



DISTRICT OF COLUMBIA  
OFFICE OF THE STATE SUPERINTENDENT OF  
**EDUCATION**

**District of Columbia Narrative Report Fiscal Year (FY) 2016-17**

**I. State Leadership Activities**

The Office of the State Superintendent of Education, Adult and Family Education (OSSE AFE) supported the following required State Leadership Activities in fiscal year 2017.

**A. Alignment of adult education and literacy activities with other one-stop required partners to implement the strategies in the Unified or Combined State Plan as described in section 223(1)(a).**

OSSE AFE worked with the Department of Employment Services, Department on Disability Services and Department of Human Services, all of which are WIOA core partners and one-stop required partners, to expand the DC Data Vault. The DC Data Vault is a transactional data system that helps District agencies streamline, coordinate and integrate the provision of education, training and other related services to District residents.

The DC Data Vault: 1) Facilitates the referral of District residents to and from agencies for services; 2) Allows staff to schedule and register customers for assessments; 3) Filters programs based on customer interests, preferences and needs; 4) Links customers to programs and monitor their receipt of services; 5) Allows staff to upload, maintain and share customer eligibility documents; 6) Provides access to customer information and notifications to key staff; 7) Generates customer profile; 8) Tracks customer progress and outcomes; and 9) Facilitates cross-agency communication and collaboration for services for District residents.

The DC Data Vault is currently being used by staff at each of the four American Job Centers/One-Stop Centers in partnership with OSSE AFE providers. The DC Data Vault is managed by OSSE AFE in collaboration with Literacy Pro Systems, Inc.

**B. Establishment or operation of a high-quality professional development programs as described in section 223(1)(b).**

In FY17, OSSE AFE partnered with the University of the District of Columbia, Chicago School of Professional Psychology, and the District's Workforce Investment Council to offer and/or provide more than 200 adult education and training providers with access to high-quality professional development workshops. Topics included the Comprehensive Adult Student Assessment System (CASAS) Implementation, CASAS eTest Coordinator and Proctor Training, Supporting Adults with Special Needs, DC Economy, Integrated Education and Training, Standards for Adult Education Programs and Teachers, Core Areas of Student Learning, Career Pathways Systems Structures, Sector Strategies and Regionalism, Using Labor Market Intelligence, and other related topics.

In FY17, OSSE AFE also continued its partnership with the University of the District of Columbia (UDC) to offer the Graduate Certificate in Adult Education Program (24 credits) to 20 teachers to prepare them for state licensure in Adult Education. UDC also offers a master of art in adult education program for which the graduate certificate program is aligned and credits may be applied.

**C. Provision of technical assistance to funded eligible providers as described in section 223(1)(c).**

OSSE AFE and its professional development partners provided technical assistance to sub-grantees and local program providers via telephone or email, webinars, and site visits. Technical assistance topics included 1) program design, implementation and evaluation; 2) intake and assessment; 3) curriculum and instruction; 4) student recruitment, retention, and persistence; 5) student progress and outcomes; 6) data collection and management; 7) budget and finance; and 8) accountability and reporting and other related topics.

**D. Monitoring and evaluation of the quality and improvement of adult education activities as described in section 223(1)(d).**

OSSE AFE monitors sub-grantees to evaluate local program performance via monthly check-in sessions, site visits, desk reviews, classroom observations, student surveys and analysis of program, and student data throughout the program year. 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 the state to work with local program providers to develop and implement plans for continuous improvement.

**E. As applicable, describe how the state has used funds for additional permissible activities described in section 223(a)(2)**

In FY17, OSSE AFE continued its partnership with a consultant from the Chicago School of Professional Psychology to help strengthen the alignment between adult education, postsecondary education and employers. OSSE AFE staff and/or its sub-grantees participated in informational sessions and meetings with the Greater Washington Board of Trade, Catholic University's Metropolitan School of Professional Studies, Washington Adventist College, Saylor Academy, Georgetown University, George Washington University, Association for Training and Development, CompTIA, National Retail Federation, National Hotel and Lodging, Associated Builders and Contractors and other organizations to identify potential partners that could assist the state and local program providers in the provision of high-quality Integrated Education and Training services to District residents.

**II. Performance Data Analyses**

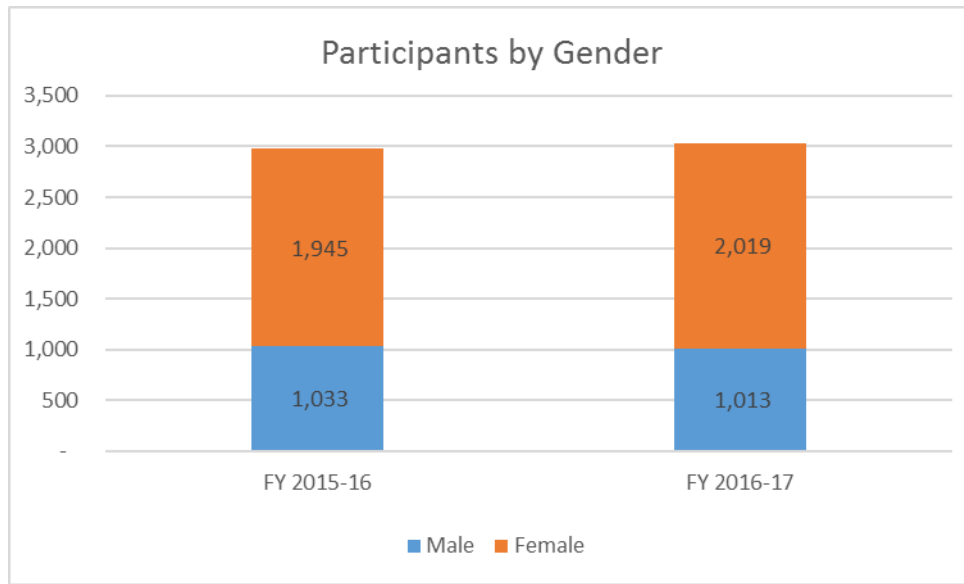
In FY17, OSSE AFE made continuation awards to sub-grantees to implement the service models introduced in the FY10 grant competition that integrate adult education services with ancillary, workforce development and/or post-secondary education transition services. The service models were designed to encourage 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, 3,902 adult learners received services in OSSE AFE funded programs in FY17. Of this number, 3,032 learners met the National Reporting System (NRS) guidelines of having a valid assessment and 12 or more instructional hours in the program year to be reportable to the U.S. Department of

Education. The remaining 870 adult learners engaged in one to 11 instructional hours. The total number of learners served in FY17 (n = 3,032) who met the NRS requirements increased by nearly 2 percent compared to FY16 (n = 2,978). Of the 3,032 adult learners who met the NRS requirements in FY17, 37 percent (n = 1,073) completed an educational functioning level; this reflects a three-point increase in the percentage (34 percent) of adult learners who completed a level in FY 16 (n = 1,017).

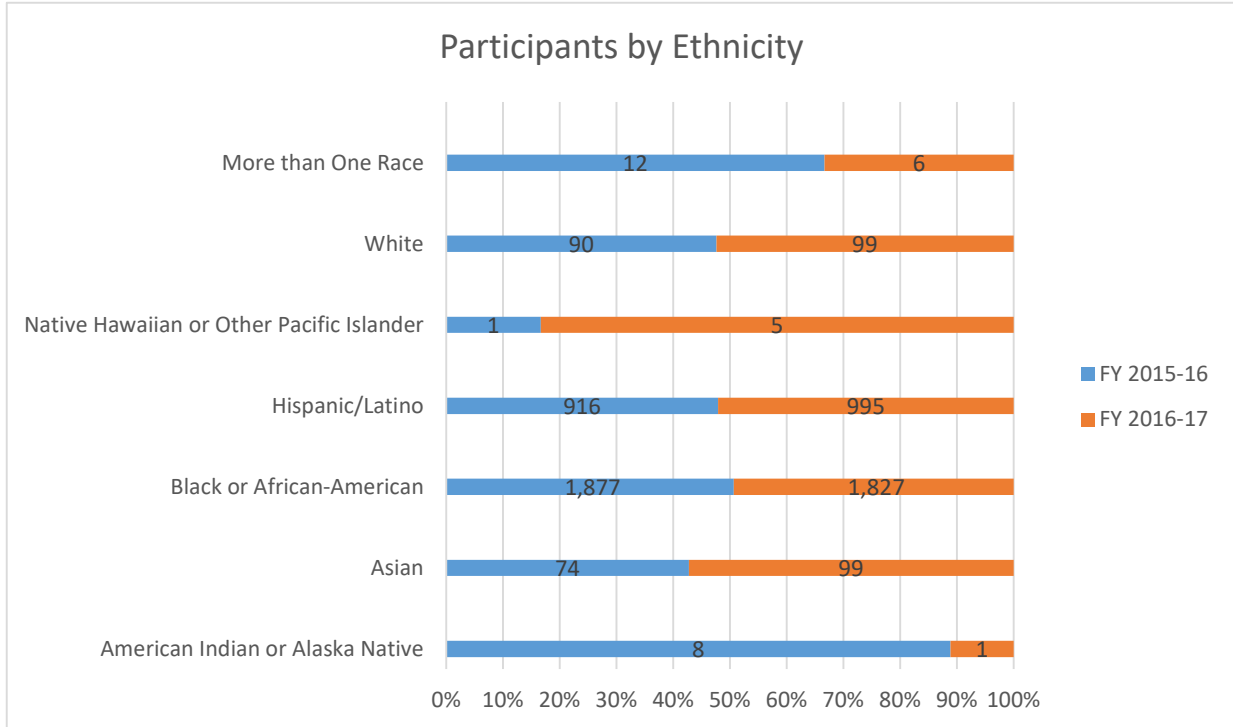
**DC FY17 Participants by Gender (NRS Table 2)**

In FY17, female learners represented 67 percent (n = 2,019) and male learners represented 33 percent (n = 1,013) of the total number of students served (n = 3,032). These percentages are nearly consistent with FY16, whereby female learners comprised 65 percent (n = 1,945) and male learners comprised 35 percent (n = 1,033) of the total number of students served (n = 2,978).



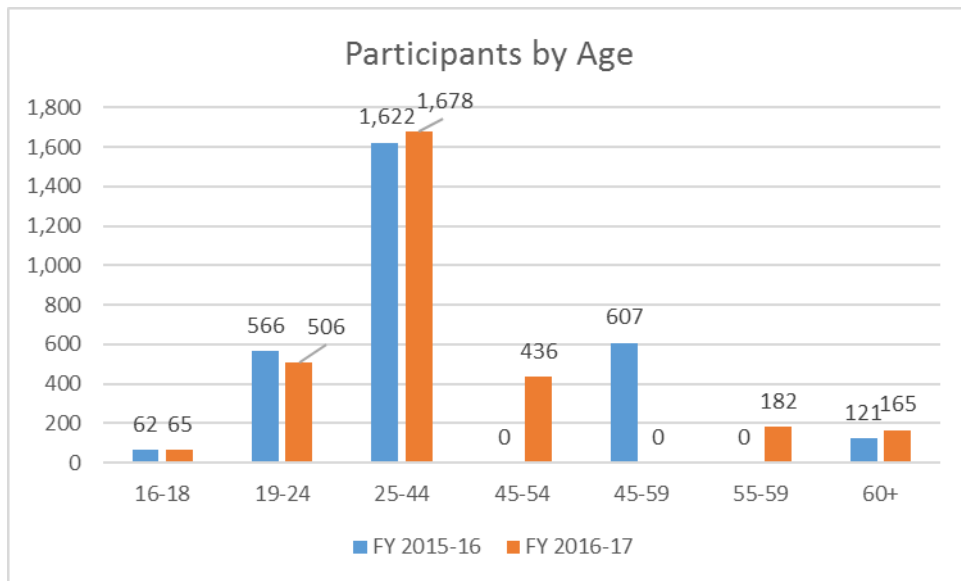
**DC FY17 Participants by Ethnicity (NRS Table 2)**

At 60 percent (n = 1,827 of 3,032 students), black or African American participants comprised the single largest ethnic group of learners served; Hispanic or Latino students followed at 33 percent (n = 995 of 3,032 students). The percentage of American Indian or Alaskan, Asian, or white participants and persons with Two or More Races was at seven percent (n = 210 of 3,032 students). The FY17 percentages reflect a slight difference in those from FY16 which included 63 percent, 31 percent, and 6 percent respectively.



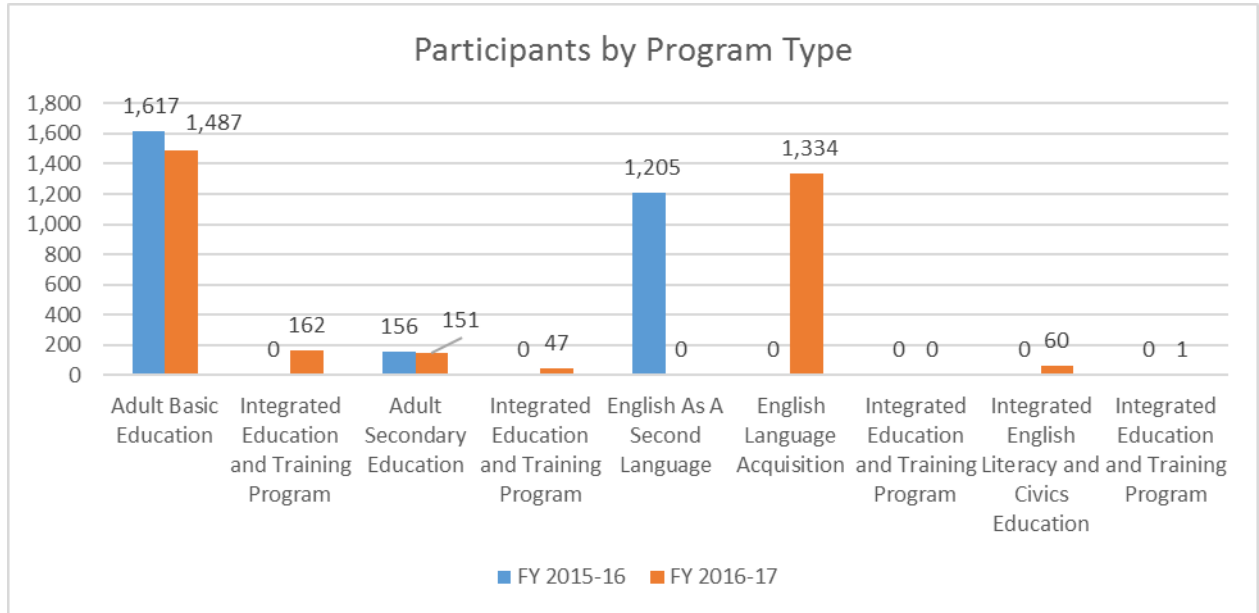
**DC FY17 Participants by Age**

Consistent with past years, the largest single group of learners, at 55 percent (n = 1,678 of 3,032 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 percent, n = 618 of 3,032 students), followed by learners between the ages of 19 and 24 (17 percent, n = 506 of 3,032 students). The smallest groups of learners served were at opposite ends of the age continuum with 5.5 percent (n = 165 of 3,032 students) age 60 and older and 2.5 percent (n = 65 of 3,032 students) between the ages of 16 and 18. The FY17 percentages reflect a slight difference in those from FY16 which included 54 percent, 20 percent, 19 percent, 4 percent and 2 percent respectively.



**DC FY17 Participants by Program Type (NRS Table 3)**

In FY17, of the total number of learners (n = 3,032) who met the NRS guidelines, students in Adult Basic Education (ABE) programs comprised the single largest group by program type at 49 percent (n = 1,487). The second largest group by program type with 43 percent (n = 1,334) of the learners were those receiving English Language Acquisition services. This is the third time in recent years that ABE students outnumbered ESL students.



**DC FY17 Measurable Skills Gains by Entry Level (NRS Table 4)**

**Adult Basic Education (ABE) Participants by Entry Educational Functioning Levels**

Of the total number of ABE participants, the largest number of students entered at ABE Level 4 (35 percent/n = 577 of 1,638 students) followed by ABE Level 3 (28 percent/n = 456 of 1,638 students) level. The smallest number of participants entered at ABE Level 6 (2 percent/n = 36 of 1,638 students). This EFL distribution is consistent with the EFL distribution in FY16.

**English as a Second Language (ESL) Participants by Entry Educational Functioning Levels**

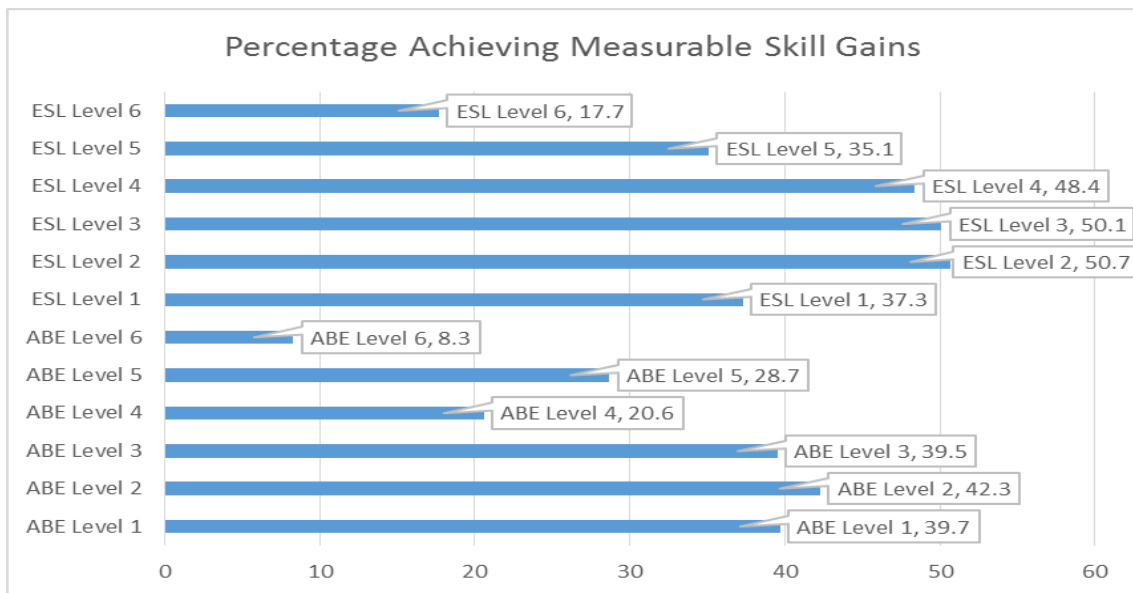
Of the total number of ESL participants, the largest number of participants entered at ESL Level 3 (28 percent/n = 389 of 1,394 students) followed by the second largest number of participants who entered in ESL Level 4 (27 percent/n = 374 of 1,394 students). The smallest number of ESL participants entered in ESL Level 1 (4 percent/n = 51 of 1,394 students). This EFL distribution is consistent with the EFL distribution in FY16.

Entering Educational Functioning Level	Total Number Enrolled	Entering Educational Functioning Level	Total Number Enrolled
ABE Level 1	194	ESL Level 1	51
ABE Level 2	260	ESL Level 2	134
ABE Level 3	456	ESL Level 3	389
ABE Level 4	577	ESL Level 4	374
ABE Level 5	115	ESL Level 5	265
ABE Level 6	36	ESL Level 6	181
<b>Total</b>	<b>1,638</b>	<b>Total</b>	<b>1,394</b>

### Measurable Skills Gains by Entry Level

For FY17, OSSE AFE negotiated a single performance target of 41 percent for all ABE and ESL Educational Functioning Levels (EFLs). This target represents the proposed percentage of adult learners to make measurable skills gains (complete an educational functioning level and/or earn a secondary school diploma or its equivalency). While the state did not meet the 41 percent target, the state's actual performance of 37 percent in FY17 represents a three-point increase in the percentage of adults making measurable skills gains in FY17 in comparison to 34 percent in FY16.

The chart below reflects the percentage of adult learners who made measurable skills gains. Students at ABE Level 2 had the highest percentage of measurable gains at 42.3 percent, followed by students at ABE Level 1 (39.7 percent) and ABE Level 3 (39.5 percent). Students at ESL Level 2 had the highest percentage of measurable gains at 50.7 percent, followed by students at ESL Level 3 (50.1 percent) and ESL Level 4 (48.4 percent).



### DC FY17 Core Outcome Follow-up Achievement (NRS Table 5)

Per WIOA, the state did not performance targets for NRS Table 5 as this was a year for the collection of baseline data.

### III. Integration with Other Programs

#### A. Describe how the state-eligible agency, as the entity responsible for meeting one-stop requirements under 34 CFR part 463, subpart J, carries out or delegates its required one-stop roles to eligible providers.

The OSSE AFE recognizes that relationships with WIOA partners are pivotal in delivering learner-centered integrated services to District residents. In FY17, the OSSE AFE continued its efforts to collaborate with the District's Workforce Investment Council and 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 fulfill its one-stop role. This included working with 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 to work with several of the WIOA core partners/one-stop required partners and Literacy Pro Systems, Inc., to implement and build upon the DC Data Vault. See description of the DC Data Vault activities under Section I. State Leadership.

Additionally, OSSE staff serve on the District's Workforce Investment Council (WIC) and attend WIOA Workgroup Meetings, Career Pathways Task Force Meetings and/or WIC American Job Center Sub-Committee meetings 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.

**B. Describe the applicable career services that are provided in the one-stop system.**

OSSE AFE has been partnering with the Department of Employment Services (DOES) since 1998 to support the integration of adult education, career development, and employment and training activities for District residents. The partnership was formalized through a memorandum of understanding from FY13 through FY16 and supported with funding from both DOES and OSSE AFE. While there was no MOU extension in FY17, OSSE AFE continued to use its funding to support the provision of assessment, screening, literacy and remediation services to District residents coming through the one stop system. OSSE AFE AJC provider partners provided two days of services per week at each of the four DOES American Job Centers. Additionally, through the partnership, all OSSE AFE providers were required to serve District residents through the one-stop system.

**C. Describe how infrastructure costs are supported through state and local options.**

OSSE AFE is working with the District's Workforce Investment Council and the other WIOA core partners/one-stop required partners to develop and enter into a memorandum of understanding to identify the specific infrastructures costs needed to support the one-stop system. Per WIOA, OSSE AFE local funding will be used to support the one-stop activities, once the specific costs are determined.

**IV. Integrated English Literacy and Civics (IELCE) Program**

Below is a description of how OSSE AFE is using funds under Section 243 to support IELCE program activities:

**A. Describe when your state held a competition [the latest competition] for IELCE program funds and the number of grants awarded by your State to support IELCE programs.**

OSSE AFE, in collaboration with the DC Workforce Investment Council (WIC), held the Adult Education and Family Literacy Act (AEFLA) and WIC Career Pathways grant competition in spring 2017. Grant awards were announced on June 30, 2017. Ten providers were selected to provide Integrated Education and Training (IE&T) services to District residents, including IE&T Adult Basic Education, IE&T Adult Secondary Education, IE&T English Language Acquisition, and Integrated English Literacy and Civics Education and Training.

**B. Describe your state efforts in meeting the requirement to provide IELCE services in combination with integrated education and training activities.**

OSSE AFE and the WIC are funding eligible providers to develop and implement innovative program models that include the provision of integrated English Literacy and Civics Education concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster to English Learners for the purpose of educational and career advancement. Program models will include:

- 1) services to professionals with degrees and credentials in their native countries;
- 2) services that enable adult learners to achieve competency in the English Language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States; and
- 3) the provision of career pathway mapping, workforce preparation and workforce training including career awareness, career exploration, and career planning services appropriate for English Learners. This includes the provision of services to students at the ELL Beginning Literacy/Pre-Beginning ELL, Low Beginning ELL, High Beginning ELL, Low Intermediate ELL and High Intermediate ELL levels (equivalent to grade levels 1 to 5) and/or in integrated education and training towards an industry recognized credential, where applicable, for students at the Advanced ELL Levels (equivalent to grade levels 6 to 8).

Prior to the grant competition, OSSE AFE funded four providers under WIA to offer English Literacy and Civics Education (EL Civics) and occupational skills training in partnership with DOES to District residents. Students had an opportunity to participate in EL/Civics activities that focused on civic engagement, American history and government, American culture and values, and paths to naturalization while also engaging in occupational skills training that prepared them to pursue their desired career path.

**C. Describe how the state is progressing toward program goals of preparing and placing IELCE program participants in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency as described in section 243(c)(1) and discuss any performance results, challenges, and lessons learned from implementing those program goals.**

As a result of the grant competition, four of 10 sub-grantees will offer Integrated English Literacy and Civics Education and Training in one or more of the District's Workforce Investment Council's High Demand Industries to District residents. These sectors include 1) Business Administration and Information Technology, 2) Construction, 3) Healthcare, 4) Hospitality, 5) Infrastructure (Energy and Utilities, Energy Efficient Technology, Transportation and Logistics), and 6) Law and Security.

OSSE AFE expects that the new service models and provision of IELCE and training will result in students acquiring the knowledge and skills necessary to enter unsubsidized employment, postsecondary education and/or training and to achieve self-sufficiency. Performance results, challenges, and lessons learned will be forthcoming as we are in the first six months planning and implementation of the new IE&T program models.

**D. Describe how the State is progressing toward program goals of ensuring that IELCE program activities are integrated with the local workforce development system and its functions as described in section 243(c)(2) and discuss any performance results, challenges, and lessons learned from implementing those program goals.**

OSSE AFE is working in collaboration with its professional development and technical assistance partners to support its sub-grantees in the provision of high quality Integrated English Literacy



and Civics Education and training services to District residents. While some of the sub-grantees have experience offering these activities as two discrete activities, it is our hope and expectation that the provision of professional development, technical assistance and resources will help them integrate these program elements so there is an alignment of these activities with their workforce development activities. Performance results, challenges, and lessons learned will be forthcoming as we are in the first six months planning and implementation of the new program IE&T program models.

**V. Adult Education Standards**

**A. If your State has adopted new challenging K-12 standards under Title I of the Elementary and Secondary Education Act of 1965, as amended, describe how your Adult Education content standards are aligned with those K-12 standards**

In FY17, 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. In addition to CCSS/CCRS, OSSE AFE continued its efforts to work with its sub-grantees 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 via professional development, technical assistance and resources to employ a standards-based approach to teaching adult learners in a more succinct and comprehensive way.

**B. Optional – Describe implementation efforts, challenges, and any lessons learned.**

One lesson learned is that it takes time to increase local programs' understanding of standards as there is sometimes ambiguity in how standards are defined. The OSSE AFE, in collaboration with its professional development and technical assistance providers, will focus our efforts on helping local programs adopt and implement a few standards at a time, rather than focusing on adopting and implementing the collective body of standards at a single point in time as this approach may be overwhelming to local program providers.

**VI. Programs for Correction Education and Education of Other Institutionalized Individuals (AEFLA Section 225)**

**A. What was the relative rate of recidivism for criminal offenders served? Please describe the methods and factors used in calculating the rate for this reporting period.**

As this is a new reporting requirement, OSSE AFE does not have sufficient data to respond to this request with complete confidence. However, in an attempt to be responsive to this new reporting requirement and based on the indirect and incomplete data that OSSE AFE has available, OSSE AFE estimates that the relative rate of recidivism is 33 percent for offenders served. The methods and factors used in calculating the rate for the reporting period include the following:

Methods:

- An analysis of students populating NRS Table 10 – Outcome Achievement for Adults in Correctional Education.

- An analysis of wage data in first, second, third and fourth quarters of the program year via data matching with the DC Department of Employment Services – Unemployment Insurance;
- An analysis of employment and/or wage data via student follow-up survey data in the Literacy Adult and Community Education System (LACES), the state’s management information system; and
- An analysis of student enrollment data and instructional hours in FY18 in LACES.

Factors:

- The total number of students served in FY17 was 152 per NRS Table 10 – Outcome Achievement for Adults in Correctional Education.
- Of the 152 students, 84 exited achieving an outcome or median earning value in FY17 (based on aligned survey and data matching results).
- Of the 152 students, 12 additional students had median earnings in FY17 (based solely on data matching results).
- Of the 152 students, 6 re-enrolled and had instructional hours in FY18.
- $84 + 12 + 6 = 102$  students that did not recidivate.
- $102 \div 152 = 67$  percent of students did not recidivate.
- $100 \text{ percent} - 67 \text{ percent} = 33 \text{ percent}$  ( $n=50$ ) of students may have recidivated.

It is important to note that the recidivism rate could be less than 33 percent. Because we do not have wage, enrollment or instructional hours data for the 50 students, there is a possibility that some of them may not have recidivated and one or more of the following may be true:

- Some of the students may have enrolled in another program that is not funded by the state or a partner agency or may not have an interest in participating in a program at this time.
- Some of the students may be unemployed.
- Some of the students may be self-employed or day laborers, and thereby responsible for reporting their own wages/income independent of an employer.
- Some students may be working as contractors/sub-contractors. If their employers don’t pay unemployment insurance for these individuals or they don’t report their earnings, it is difficult to track whether they had earnings.
- Some students are transient. They may have left the state or region to seek employment in another state or region for which the state cannot data match.

OSSE AFE will seek additional guidance from the U.S. Department regarding this new reporting requirement to improve our ability to report the data more accurately.