

District of Columbia Narrative Report Fiscal Year 2021 (FY 21)

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 2021 (FY21).

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).

In FY21, OSSE AFE worked with the Workforce Investment Council (WIC), America Works (the District's One Stop Operator), the Department of Employment Services (DOES), the Department on Disability Services (DDS), the Department of Human Services (DHS), the University of the District of Columbia (UDC) and other key partners to achieve the strategic objectives outlined in the District's WIOA Unified State Plan, including the alignment of adult education and literacy activities with the other one-stop required partner activities. Additionally, OSSE AFE, in collaboration with these agencies, expanded the district's efforts to create uniformity in intake, assessment and program referral practices across DC government agencies via Comprehensive Adult Student Assessment System (CASAS) eTest implementation, screening of adults for learning disabilities, and DC Data Vault implementation. The DC Data Vault, which has been managed by OSSE AFE in collaboration with Literacy Pro Systems, Inc. since its inception, will be managed by the Workforce Investment Council and PAIRIN, the new host and maintainer of the system beginning in FY22.

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

In FY21, OSSE AFE in collaboration with the University of the District of Columbia (UDC) and other partners, offered professional development workshops and technical assistance on WIOA, Integrated Education and Training (IE&T), program design, and strategic leadership to sub-grantees to increase their capacity to offer high-quality IE&T, and supportive and transition services to District residents. Additionally, OSSE AFE, in collaboration with UDC, hosted four, three-day mini professional development institutes that focused on Meeting the Postsecondary Education, Training and Workforce Needs of District Residents at a Distance in response to the COVID-19 pandemic. Other professional development offerings included Comprehensive Adult Student Assessment System (CASAS) Implementation, CASAS eTest Coordinator and Proctor Training, Supporting Adults with Special Needs, Literacy Adult and Community Education System (LACES), DC Data Vault and other related trainings.

In FY21, OSSE AFE continued its partnership with the UDC to offer the Graduate Certificate in Adult Education Program (GCP) to 17 adult educators to prepare them for certification and/or state licensure in Adult Education. The GCP provides adult educators with an opportunity to engage in either one or two, three-credit course(s) over a 15- to 24-month period for a total of 24 credits. Eleven adult educators completed the program and earned a graduate certificate. UDC also offers the Master of Art (MA) in adult education program for which the graduate certificate program is aligned, and credits may be applied. Five adult educators enrolled in the MA program in FY20 and six students who enrolled in the program in FY19 earned a MA degree in FY21. Additionally, OSSE AFE, in collaboration with the UDC Adult Education Program, UDC's Office of Continuing Education, and Ed2Go offered additional professional development opportunities to practitioners in the District of Columbia. This included 26 Professional Development Scholarships to meet the specific fundamental and career training needs of adult educators, vocational instructors,

program administrators, and support staff from OSSE AFE subgrantees and other adult education and/or workforce training programs in the District.

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

OSSE AFE provided technical assistance to sub-grantees and local program providers via check in meetings, webinars, telephone calls and emails. 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 as well as other related topics. Additionally, the AFE team provided technical assistance to sub-grantees to support their implementation of recommendations for continuous improvement in the areas of 1) student recruitment, retention, progress and involvement; 2) instructional models and methods; 3) program management and leadership; and 4) data collection and reporting.

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 check-in meetings, desk reviews and an annual final monitoring review. Additionally, the AFE team conducts classroom observations, folder samplings and fiscal monitoring verification activities quarterly. Local program providers are required to submit monthly statistical reports and quarterly narrative reports with evidence that includes student roster report, NRS fundable Student Roster Report, National Reporting System (NRS) Tables, CASAS Current Year Pre- and Post-test Assessment report, student core goal attainment reports, and other related documents. Local program participation in an annual final monitoring review and the development and implementation of a continuous improvement plan are also required. The OSSE AFE Monthly and Quarterly Reports, Final Monitoring Tool, classroom observation tool, and student surveys continue to be used to assess the effectiveness of local programs and the improvement of adult education activities as described in section 223(1)(d). The performance data acquired from local program providers via the monitoring process is also used by the state to address the specific professional development, technical assistance, and/or resource allocation needs of local program providers and 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 FY21, OSSE AFE worked with its providers and partners to help strengthen the alignment between adult education, postsecondary education, and employers. OSSE AFE staff and sub-grantees participated in the adult education workgroup meeting, professional development workshops and other meetings with the Workforce Investment Council, WIOA partner agencies and key stakeholders to identify potential partnerships that can assist the state and local program providers in offering high-quality Integrated Education and Training services to District residents.

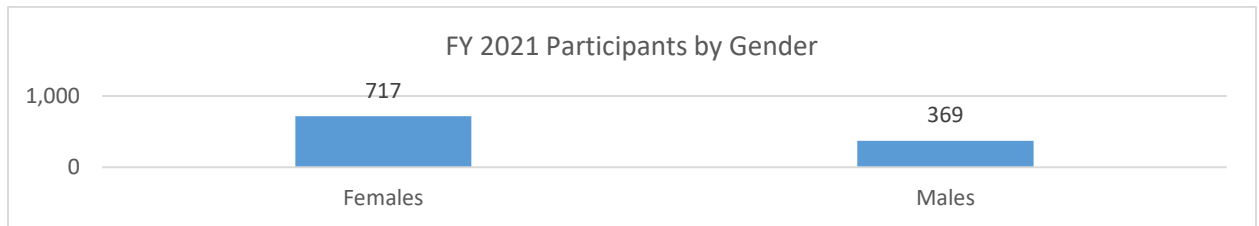
II. Performance Data Analyses

In FY21, OSSE AFE awarded funding to 12 sub-grantees to implement the new Integrated Education and Training service models introduced in the FY17 grant competition. The models include the provision of adult education and literacy, workforce preparation, and training services for a specific occupation or occupational cluster to 1,000 District residents for educational and career

advancement. In total, 1,246 adult learners received services in OSSE AFE funded programs in FY21. Of this number, 1,086 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 US Department of Education. The remaining 160 adult learners engaged in one to 11 instructional hours.

DC FY21 Participants by Gender (NRS Table 2)

In FY21, female learners represented 66 percent (n = 717) and male learners represented 34 percent (n = 369) of the total number of students served (n = 1,086).



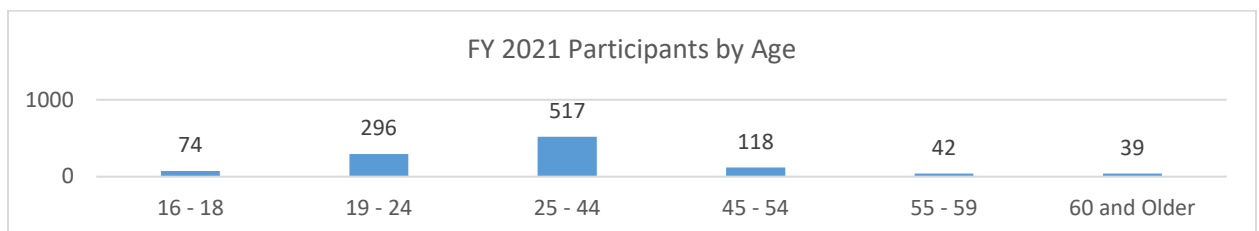
DC FY21 Participants by Ethnicity (NRS Table 2)

At 66 percent (n = 712 of 1,086 students), black or African American participants comprised the single largest ethnic group of learners served; Hispanic or Latino students followed at 30 percent (n = 325 of 1,086 students). The percentage of American Indian or Alaskan, Asian, or white participants and persons with Two or More Races was at 5 percent (n = 49 of 1,086 students).



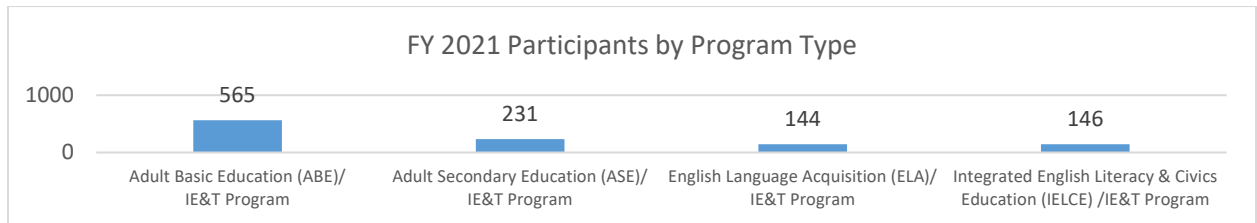
DC FY21 Participants by Age

Consistent with past years, the largest single group of learners served were between ages 25 and 44 (48 percent/n = 517 of 1,086 students). The second largest group of learners served were between 19 and 24 years of age (27 percent/n = 296 of 1,086 students), followed by learners between the ages of 45 and 54 (11 percent/n = 118 of 1,086 students). The smallest groups of learners served were at opposite ends of the age continuum and included students ages 60 and older (4 percent/n = 39 of 1,086 students), 55-59 years of age (4 percent/n = 42 of 1,086 students) and 16 to 18 years of age (7 percent/n = 74 of 1,086 students).



DC FY21 Participants by Program Type (NRS Table 3)

In FY21, of the total number of learners (n = 1,086) who met the NRS guidelines, students in Adult Basic Education (ABE)/Integrated Education and Training (IE&T) Programs comprised the single largest group by program type (52 percent/n = 565 of 1,086 students). The second and third largest groups by program type was Adult Secondary Education (ASE)/IE&T Programs (21 percent/n = 231 of 1,086 students), followed by Integrated English Literacy and Civics Education/IE&T Programs (13 percent/n=146 of 1,086 students). The fourth and smallest program type was English Language Acquisition/IE&T Programs (13 percent/n = 144 of 1,086 students).



DC FY21 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 = 300 of 866 students) followed by ABE Level 3 (23 percent/n = 196 of 866 students) level. The smallest number of participants entered at ABE Level 1 (.02 percent/n = 21 of 866 students).

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 6 at (35 percent/n = 77 of 220 students) followed by the second largest number of participants who entered in ESL Level 5 (25 percent/n = 55 of 220 students). The smallest number of ESL participants entered in ESL Level 1 (.01 percent/n = 3 of 220 students).

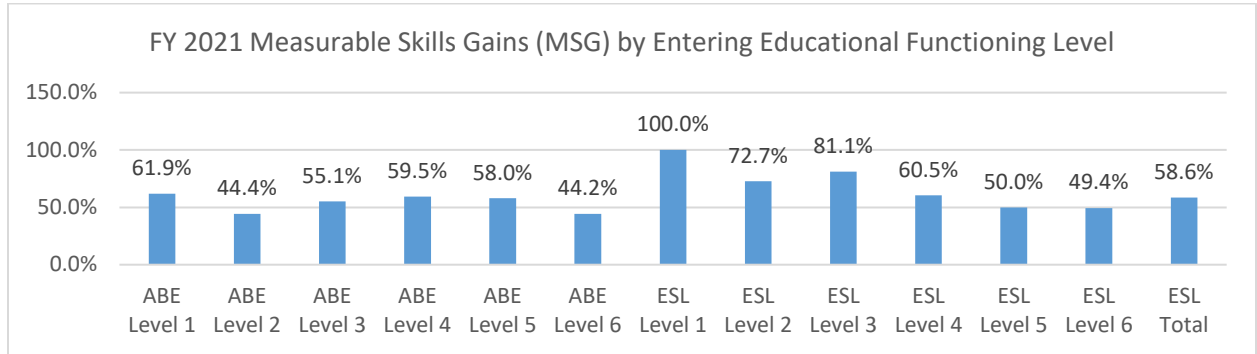
Entering Educational Functioning Level	Total Number Enrolled	Entering Educational Functioning Level	Total Number Enrolled
ABE Level 1	21	ESL Level 1	3
ABE Level 2	88	ESL Level 2	10
ABE Level 3	196	ESL Level 3	37
ABE Level 4	300	ESL Level 4	38
ABE Level 5	156	ESL Level 5	55
ABE Level 6	105	ESL Level 6	77
Total	866	Total	220

Measurable Skills Gains by Entry Level

For FY21, OSSE AFE negotiated a measurable skill gains performance target of 47 percent for all ABE and ESL Educational Functioning Levels (EFLs). This target represents the proposed percentage of adult learners making a measurable skill gain (e.g., achieving an educational functioning level gain, acquiring a secondary school diploma or its equivalent, or exiting a program below the

postsecondary level and enrolling in postsecondary education and training during the program year). OSSE AFE exceeded its target of 47 percent, with 55.64 percent of students enrolled in an OSSE AFE-funded program achieving a gain. This reflects a 14 point increase of the percentage of students with measurable skill gains in FY20 – (41.64 percent).

The chart below reflects the percentage of adult learners who made measurable skills gains. Students at ABE Level 1 had the highest percentage of measurable gains at 61.9 percent, followed by students at ABE Level 4 (59.5 percent) and ABE Level 5 (57.9 percent). Students at ESL Level 1 had the highest percentage of measurable gains at 100 percent, followed by students at ESL Level 3 (81 percent) and ESL Level 2 (72.7 percent).



DC FY21 Core Outcome Follow-up Achievement (NRS Table 5)

For FY21, OSSE AFE negotiated targets for the core follow-up outcome measures on NRS Table 5 as follows:

Employment (2nd quarter after exit) – OSSE AFE’s federally negotiated target for this metric during this reporting period was 19 percent. The state’s performance was 15.12 percent which reflects a decrease of 6.45 percentage points in FY21 compared to 21.57 percent in FY20.

Employment (4th quarter after exit) – OSSE AFE’s federally negotiated target for this metric during this reporting period was 23.0 percent. The state’s performance was 12.02 percent, which reflects a decrease of 7.61 percentage points in FY21 compared to 19.63 percent in FY20.

Median Earnings (2nd quarter after exit) – OSSE AFE’s federally negotiated target for this metric during this reporting period was \$7,500. The state’s performance was \$6,890 which reflects an increase of \$481 in FY21 compared to \$6,409 in FY20.

All employment and wage data are collected through follow up surveys with program exiters, and through a data match with DOES’s Unemployment Insurance wage data and the State Wage Interchange System (SWIS), where possible. However, matching against the DOES UI wage data and SWIS wage data requires a social security number which we do not require for enrollment in AFE programming and for which only a fraction of our learners voluntarily provide. We know that this leads to an under-representation of our learners’ employment and wage data. OSSE AFE is actively working on strategies to improve performance in these areas through: the Career Up DC initiative in partnership with DOES, which will expand paid work-based learning opportunities to students participating in AFE IE&T programs; dedicated staff in AFE IE&T programs to support education to employment/post-secondary education transitions for students; increasing postsecondary education

options for students through the DC Tuition Assistance Grant Program, Mayor’s Scholars and DC Futures Programs; and incentives for student achievement of core outcomes. OSSE is also exploring contracts with external vendors to support student engagement in work-based learning activities and job placement of program graduates. We are confident that these added components will help improve these outcomes moving forward.

Furthermore, there is a lag time associated with the collection of NRS Table 5 data; therefore, the charts below represent the employment outcomes and other follow-up indicators for participants who exited OSSE AFE funded programs during the prior program year (FY20). Therefore, like NRS Table 4 outcomes in FY20, the state’s performance on NRS Table 5 in FY21 was significantly impacted by the COVID-19 pandemic, especially regarding the outcomes associated with employment and wages. The COVID 19 pandemic impacted the District’s and the region’s economy and safe employment opportunities were limited, particularly for individuals with multiple barriers to employment. Furthermore, adult learners who are parents were also challenged with supporting their children’s education in the home via distance learning while trying to obtain or retain employment. Lastly, the fear of contracting COVID-19 likely put downward pressure on the number of adult learners who exited and found employment.

Core Follow-up Outcome Measures (A)	Number of Participants who exited (B)	Number of Participants Who Exited Achieving Outcome or Median Earnings Value (C)	Percent Achieving Outcome (D)	Total Periods of Participation (E)	Number of Periods of Participation Achieving Outcome or Median Earnings Value (F)	Percent of Periods of Participation Achieving Outcome (G)
Employed Second Quarter after Exit	811	123	15.16%	820	124	15.12%
Employed Fourth Quarter after Exit	830	101	12.16%	857	103	12.01%
Median Earnings Second Quarter after Exit	112	\$6,890.00	N/A	124	\$6,890.00	N/A

Credential Attainment – OSSE AFE’s federally negotiated target for this metric during this reporting period was 46 percent. The state’s performance was 44.87 percent which reflects an increase of 0.67 percentage points compared to 44.2 percent in FY20. From a national reporting perspective, the credential attainment metric includes both industry-recognized credentials (IRCs) and secondary credentials. The attainment of IRCs is one of the key benefits to the IE&T service model. It should be noted that some industry-recognized credentials require a practicum component to be completed before earning the credential. This is relevant because students' ability to participate in the practicum component of training programs was negatively impacted by the pandemic, thus decreasing the number of students that were successfully able to earn industry-recognized credentials.

Core Follow-up Outcome Measures (Continued)	Number of Participants who exited	Number of Participants Who Exited Achieving Outcome or Median Earnings Value	Percent Achieving Outcome	Total Periods of Participation	Number of Periods of Participation Achieving Outcome or Median Earnings Value	Percent of Periods of Participation Achieving Outcome
Attained a Secondary School Diploma/Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	112	9	8.03%	114	9	7.89%
Attained a Secondary School Diploma/Equivalent and Employed within one year of exit	112	7	6.25%	114	7	6.14%
Attained a Postsecondary Credential while enrolled or within one year of exit	697	324	46.48%	709	324	45.69%
Attained any credential (unduplicated)	718	328	45.68%	731	328	44.87%

Attainment of a Secondary School Diploma/Recognized Equivalent

For the period of July 1, 2020 – June 30, 2021:

- 121 District residents passed all four components of the GED Exam and earned a DC State Diploma.
- 37 DC residents completed the National External Diploma Program and earned a DC Public School, DC Public Charter School or DC State Diploma

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 FY21, the OSSE AFE continued its efforts to collaborate with the District’s WIC, America Works (the District’s One-Stop Operator), DOES, DHS, DDS/RSA, UDC-CC and other partners to fulfill its one-stop responsibilities. This included working with partners to establish uniform intake, assessment and program referral practices, and working 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. Additionally, OSSE staff serve on the District’s WIC and attend WIOA Workgroup Meetings, DC Data Vault Workgroup Meetings, and One-Stop Operator partner 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 DOES since 1998 to support the integration of adult education, career development, and employment and training activities for District residents. OSSE AFE continues to use its funding to support the one stop system by providing DOES AJC staff and other WIOA partners with professional development (CASAS Implementation Training, CASAS eTest Coordinator and Proctor certification preparation training and DC CASAS Remote Testing Training), technical assistance (DC CASAS State Trainers, OSSE AFE staff, and CASAS National Office) and resources (CASAS eTest units) to build AJC staff's capacity to provide assessment and screening services to DC residents. Additionally, OSSE AFE providers are required to enroll all students in DC networks (the District's Virtual One Stop System) and to serve District residents referred through the one-stop system.

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

OSSE AFE entered into a Memorandum of Understanding (MOU) with the District's WIC and DOES in FY17 that is modified annually. The MOU specifies the responsibilities that OSSE will fulfill as a one-stop partner. Additionally, OSSE provides local funding via the MOU to DOES to support the one stop infrastructure costs and activities. OSSE also contributes to the one-stop system through the provision of funding to 12 OSSE AFE that offer Integrated Education and Training to District residents. Additionally, OSSE AFE provides CASAS Implementation, CASAS eTest Coordinator and Proctor, Supporting Adults with Special Needs and DC Data Vault training and CASAS web-test units to one-stop partners; and hosts and maintains the DC Data Vault, in collaboration with Literacy Pro Systems, Inc., for use by one-stop partners.

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 WIC, held the Adult Education and Family Literacy Act (AEFLA) and WIC Career Pathways grant competition in FY20. Four of 12 eligible providers were selected to provide Integrated English Literacy and Civics Education (IELCE) and Training to District residents.

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

OSSE AFE is funding eligible providers to develop and implement innovative program models that include the provision of Integrated English Literacy and Civics Education (IELCE) concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster to English learners (ELs) for the purpose of educational and career advancement. Program models 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. Students participate in EL/civics activities that focus on civic engagement, American history and government, American culture and values, and paths to naturalization while also engaging in occupational skills training that prepare 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.

OSSE AFE continues to work with its four IELCE and Training sub-grantees, its WIOA core partner agencies and/other key stakeholders to identify opportunities for students to participate in unsubsidized employment in the district's high demand industries. Each sub-grantee has employer partners that provide work-based learning, internships and/or externships to students that sometimes lead to unsubsidized employment. OSSE AFE expects that the provision of integrated English Literacy, Civics Education, workforce preparation and workforce training will enhance the likelihood that English learners will be afforded to opportunity to pursue occupations that lead to economic self-sufficiency.

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 works closely with the District's WIC to ensure that the adult education and literacy activities are aligned with the District's WIOA State Plan, career pathways initiative, and local workforce development system. Also see the response to B. and C. above.

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 FY21, OSSE AFE staff and local providers continued to increase their understanding of the Common Core State Standards (CCSS), College and Career Readiness Standards (CCRS), CASAS competencies and basic skills content standards, and their implications for adult education and training. 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 Integrated Education and Training Programs in a more succinct and comprehensive way.

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

OSSE AFE recognizes that it takes time to increase local programs' understanding and integration of standards in their programs. In its FY20 AFE Consolidated Competitive Grant Application, the OSSE AFE required local programs to specify which standards (CCSS, CCRS, CASAS, workforce preparation and workforce training) will be reflected in their program designs. OSSE AFE will use this information to provide additional professional development, technical assistance and

resources to local program providers and to monitor and evaluate their efforts to integrate relevant standards incrementally into their program designs.

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.

Due to the COVID 19 pandemic there was a significant reduction in the number of students participating in correctional education in FY21. Students previously receiving correctional education services resided in halfway houses in the city. However, due to increased health concerns about the number of residents contracting the coronavirus, the declining state of the residences and the inability of contracted service providers to meet the diverse needs of returning citizens during the pandemic, District residents were relocated to facilities outside of the city. Therefore, based on the reduced number of District residents receiving correctional education in FY21, OSSE AFE estimates that the relative rate of recidivism is 66 percent for offenders served.

The methods and factors used in calculating the rate for the reporting period include the following:

Methods - An analysis of 1) students populating NRS Table 10 – Outcome Achievement for Adults in Correctional Education; 2) 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 3) student enrollment data and instructional hours in FY21 in LACES. Factors - 1) The total number of students served in FY21 was 6 per NRS Table 10 – Outcome Achievement for Adults in Correctional Education. 2) Of the 6 students, 2 exited achieving an outcome or median earning value in FY21 (based on aligned survey and data matching results). 3) Of the 6 students, 0 re-enrolled and had instructional hours in FY22 to date. 4) $2 + 0$ (re-enrolled students with instructional hours) = 2 that did not recidivate. 5) $2/6 = 34$ percent of students did not recidivate. 6) 100 percent minus 34 percent = 66 percent ($n = 4$) of students may have recidivated.

It is important to note that the recidivism rate could be less than 66 percent. Because we do not have wage, enrollment or instructional hours data for the 4 students, there is a possibility that some of them did not recidivate. Some 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 students may be unemployed, 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, who did not provide a Social Security Number, may be employed. However, the state was unable to data match with unemployment insurance for these students due to a lack of social security numbers. 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.