2016-17 Quarter 2	2016-17 Quarter 3	2016-17 Quarter 4	2017-18 Quarter 1	2017-18 Quarter 2	2017-18 Quarter 3	2017-18 Quarter 4
2015-16 Quarter 1		Entered Employment	Entered Employment	Retained Employment	Retained Employment							
2015-16 Quarter 2			Entered Employment	Entered Employment	Retained Employment	Retained Employment						
2015-16 Quarter 3				Entered Employment	Entered Employment	Retained Employment	Retained Employment					
2015-16 Quarter 4					Entered Employment	Entered Employment	Retained Employment	Retained Employment				
2016-17 Quarter 1							Entered Employment		Retained Employment			
2016-17 Quarter 2								Entered Employment		Retained Employment		
2016-17 Quarter 3									Entered Employment		Retained Employment	
2016-17 Quarter 4										Entered Employment		Retained Employment
2017-18 Quarter 1											Entered Employment	
2017-18 Quarter 2												Entered Employment

	Reported on 2015-16 PMF
	Report on 2016-17 PMF
Red	Old NRS Follow-up Guidelines
Blue	Current NRS Follow-Up Guidelines

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Workflow Component	Specific Requirements	Vendor/product fit	Additional details or requirements
1. **Learner provides employment and education status at School Year entry**	1. Learner provides information on intake forms.		
2. **Learner receives follow-up call from Academy of Hope 2 quarters after exit**	1. Date and survey responses completed in Google Form by AoH staff member. Would be nice to capture this directly into the SIS. 2. Collected information includes: a. Core outcomes selected (list of 3) b. Method of response (list of 5) c. Date of last attendance d. Reason for stopping (list of 10) e. Currently working? f. Start date g. Employer h. Temp/permanent i. Part/full time j. Wage k. Training/certification? l. Received raise? m. Received promotion? n. Benefits? (list of 6) o. Other training programs? p. Name? q. Start date? r. Goal? (list of 8) s. Diploma/certificate/degree? (list of 7) t. Course/certification? u. Completion date?		

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Workflow Component	Specific Requirements	Vendor/product fit	Additional details or requirements
	v. Other multiple choice and comment questions 3. Follow up information is added to LACES. Fields include: a. Complete training program b. Earn College Credit c. Earn Food Handlers Certification d. Earn IC3 Certification e. Earn MOS Certification f. Earn Scholarship g. Enroll in Post-Secondary Ed h. Get Industry-related Certificate: Includes IC3 i. Get Promotion or Better Job j. Increase Earnings k. Obtain GED l. Obtain Secondary School Diploma 4. If they need follow-up from AoH, it would be nice to be able to assign that to the appropriate team or person.		
3. **Learner receives follow-up call from Academy of hope 4 quarters after exit.**	1. Same steps as in #2, above		
4. **AoH tracks how it's doing relative to the PMF standard**	1. Key metrics and desired dashboard described elsewhere.		

8.6 Additional Requirements

8.6.1 Overview

This section describes some additional requirements that don't fit neatly in the other journeys.

8.6.2 Key Requirements

Workflow Component	Specific Requirements	Vendor/product fit	Additional details or requirements
1. **Enrollment Dashboard**	1. Track real-time enrollment by campus (Ward 5 or Ward 8) and program (daytime or evening). 2. Includes these data points: a. Applications and enrollment by week b. Total Applications during the term c. Total Enrolled d. Total Returners (continuing from a previous term) e. Total Seats, Total Occupied, Total Available		
2. **Admissions & Enrollment Master Checklist**	1. Provide a consolidated list for the Registrar of all outstanding admissions/enrollment checklist items across all students. 2. Filter list by admission and/or enrollment status, campus, program, and whether a student is new or returning.		
3. **Learner Roster**	1. Display list of learners by class, campus, program (daytime, evening), track (GED, NEDP, etc.), and/or enrollment status.		

Workflow Component	Specific Requirements	Vendor/product fit	Additional details or requirements
4. **Disciplinary Report**	1. Generate disciplinary report for PCSB including a list of suspensions and expulsions and other disciplinary action, by student.		
5. **Automated Data Transfer (ADT) to OSSE**	1. Allow for an ODBC connection into the database, or export data in a format compatible with the ADT (automated data transfer) process run by the Office of the State Superintendent of Education.		

9 NON-FUNCTIONAL REQUIREMENTS

9.1 Security

9.1.1 Overview

While contact, demographic, academic, and career information on all learner records should be visible to all staff, Academy of Hope does collect information related to counseling that should only be visible to select staff.

Additionally, as an educational institution, AoH systems need to be FERPA compliant.

9.1.2 Key Requirements

Component	Requirement	Vendor Response and Approach
1. **Case Management Notes**	1. Permit viewing of counselor notes only by members of the Student Support Services Team and senior leadership.	
2. **FERPA**	1. System must be FERPA compliant.	

9.2 Administration

9.2.1 Overview

Academy of Hope business requirements, and particularly the specifics of the Performance Management Framework, evolve year-to-year. AoH has invested in an SIS Administrator position and a Data Analyst position, as well as a research coordinator to help analyze, learn from, and widely disseminate findings. This is in anticipation that we will be able to perform substantially all system administration in-house, with occasional support from a vendor or system integrator.

9.2.2 Key Requirements

Component	Requirement	Vendor Response and Approach
1. **System administration**	1. Academy of Hope system administrator has access to add/remove users, configure picklist values, define custom fields, modify dashboards and reports, and edit workflow and notification settings.	
2. **Integrations**	1. Academy of Hope system administrator has access to monitor integrations and perform initial troubleshooting.	

10 APPENDIX I: ACADEMY OF HOPE TERMS

Term	Definition
OSSE	The District of Columbia's Office of the State Superintendent of Education. AoH interacts with OSSE in a number of ways, including data transfer to their SLED database for reporting purposes.
LACES	The District of Columbia's Human Services Case Management system. This serves as the system of record for individuals who are enrolled in AoH, assessments, and milestones.
CASAS	An organization that provides NRS-compliant assessments used to measure reading, math, and writing skills in Adult Basic Education and high school diploma programs. TopsPRO is the name of their software, and "CASAS" is often used to refer to one of their assessment tests.
NRS	National Reporting System, which defines standards for measuring progress in Adult Education. AoH provides NRS-compliant reporting to DC's OSSE.
GED	General Equivalency Diploma, a certification that is typically viewed as equivalent to a high school diploma.
NEDP	The National External Diploma Program is an applied performance assessment system that assesses the high school level skills of adults and out-of-school youth. The NEDP evaluates the reading, writing, math and workforce readiness skills of participants in life and work contexts.
ABE	Adult Basic Education, designed for adults reading below the ninth-grade level.
ASE	Adult Secondary Education, designed for adults reading at or above ninth-grade level
DCPCSB	District of Columbia's Public Charter School Board
Counselor	A term used broadly for both Student Support Team members, as well as staff who do college counseling
Advisor	An NEDP student works with an Advisor to guide them through the NEDP program
Assessor	An NEDP Assessor assesses student submissions to see if competencies are mastered
Instructor	A classroom teacher
Tutor	Teachers who work with individual students

11 APPENDIX II: INTAKE APPLICATION

This intake application is provided as a sample of the information that AoH collects about each student upon application to the program.

<table>
<tr><td>Location you are applying for:</td><td>Check One:</td><td>☐
Ward 8 Daytime
Mon – Thurs:
9am – 2:15pm
Fri: 9am – 12:15pm</td><td>☐
Ward 8 Evening
Mon – Thurs:
5pm – 8pm</td><td>☐
Ward 5 Daytime
Mon – Thurs:
9am – 2:15pm
Fri: 9am – 12:15pm</td><td>☐
Ward 5 Evening
Mon – Thurs:
6pm – 9pm</td></tr>
<tr><td colspan="6">Today’s Date:</td></tr>
<tr><td colspan="6">PART I: Personal Information</td></tr>
<tr><td>Last Name:</td><td colspan="5"></td></tr>
<tr><td>First Name:</td><td colspan="5"></td></tr>
<tr><td>Date of Birth:</td><td colspan="2"></td><td>Gender:</td><td colspan="2"></td></tr>
<tr><td colspan="2">Country of Birth:
(Example: United States, Peru, China, Etc.)</td><td colspan="4"></td></tr>
<tr><td colspan="2">Native Language: (example: English, Spanish, etc.)</td><td colspan="4"></td></tr>
<tr><td>Ethnicity:</td><td>Are you Hispanic/Latino?
☐Yes ☐No</td><td>Race:
(Please check all that apply)</td><td colspan="3">☐Black/African American ☐Asian ☐White
☐American Indian/Alaskan Native</td></tr>
<tr><td colspan="6">Are you a veteran? ☐Yes ☐No</td></tr>
<tr><td colspan="6">PART II: Contact Information</td></tr>
<tr><td>Street Address:</td><td colspan="5"></td></tr>
</table>

<table>
<tr><td>City:</td><td>Washington, DC</td><td colspan="2">Ward:</td><td></td><td>Zip Code:</td><td></td></tr>
<tr><td colspan="2">Do any of the following living situations apply to you?</td><td colspan="5">☐ Doubled-Up (living with someone temporarily)
☐ Sheltered (living in a community or domestic violence shelter, transitional housing, emergency shelter hotel)
☐Unsheltered (on the streets/unfit building/homeless)
☐Hotel/Motel (family or non-government agency is paying for short-term stay)</td></tr>
<tr><td rowspan="3">Phone Number:</td><td colspan="2">☐ Cell ☐ Home ☐ Work</td><td colspan="4"></td></tr>
<tr><td colspan="2">☐ Cell ☐ Home ☐ Work</td><td colspan="4"></td></tr>
<tr><td colspan="2">☐ Cell ☐ Home ☐ Work</td><td colspan="4"></td></tr>
<tr><td>Email Address:</td><td colspan="6"></td></tr>
<tr><td colspan="7">Emergency Contacts:</td></tr>
<tr><td colspan="2">First Name</td><td colspan="2">Last Name</td><td>Relationship</td><td colspan="2">Phone Number</td></tr>
<tr><td colspan="2"></td><td colspan="2"></td><td></td><td colspan="2"></td></tr>
<tr><td colspan="2"></td><td colspan="2"></td><td></td><td colspan="2"></td></tr>
<tr><td colspan="2"></td><td colspan="2"></td><td></td><td colspan="2"></td></tr>
<tr><td colspan="7">If you give us authorization to speak with this person about your attendance or progress please check this box ☐ and sign the consent-to-release-of-information form attached.</td></tr>
<tr><td colspan="7">PART III: Family/Income Information</td></tr>
<tr><td>Marital Status:</td><td colspan="6">☐Single ☐Married ☐Divorced ☐Widowed</td></tr>
</table>

	If Married, what is your spouse's name? ________________________________
Do you have children?	☐Yes ☐No
If yes, how many live home with you?	
Do you receive benefits from DC?	☐Yes ☐No
If yes, check all that apply:	☐SNAP ☐TANF ☐WIC ☐Medicaid ☐Housing Assistance ☐Other:____
What is your monthly income (*work and/or benefits*)?	
Will you need Academy of Hope to sign weekly timesheets?	☐Yes ☐No
If yes, please check this box ☐ and sign the consent-to-release-of-information form attached.	
Part IV: Education Background	
Last School Attended:	
Location:	

Last Grade Completed:	**11th Grade**	**Do you have a high school diploma/GED?**	☐Yes ☐No
		If yes, when and where did you obtain it? (city, country, school, and year):	
		Can you get a copy of your transcript? ☐Yes ☐No	

Do you currently have any post-secondary or professional certifications? ☐Yes ☐No	
Name of Post-secondary or Professional certifications Earned	*Date Earned*

Part VI: SMS/Text Message Opt In Consent

What does SchoolMessenger do?

Academy of Hope is able to send campus-level emergency and non-emergency messages to you by SMS text, email and automated phone calls through the SchoolMessenger system. These SMS messages will not replace current communication methods and we will continue to use email and phone calls to share school information with you.

What kind of messages will I get?

Emergency Message Examples/Non-Emergency Examples/Bad Weather Closings/Attendance Alerts
Unexpected Early Closings/School Events/Testing Dates/Times/School Reminders

How does SchoolMessenger know how to contact me?

SchoolMessenger distribution system will use the contact email addresses and phone numbers that you have provided. If you need to change or update your contact information, please use the change of information form located outside of the registrar's office.

Optional SMS Text Message

In order to participate in SMS messaging service, you must indicate your willingness to receive SMS/text messages to your phone. If you would like to receive text messages from Academy of Hope APCS, you must "opt in" for this service—federal regulations prevent us from using SMS to contact you without your permission.

☐ Yes, I opt into SMS/Text Messages **☐ No, I do not opt into SMS/Test Messages**

Part V: Employment

Are you currently employed?

☐Yes *Please answer these questions →*	**Who is your employer?**	
	What is your position/title?	

<table>
<tr><td rowspan="6"></td><td colspan="2"></td><td colspan="2"></td></tr>
<tr><td colspan="2">How long have you been on this job?</td><td colspan="2"></td></tr>
<tr><td colspan="2">☐Full-Time ☐Part-Time</td><td>How many hours do you work per week?</td><td></td></tr>
<tr><td colspan="2">What is your monthly income?</td><td colspan="2"></td></tr>
<tr><td colspan="2">Do you receive work benefits?
☐Yes ☐No</td><td colspan="2">Check all that apply:
☐Sick Days ☐Holidays ☐Vacation
☐Health Insurance ☐Other:</td></tr>
<tr><td>☐No
Please answer these questions →</td><td>Are you actively looking for work?
☐Yes ☐No
Check all that apply →</td><td colspan="2">☐Cultural Barriers
☐Disabled
☐Displaced Homemaker
☐Economic Disadvantage
☐English Language Learner
☐Ex Offender
☐Foster Care Youth
☐Homeless
☐Long Term Unemployment
☐Low Literacy Levels
☐Lost Job because of Lack of Skills
☐Retired</td></tr>
<tr><td colspan="5">If you are disabled and receive SSI/SSDI, have you ever work with RSA? ☐Yes ☐No</td></tr>
<tr><td colspan="5">If you are actively working with RSA, please check this box ☐ and tell us about your case worker below. Please sign the consent-to-release-of-information form attached.</td></tr>
<tr><td>Case Worker's Name</td><td colspan="2">Agency/Organization</td><td colspan="2">Phone Number</td></tr>
<tr><td></td><td colspan="2"></td><td colspan="2"></td></tr>
<tr><td colspan="5">Part VI: Application Questions</td></tr>
</table>

<table>
<tr><td colspan="2">How did you find out about Academy of Hope?</td><td colspan="2"></td></tr>
<tr><td colspan="4">If you were referred by another agency/program, please check this box ☐ and tell us about the agency/program below. Please sign the consent-to-release-of-information form attached.</td></tr>
<tr><td>Agency/Program</td><td colspan="2">Contact Person</td><td>Phone Number</td></tr>
<tr><td></td><td colspan="2"></td><td></td></tr>
<tr><td colspan="2">Why have you decided to return to school?</td><td colspan="2"></td></tr>
<tr><td colspan="3">Signature</td><td>Date</td></tr>
<tr><td colspan="3"></td><td></td></tr>
</table>