DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF
EDUCATION

District of Columbia Narrative Report Fiscal Year (FY) 2015-2016

I. State Leadership Activities

The Office of the State Superintendent of Education, Adult and Family Education (OSSE AFE) supported the following State Leadership Activities in FY 2016.

University of the District of Columbia /OSSE AFE Partnership

OSSE AFE continued to partner with the University of the District of Columbia (UDC) to provide over 150 adult educators with the academic training necessary to prepare for state licensure in Adult Education. OSSE's AFE unit provided funding to UDC to offer a Graduate Certificate Program in Adult Education (24 credit hours), Master of Arts in Adult Education (36 credit hours), and one-credit professional development modules, workshops, and seminars for adult educators.

Graduate School USA, The Chicago School of Professional Psychology and OSSE AFE and Department of Employment Services Partnership

In partnership with the Department of Employment Services (DOES), OSSE AFE funded the Graduate School USA and the Chicago School of Professional Psychology to offer professional development, technical assistance, evaluation and consultation services to 21 OSSE AFE local program providers to assist them in integrating occupational literacy/vocational skills training into their agency's overall mission and program design.

Assess for Success Initiative: Supporting Adults with Special Needs

The District continued to support the OSSE AFE "Assess for Success" Initiative. The initiative supports the provision of psychological evaluations, educational assessments, and support services to District residents with learning disabilities and/or other special needs.

Accelerated Learning: GED, NEDP, and Pathways to Postsecondary Education and/or Work Initiative

OSSE AFE awarded funding to seven adult literacy providers in the District of Columbia through the Accelerated Learning: GED, NEDP and Pathways to Work or Postsecondary Education initiative. This initiative augmented instructional opportunities for District residents reading at or above the 6th grade level to increase their literacy skills, earn a GED or high school diploma, and enter a postsecondary education or training program that prepared them for employment in a high wage/high demand field.

DC Youth ReEngagement Center

Over the last two years OSSE, in collaboration with multiple other District agencies and stakeholders, have worked to establish more strategies and supports to better serve older youth and young adults who left school before obtaining their secondary credential. This focus led to the creation of the DC Youth ReEngagement Center (REC) which serves as a "single-door" through which youth (ages 16-24)

who have dropped out can reconnect to educational options and other critical non-academic services to support their attainment of a high school diploma. This effort includes connecting them to traditional high school programs, adult and alternative school-based programs, and OSSE AFE's adult education providers. OSSE AFE supports this effort by providing adult learning slots at its funded programs and by providing training and resources to REC staff to prepare them to screen and assess clients to determine their educational functioning level and potential learning disabilities. In the first two years, the REC conducted 566 full intakes (which includes a full intake interview that identifies barriers to enrollment and retention, a staff review of clients' past academic history, and student completion of the eCASAS assessment to determine literacy and numeracy levels) of which 406 were successfully re-enrolled.

Mayor's Scholars Undergraduate Program

In response to the growing importance and growing cost of higher education, coupled with the low numbers of adult learners who are successfully entering and completing post-secondary education, OSSE has revised the locally funded Mayor's Scholars Undergraduate program. The program reforms included the creation of a dedicated process for "non-traditional" students to receive up to $4,000 a year in scholarships to local degree-granting postsecondary institutions. This funding is available to any District resident, regardless of age, as long as they have received their high school credential or GED in the last ten years and have attained certain scores on specific assessments (GED, Accuplacer, TABE, or CASAS). OSSE AFE has advised the development of this new resource and has held focus groups with their sub-grantees to ensure the scholarship is informed by the experience of the adult education community. Furthermore, OSSE AFE has also provided trainings on the scholarship to sub-grantees to help ensure that students who attend these providers can get access to the financial support needed to successfully transition from adult education to postsecondary education programs in the region.

II. Performance Data Analyses

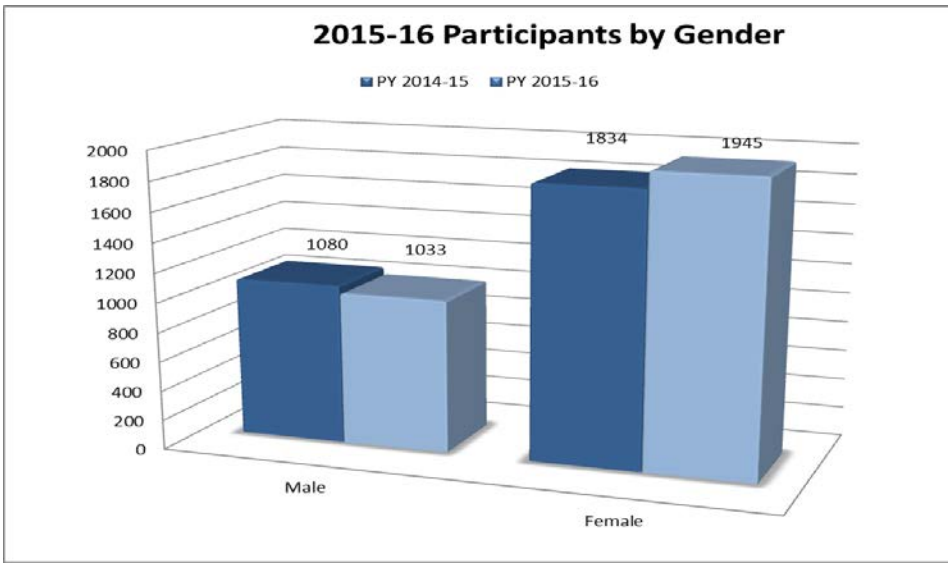
In FY 2016, OSSE AFE made continuation awards to sub-grantees to implement the service models introduced in the FY 2010 grant competition that integrate adult education services with ancillary, workforce development and/or post-secondary education transition services. The service models were designed to encourage providers to innovate and develop seamless programming with adult education at its core to assist adults in increasing their educational functioning levels so that they could obtain a GED or secondary school diploma, enter employment, retain employment, and/or enter postsecondary education or training.

In total, 3,876 adult learners received services in OSSE AFE funded programs in FY 2016. Of this number, 2,978 learners met the National Reporting System (NRS) guidelines of having a valid assessment and twelve (12) or more instructional hours in the program year to be reportable to the U.S. Department of Education. The remaining 898 adult learners engaged in one to eleven instructional hours. The total number of learners served in FY 2016 (n = 2,978) who met the NRS requirements increased by 2% compared to FY 2015 (n = 2,914). Of the 2,978 adult learners who met the NRS requirements in FY 2016, 34% (n = 1,017) completed an educational functioning level; this

reflects a 1 point decrease in the percentage (35%) of adult learners who completed a level in FY 15 (n= 1,019).

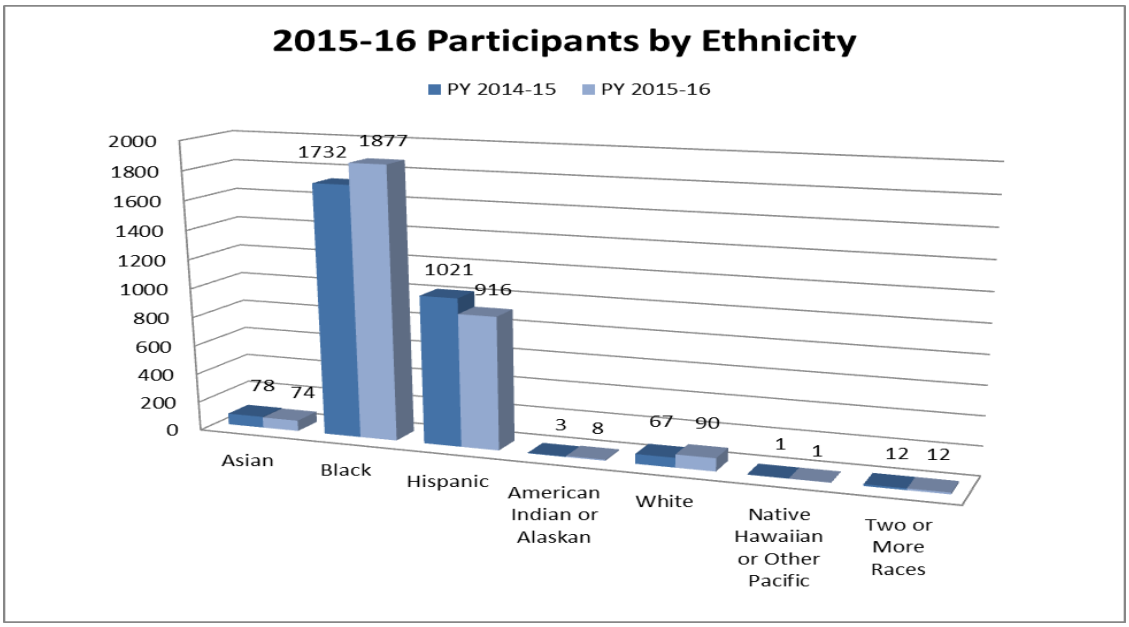
DC FY 2016 Participants by Gender (NRS Table 2)

In FY 2016, female learners represented 65% (n = 1,945) and male learners represented 35% (n=1,033) of the total number of students served (n=2,978). These percentages are nearly consistent with FY 2015, whereby female learners comprised 63% (n =1834) and male learners comprised 37% (n=1,080) of the total number of students served (n=2,914).



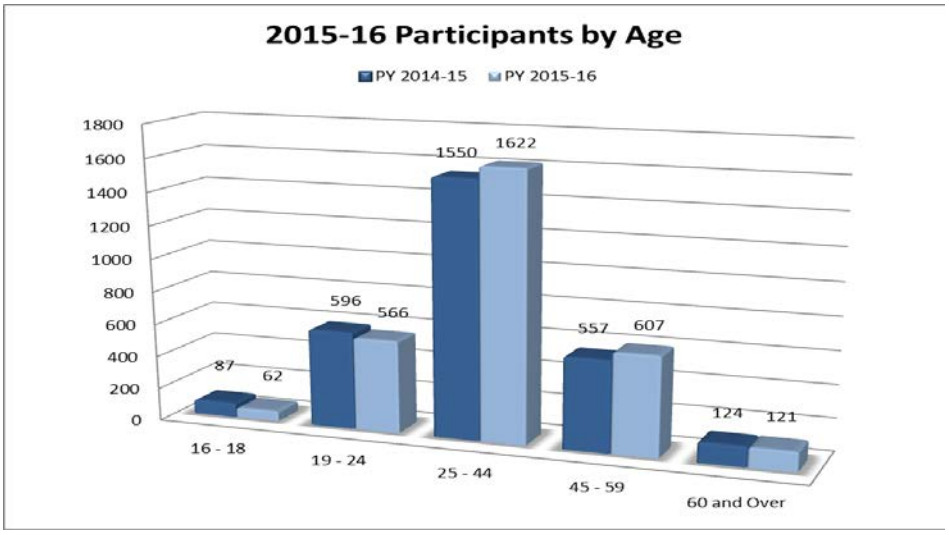
DC FY 2016 Participants by Ethnicity (NRS Table 2)

At 63% (n=1,877 of 2,978 students), Black or African American participants comprised the single largest ethnic group of learners served; Hispanic or Latino students followed at 31% (n=916). The percentage of American Indian or Alaskan, Asian, or White participants and persons with Two or More Races remained consistent at six percent (n=185) between FY 2015 and FY 2016.



DC FY 2016 Participants by Age

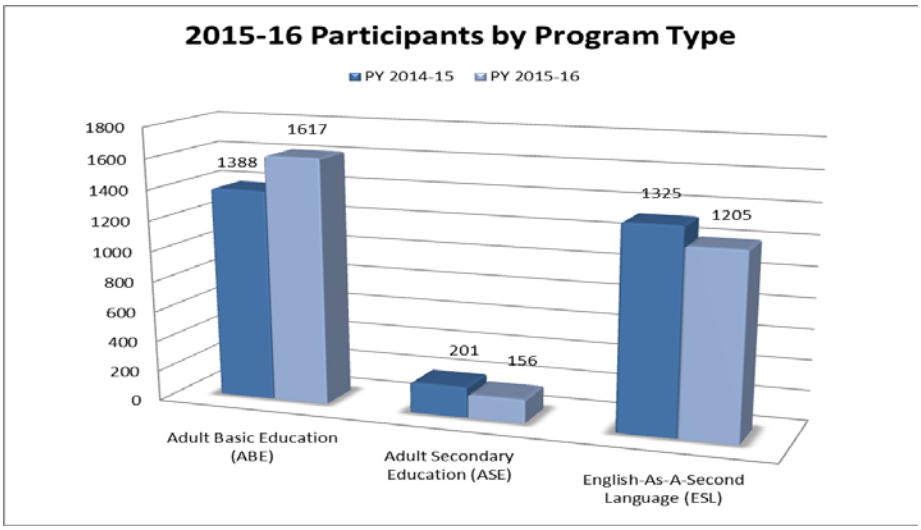
Consistent with past years, the largest single group of learners, at 54% (n=1,622 of 2,978 students) were between 25 and 44 years of age. The second largest group of learners served were between 45 and 59 years of age (20%, n= 607), followed by learners between the ages of 19 and 24 (19%, n=566). The smallest groups of learners served were at opposite ends of the age continuum with four percent (n = 121) age 60 and over and two percent (n=62) between the ages of 16 and 18.



DC FY 2016 Participants by Program Type (NRS Table 3)

In FY 2016, of the total number of learners (n=2,978) who met the NRS guidelines, students in Adult Basic Education (ABE) programs comprised the single largest group by program type at 54% (n=1,617). The second largest group by program type with 40% (n=1,205) of the learners were those receiving English as a Second Language (ESL) services. This is the second time in recent years that

ABE students outnumbered ESL students. The smallest group of learners served by program type was the Adult Secondary Education (ASE) group at five percent (n=156), which has been consistent for many years.



DC FY 2016 ABE/ASE Participants by Educational Functioning Level (NRS Table 4)

Of the total number of ABE and ASE participants (60%/n=1,773 of 2,978), the largest number of students entered at the ABE Intermediate High level (38%/n=673) followed by the ABE Intermediate Low (26%/n =458) level. The smallest number of participants entered at the ASE High level (3%/n=46). This EFL distribution is consistent with the EFL distribution in FY 2015.

DC FY 2016 ESL Participants by Educational Functioning Level (NRS Table 4)

Of the total number of ESL participants (40%/n=1,205 of 2,978 students), the largest number of participants entered in ESL Intermediate Low (29%/n=347) followed by the second largest number of participants who entered in ESL Beginning High (25%/n=300). The smallest number of ESL participants entered in ESL Beginning Literacy (5%/n=57).

OSSE AFE Performance (NRS Table 4)

NRS Measure	2015-16 Approved Performance Target Percentage (NRS Table 4)	2015-16 Actual Performance Target Percentage (NRS Table 4)	2015-16 Target Met/Exceeded (NRS Table 4)
ABE Beginning Literacy	40%	33%	-13%
ABE Beginning Basic	42%	36%	-6%
ABE Intermediate Low	42%	35%	-7%
ABE Intermediate High	35%	19%	-16%
ASE Low	34%	23%	-11%
ASE High	0%	4%	N/A
ESL Beginning Literacy	53%	46%	-7
ESL Beginning Low	60%	56%	-4%

ESL Beginning High	53%	**53%**	**Met**
ESL Intermediate Low	41%	**48%**	**Exceeded**
ESL Intermediate High	45%	41%	-4%
ESL Advanced	20%	16%	-4%
Entered Employment	75%	43%	-32%
Retained Employment	95%	**95%**	**Met**
HS Diploma or GED	95%	88%	-7%
Entered Postsecondary Education	67%	31%	-36%
Entered Postsecondary Education Prior Year	0%	26%	N/A

Continuous Improvement Efforts (NRS Table 4)

The OSSE AFE met or exceeded three (3) of its eleven (11) FY 2016 annual performance targets on NRS Table 4 in the educational functioning levels ESL Beginning High and ESL Intermediate Low. To improve state and local performance, the AFE monitors will work with teachers to offer more individualized and targeted instruction to students. The AFE monitors will facilitate monthly check-in sessions with key local program staff. During the check in session, the OSSE AFE monitor will review the local provider's performance via the National Reporting System (NRS) Tables and identify strategies that the provider can employ to meet the negotiated performance targets. This includes a robust review of NRS Table 4 with an emphasis on students remaining within a level and students exiting the program prior to completing a level. The AFE monitor will meet with the instructional staff to ensure they are offering more individualized and targeted instruction to each student, in addition to classroom instruction, based on assessment results. As part of the session, the monitor and local provider will review all the tables, with an emphasis on NRS Table 4, to 1) acknowledge and celebrate students who completed or advanced a level, 2) bring attention to the students who are remaining within a level so that teachers can provide more targeted, individualized instruction to those students so that they complete a level, and 3) examine the attendance, progress and goals of students who exited the program prior to completing a level and re-engage them in the program. The check-in sessions will also provide an opportunity for monthly discussions about local program provider's progress in implementing plans for continuous improvement.

OSSE AFE will continue to collaborate with the University of the District of Columbia, Graduate School USA, the Chicago School of Professional Psychology and other partners to offer professional development and technical assistance to ABE and ESL providers to help identify and address the barriers to the educational progress of adult learners. Additionally, in an effort to improve the quality of instruction to adult learners, OSSE AFE is moving toward requiring that adult educators have a minimum of a bachelors degree, experience in adult education and be licensed and/or meet other professional requirements to teach in OSSE AFE funded programs. The OSSE AFE is conducting a grant competition in FY 2017 for FY 2018 under WIOA. The application scoring process will include a review of teacher qualifications, past performance, and evidence of effectiveness in providing services to adult learners.

OSSE AFE Performance (NRS Table 5)

NRS Measure (NRS Table 5)	2015-2016 Approved	2015-2016 Actual	2015-2016 Survey Response
Entered Employment	75%	**44%**	77%
Retained Employment	95%	**95%**	86%
Obtained a GED or Secondary School Diploma	95%	**88%**	57%
Entered Postsecondary Education or Training	67%	**31%**	81%
Entered Postsecondary Education or Training – Prior Program Year	N/A	**26%**	82%

Continuous Improvement Efforts (NRS Table 5)

While OSSE AFE has maintained strong performance for the "retained employment" outcome and while the performance under the "obtained a GED or Secondary School Diploma" outcome has improved by almost 30 percentage points from last year, OSSE has still yet to hit the targets in these areas and OSSE AFE continues to be concerned by the low outcomes across the other three indicators in Table 5. As such, OSSE AFE remains committed to improving state and local program performance and will make every effort to work with local programs to increase their efforts to help District residents achieve their desired goals. As part of the monthly check-in sessions, the AFE monitors will review the local providers' progress towards meeting the core indicators of performance on NRS Table 5. The check-in sessions will also provide an opportunity for monthly discussions about local program provider's progress in implementing plans for continuous improvement.

While OSSE AFE is currently employing the survey method to acquire goal follow-up data from students who have exited the program, future plans include expanding the state's capacity to conduct follow-up activities via data matching (in addition to surveying) in collaboration with DOES, GED Testing Service and the National Student Clearinghouse. Additionally, as part of the forthcoming competitive grant application process, OSSE AFE will review eligible providers' past performance for evidence of demonstrated effectiveness. OSSE AFE will also strengthen its relationships with its Workforce Innovation and Opportunity Act (WIOA) partners to leverage funding and resources to develop bridge programs that lead to employment, training and postsecondary education. Similarly, OSSE AFE will develop stronger and more seamless transition relationships between adult education providers, occupational skills training providers and post-secondary education institutions through the provision of funding and support for integrated education and training models and articulation and/or dual-enrollment partnerships. Lastly, moving forward, and as required by WIOA, OSSE AFE will work with the other WIOA Core Partners to develop publicly available scorecards that will make basic programmatic outcome information available thus allowing residents and partner agencies to be more-informed consumers when selecting and enrolling in adult education programs.

Professional Development/Technical Assistance/Monitoring/Continuous Improvement

The OSSE AFE continues to offer professional development and technical assistance activities in response to lessons learned from program and outcome monitoring and in compliance with Federal, state and local mandates. The OSSE AFE Monitoring Tool/Self-Assessment, Classroom Observation Tool, and Student Surveys continue to be used to assess the effectiveness of local programs and identify the specific professional development, technical assistance, and/or resource allocation needs of local program providers. Additionally, monitoring data is used by state staff to work with local program providers to develop and implement plans for continuous improvement.

III. Integration with Other Programs

The OSSE AFE recognizes that relationships with WIOA partners are pivotal in delivering learner-centered integrated services to District residents. In FY 2016, the OSSE AFE continued its efforts to collaborate with the DC Department of Employment Services (DOES), the DC Department of Human Services (DHS), the Department of Disability Services/Rehabilitation Services Administration (DDS/RSA), the University of the District of Columbia Community College (UDC-CC) and other partners to establish uniform intake and assessment practices and work collaboratively to support learners' academic achievement and success while engaged in workforce readiness, job training and postsecondary education transition activities.

OSSE AFE continued its collaboration with DOES and Literacy Pro Systems, Inc., the developer of OSSE AFE's management information system, LACES (Literacy Adult Community Education System), to implement and build upon the DC Data Vault (DV). The Data Vault is designed based on a single, multi-agency (OSSE AFE, DOES, and eventually, DHS and DDA/RSA) customer intake and referral process. The DV 1) streamlines the referral of customers for assessment, LD screening, and literacy services, 2) tracks the referral of customers for assessment and services, 3) tracks customer participation in partnership activities, 4) eliminates the need for the continuous exchange of paper documents (e.g. Referral forms, Eligibility documents); 5) facilitates Intra- and inter-agency communication within/among OSSE AFE AJC onsite and offsite providers and DOES AJC staff; and 7) monitors progress in the delivery of services.

OSSE Representation on Workforce Development/Career Pathways Boards and Committees

Dr. Antoinette Mitchell, Assistant Superintendent for Postsecondary and Career Education, serves on the District's Workforce Investment Council (WIC) as State Superintendent, Hanseul Kang's designee. The OSSE Adult and Family Education department is a unit within the Postsecondary and Career Education Division. Additionally, Dr. Mitchell, Kilin Boardman-Schroyer, Deputy Assistant Superintendent for Postsecondary and Career Education and Michelle Johnson, State Director for Adult and Family Education attend WIOA Executive and Workgroup Meetings, Career Pathways Task Force Meetings and/or WIC American Job Center Sub-Committee meetings. The workgroups and sub-committee members meet to strategize ways to develop a more cohesive and collaborative workforce development/career pathways system in the District of Columbia that aligns with the mandates of WIOA and the District's approved WIOA State Unified Plan.

IV. English Literacy/Civics (EL/C) Program

The OSSE AFE awarded EL/Civics funds to four (4) sub-grantees (Ethiopian Community Center, the Family Place, Mary's Center and Washington English Center) that provided services to 815 learners in FY 2016.

V. Secondary School Credentials and Equivalencies

District residents currently have the option to acquire a high school diploma through multiple pathways in DC. DC Public Schools and DC Public Charter Schools award a high school diploma through credit-bearing programs. These programs include traditional Carnegie-credit programs, the National External Diploma Program (NEDP) and competency-based credit attainment programs which were just recently made possible through new regulations developed by OSSE and passed by the State Board of Education. Similarly, OSSE, in collaboration with the DC State Board of Education, passed new regulation this year to allow OSSE to award a state high school diploma to students who pass the GED or successfully meet the requirements of the NEDP.

General Educational Development (GED)

In FY 2016, OSSE AFE in collaboration with GED Testing Services continued to apprise adult educators and learners about the 2014 GED requirements and provided professional development, technical assistance, and resources to support students' success in GED programs. The District of Columbia awarded 372 State High School diplomas to residents who passed the GED between July 1, 2015 and June 30, 2016. Source: GED Analytics

National External Diploma Program (NEDP)

In FY 2016, the OSSE AFE continued its support of the NEDP in the District of Columbia. The OSSE AFE has been working continuously with CASAS NEDP National Office, DC Public Schools (DCPS) and the DC Public Charter Schools to expand the NEDP option in the District of Columbia. There were 108 NEDP graduates in FY 2016.

VI. Adult Education Standards

In FY 2016, OSSE AFE staff and local providers continued to increase their understanding of the Common Core State Standards (CCSS) and the College and Career Readiness Standards (CCRS) and their implication for adult education. OSSE AFE worked with UDC, Graduate School USA, The Chicago School and other partners to offer professional development and technical assistance to adult educators. OSSE AFE, in collaboration with UDC, brought in Susan Pimentel and the StandardsWorks team to offer a 3-day intensive PD Institute on Key Advances in the CCR Standards for Mathematics and Literacy and Amy Dalsmier and Serge Shea from the College and Career Partners Institute at LaGuardia Community College/CUNY to offer a 2-day PD Institute on Designing Career Focused Basic Skills Instruction. In addition to CCSS/CCRS, adult educators in OSSE AFE programs are required to integrate the Comprehensive Adult Student Assessment System (CASAS) competencies and basic skills content standards in their lessons/programs. As such, OSSE AFE staff and its professional

development partners continue to identify strategies to assist local program staff to employ a standards-based approach to teaching adult learners in a more succinct and comprehensive way.