

District of Columbia Narrative Report 2009-2010

In Program Year 2009-2010 (PY 2010), the District of Columbia Office of the State Superintendent of Education, Adult and Family Education (OSSE AFE) awarded Adult Education and Family Literacy Act (AEFLA) and local funding to twenty-four (24) community-based organizations for the provision of Adult Basic Education, GED, English as a Second Language, English Literacy/Civics, and Family Literacy services to residents of the District of Columbia.

The OSSE AFE has used PY 2010 as a year of self-evaluation, and has undertaken the task of analyzing performance data from Program Year 2004-2005 through Program Year 2009-2010. The OSSE AFE also conducted a similar analysis of sub-grantee performance using the OSSE AFE Monitoring System and found significant progress of sub-grantees in the areas of assessment, understanding of and adherence to state policies, and data collection. The findings of these two data analysis activities, which are highlighted in the graphs on pages 3-6 of this report, show that data collection has improved markedly and that overall local program performance has increased steadily. The OSSE AFE will use this data for program planning and continuous improvement. Additionally, the data will be shared with stakeholders as the District of Columbia revamps its workforce development system to show the importance and successes of OSSE Adult and Family Education as a critical partner in an integrated adult education and workforce development system.

I. Successful Activities, Programs, and Projects Supported with State Leadership Funds

Monitoring, Professional Development and Technical Assistance

The OSSE AFE collaborated with the DC Children and Youth Investment Trust Corporation (DC CYITC) to provide professional development, technical assistance and monitoring services to OSSE AFE sub-grantees. The DC CYITC team is comprised of one Manager of Literacy Initiatives who reports to the State Director and is supported by four Literacy Program Specialists (LPS). Additionally, the OSSE AFE works with DC CYITC to build capacity in the DC adult and family education community by providing resources and expertise to DC CYITC grantees wishing to add or enhance an adult education component in their programs. In PY 2010 the OSSE AFE, in partnership with DC CYITC, established an Adult and Family Education Community Resource Center to provide assessment tools, instructional materials and resources to local program providers.

The OSSE AFE provided professional development to adult educators in OSSE AFE funded and non-funded organizations. To ensure that sub-grantees, non-grantees and agency partners using Comprehensive Student Assessment System (CASAS) administer the assessment instrument correctly, OSSE AFE offered CASAS Implementation Training monthly in PY 2010. Additionally, OSSE AFE provided professional development on: (1) CASAS eTests; (2) TopsPro; (3) Learning Disabilities Screening; (4) Goal Setting; (5) Literacy Adult Community Education System (LACES); (6) Distance Learning; (7) Kentucky Education Television products; (8) Phillip Roy Life Skills Curriculum; and (9) SkillsTutor. These workshops focused primarily on effective adult education programming and continuous improvement. Most of the PY 2010 professional development workshops and technical assistance offered were determined by examining the aggregate monitoring data from the previous fiscal year. Professional development and technical assistance were identified to address the monitoring categories in which sub-grantees had earned the lowest number of points.

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The OSSE AFE also works in collaboration with DC LEARNs and the DC Public Library, Adult Literacy Resource Center to publish a unified professional development calendar as well as to co-design and facilitate professional development to ensure that training content achieves the state's goals and objectives. These professional development sessions are offered to the adult and family education community which includes OSSE AFE sub-grantees, non-subgrantees, faith based providers, AmeriCorps members, and volunteers.

Distance Education

Working with the University of Michigan, Project IDEAL, OSSE AFE had one state staff member and two Literacy Program Specialists attend the Project IDEAL Summer Institute in Ann Arbor. The Summer Institute prepared these three individuals to facilitate Distance Learning 101 (DL 101) which was offered in spring 2010 to eleven adult educators from six agencies. Participants learned how to deliver distance learning opportunities to adult learners and developed Distance Learning Implementation Plans for their agencies. Each participating organization, upon submission of their Distance Learning Program Plan, received five refurbished computers to issue to students who participate in distance learning. In PY 2010, OSSE AFE enhanced its suite of instructional software by licensing and providing professional development on SkillsTutor. The District of Columbia has the following instructional software available for distance education and classroom instruction: Kentucky Education Television's pre-GED and GED Connection, TV 411, and Workplace Essential Skills; Phillip Roy Life Skills/Character Education; and SkillsTutor.

University of the District of Columbia Graduate Certificate Program in Adult Education

The OSSE AFE has supported the Graduate Certificate Program in Adult Education at the University of the District of Columbia (UDC) since it began in 2000. In PY 2010, UDC announced its plans to transfer its Department of Education to its Center for Urban Education, which will open in fall, 2010. UDC has committed to developing a Master of Arts in Teaching (MAT) in Adult Education within the Center for Urban Education. This Master's degree program will begin in the fall of 2011. UDC will ensure that at least 18 of the 21 credit hours required for completion of the Graduate Certificate Program in Adult Education will transfer to the MAT program. In preparation for the opening of the master's degree program, the OSSE AFE has made arrangements for the four students currently enrolled in the Graduate Certificate Program to complete their coursework. Program Year 2011 will be dedicated to assisting completers of the Graduate Certificate Program in acquiring DC State Certification in Adult Education. Additionally, OSSE AFE will work with UDC to assess completers' interest and enroll ten completers in MAT program courses (total 6 credit hours per semester) funded by the state.

National External Diploma Program (NEDP)

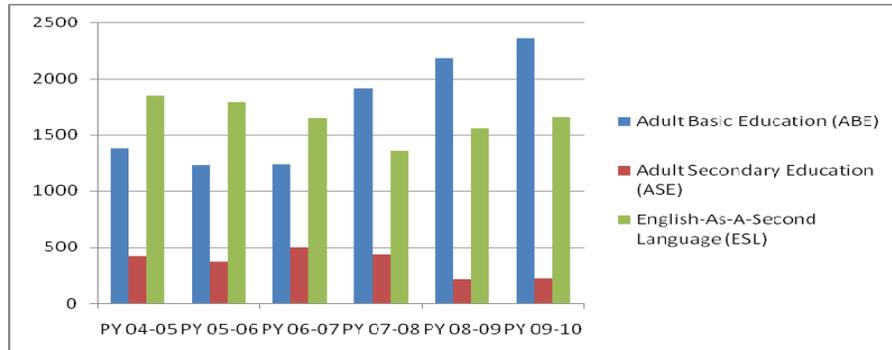
In PY 2010, OSSE AFE assumed state responsibility for the National External Diploma Program. OSSE AFE is working with the Comprehensive Adult Student Assessment Systems (CASAS) National Office, DC Public Schools, and the DC NEDP Advisory Committee to develop state policies and procedures to formalize and expand the NEDP option in the District of Columbia. The OSSE AFE co-sponsored a conference in May, 2010 for approximately 50 NEDP Advisors/Assessors and tutors. The conference workshops focused on the implementation of new and revised national policies as well as technology training on the use of the O*NET Interest Profiler, which is now a required part of the diagnostic phase. OSSE AFE held the District's first NEDP Orientation to provide prospective sites with information about the program.

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II. Significant Findings of the Effectiveness of DC’s Adult and Family Education Activities Based on the Core Indicators of Performance

DC Program Participants by Program Type (NRS Table 2)

The number of adult learners in Adult Basic Education (ABE) has steadily increased while the number of adult learners in Adult Secondary Education (ASE) has decreased between PY 2008, PY 2009 and PY 2010. The number of adult learners in English as a Second Language (ESL) programs has not shown a pattern of change. The state’s emphasis on accurate assessment and proper administration of CASAS have contributed to the higher number of ABE learners.

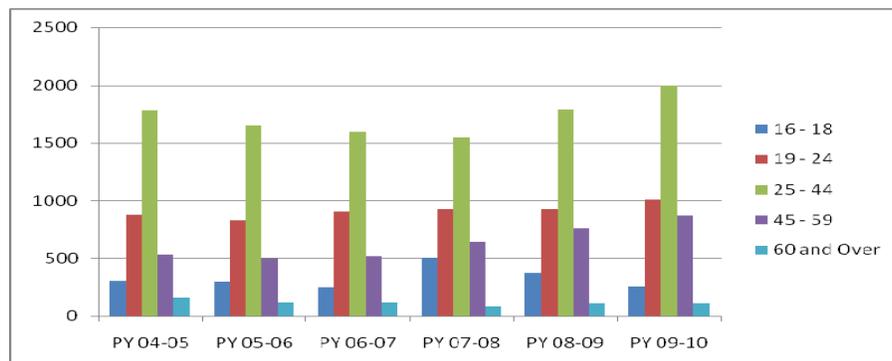


Number of Participants Served by Program Type

	FY 2004-2005		FY 2005-2006		FY 2006-2007		FY 2007-2008		FY 2008-2009		FY 2009-2010	
Adult Basic Education	1,382	37.9%	1,230	36.3%	1,236	36.5%	1,908	51.7%	2,184	55.2%	2,362	55.6%
Adult Secondary Education	419	11.5%	365	10.8%	500	14.8%	428	11.6%	218	5.5%	223	5.3%
English Literacy	1,845	50.6%	1,795	52.9%	1,648	48.7%	1,358	36.8%	1,554	39.3%	1,662	39.1%
Total Enrollment	3,646		3,390		3,384		3,694		3,956		4,247	

DC Program Participants by Program Type and Age (NRS Table 2)

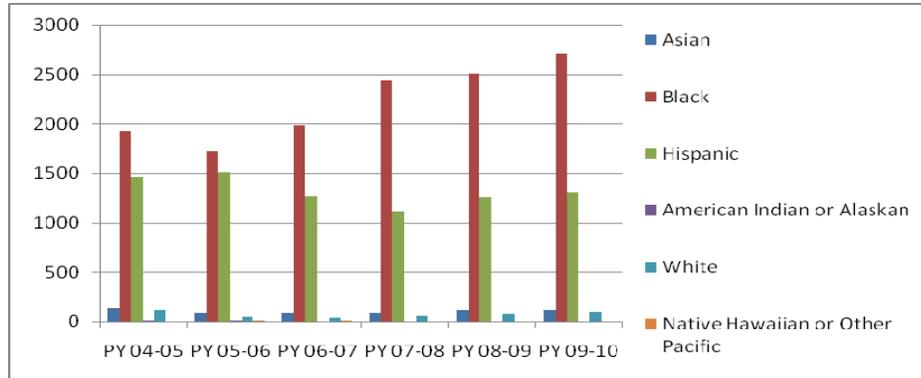
Adult learners 25-44 years of age continue to be the largest group of participants, followed by 19-24 year olds. There has been a steady increase in the number of participants 45-59 years of age.



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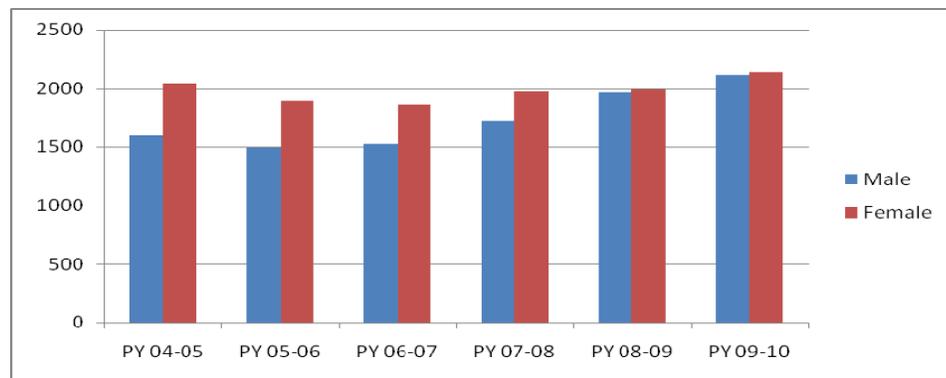
DC Program Participants by Ethnicity (NRS Table 2)

The number of Black participants has increased by 11% since PY 05. Despite an increase in the number of Hispanic residents in the District of Columbia, the number of Hispanic participants has decreased slightly. One of our former sub-grantees, Carlos Rosario International Career Center, became a public charter school in PY 07 which has been a contributing factor to the reduction in the Hispanic population served by the District of Columbia with Adult Education and Family Literacy Act (AEFLA) funds.



DC Program Participants by Sex (NRS Table 2)

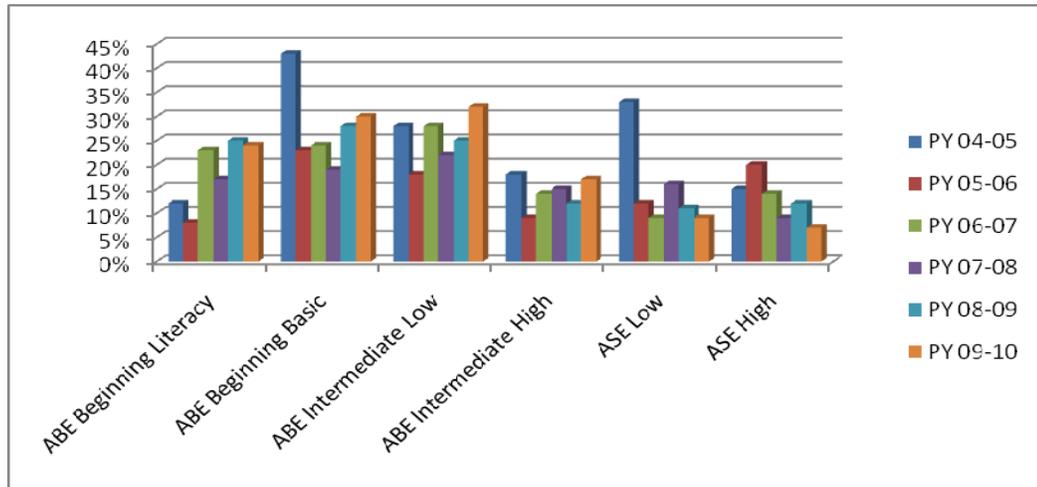
From PY 05 to PY 08, female participants exceeded the number of male participants. However, in PY 09 and PY 10, the number of male participants increased such that the number of male and female participants was nearly equivalent.



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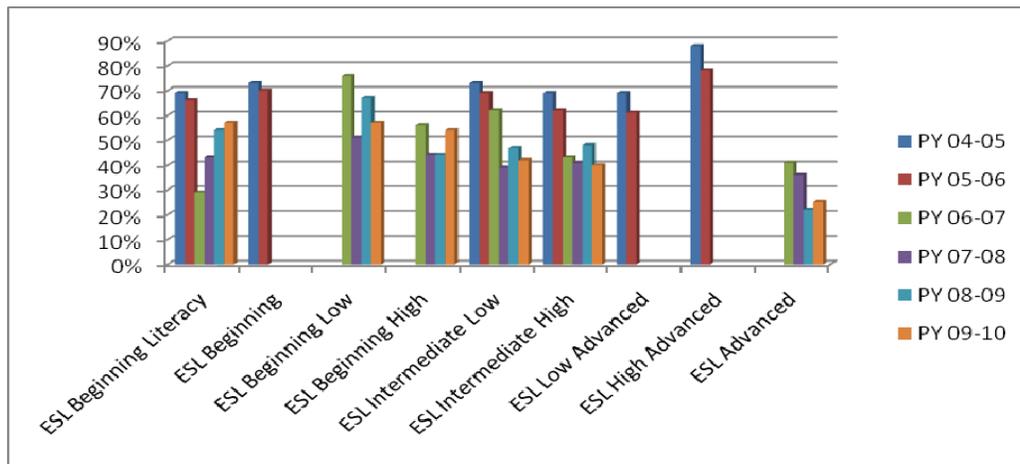
DC Educational Gains by Educational Functional Level (NRS Table 4) - ABE and ASE Levels

There was a slight increase in the number of participants in the ABE Beginning Basic, ABE Intermediate Low, and ABE Intermediate High levels who completed an educational functional level between PY 09 and PY 10. There was a slight decrease in the number of students making gains at the ABE Beginning Literacy, ASE Low and ASE High levels between PY 09 and PY 10.



DC Educational Gains by Educational Functional Level (NRS Table 4) – ESL Levels

The National Reporting System (NRS) requirements for ESL changed in PY 07. The ESL Beginning level was modified to capture gains at the ESL Beginning Low and ESL Beginning High levels. The ESL Low Advanced and ESL High Advanced levels were combined to create one reporting level, ESL Advanced. Educational functional level gains increased slightly in the ESL Beginning Literacy, ESL Beginning High, and ESL Advanced levels between PY 09 and PY 10.



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OSSE AFE Performance (NRS Tables 4 and 5)

Measure	2009-2010 Approved Targets	2009-2010 Actual Performance
NRS Table 4		
ABE Beginning Literacy	19%	24%
ABE Beginning	21%	30%
ABE Low Intermediate	24%	32%
ABE High Intermediate	17%	17%
ASE Low	18%	9%
ESL Beginning Literacy	45%	57%
ESL Low Beginning	53%	57%
ESL High Beginning	46%	54%
ESL Low Intermediate	41%	42%
ESL High Intermediate	43%	40%
ESL Low Advanced/ESL Advanced	38%	24%
NRS Table 5		
Entered Employment	80%	54%
Retained Employment	50%	33%
Obtained a GED or High School Diploma	96%	50%
Entered Postsecondary Education or Training	79%	57%

NRS Table 4

- The OSSE AFE met (8) eight of its (15) fifteen negotiated PY 2010 performance targets, or 53% of the total performance targets. When examining only the Educational Functioning Levels, OSSE AFE met (8) eight of its (11) eleven PY 2010 EFL performance targets, or 73% of the EFL targets. OSSE AFE achievement of core goals on Table 5 was affected by the severe economic crisis, improved consistency in data collection, and intensive technical assistance, particularly with regard to NRS Table 5.

NRS Table 5

- The follow-up on “Entered Employment” occurs one quarter after exit date. The follow-up on “Retained Employment” occurs three quarters after exit date. Because the economic recession has worsened in the months when follow-up would occur for these goals, and because adult learners may be working or have entered employment in entry level jobs, these jobs are the first to be eliminated in a tight economy. Thus, it is conceivable that adult learners who had set and met the goal of “Entered Employment” or “Retained Employment” in Program Years 2008-2009 and 2009-2010 may have been laid off due to downsizing at the time that follow-up was conducted.
- Issuance of the “Local Follow-up for Core and Secondary Outcome Measures Policy” and the training that accompanied it in December 2008 began a process of improvement with regard to sub-grantees’ understanding of the need to conduct follow-up activities for core and secondary outcome measures. Reporting on these measures had

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previously been inconsistent. Program Year 2009-2010 produced the most accurate data to date on these measures. Thus, Program Year 2009-2010 may be considered baseline data and the Annual Performance Targets should be adjusted accordingly.

- Intensive monitoring, technical assistance, and LACES training in Program Year 2009-2010 has corrected some weak practices among sub-grantees with regard to reporting on Table 5. Ongoing LACES training in PY10 emphasized goals follow-up and clarified the criteria for marking goals as met. Additionally, the technical assistance provided by the Literacy Program Specialists reinforced the goals follow up criteria and resulted in more accurate data being entered into LACES.

GED Testing

OSSE's GED Testing Center conducted 4,129 administrations of the General Educational Development (GED) Test during calendar year 2009. One thousand and seventy-one (1,071) different candidates completed either the full or partial GED tests during this period. Six hundred and sixty-two (662) GED credentials were awarded. The GED pass rate for the District of Columbia was 61.5% as indicated in the table below.

GED Test Credentials in the District of Columbia		
Program Year	2008-2009	2009-2010
Total Test Administrations	4,274	4,129
Total Number of Candidates	1,007	1,071
Credentials Awarded	620	662
Passage Rate	61.5%	61.7%
<i>These figures are from the 2009 GED Testing Program Statistical Report, January 1 – December 31, 2009</i>		

Program Monitoring Results

The OSSE AFE monitoring system evaluates local program performance and outcomes. Each sub-grantee is monitored annually with on-site preliminary and final monitoring visits and technical assistance provided throughout the program year in person, by phone and via email. A monitoring team is assigned to each sub-grantee which includes one Literacy Program Specialist who is specifically responsible for addressing technical assistance needs (assessment, instruction, data collection, resources, and cost reimbursement) and conducting regular data checks in LACES.

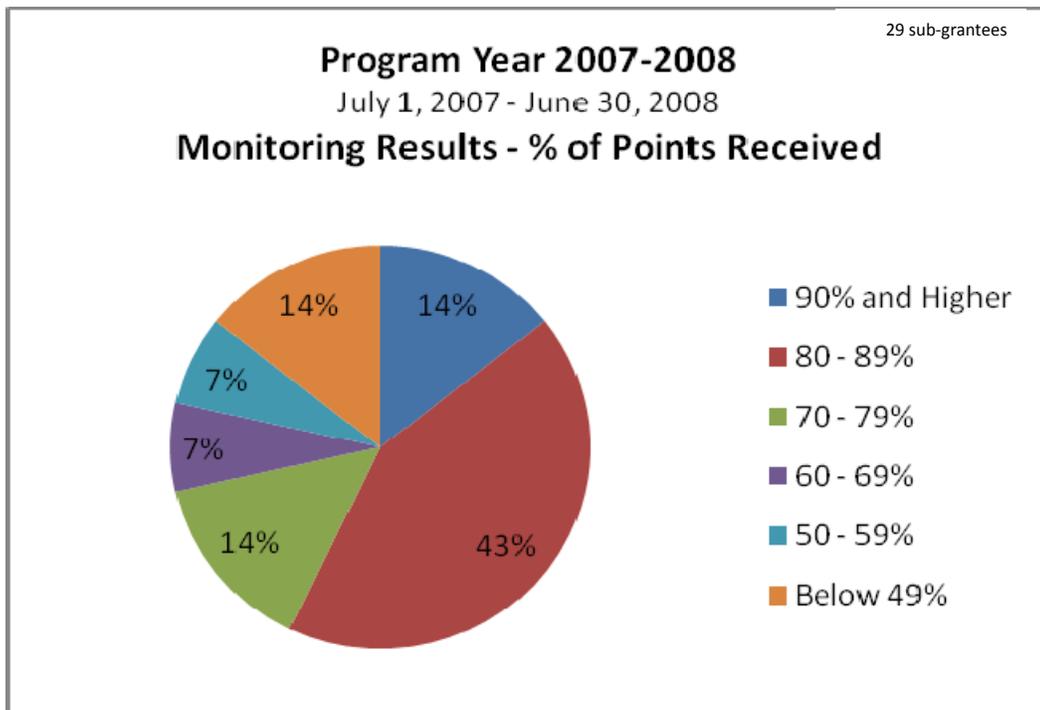
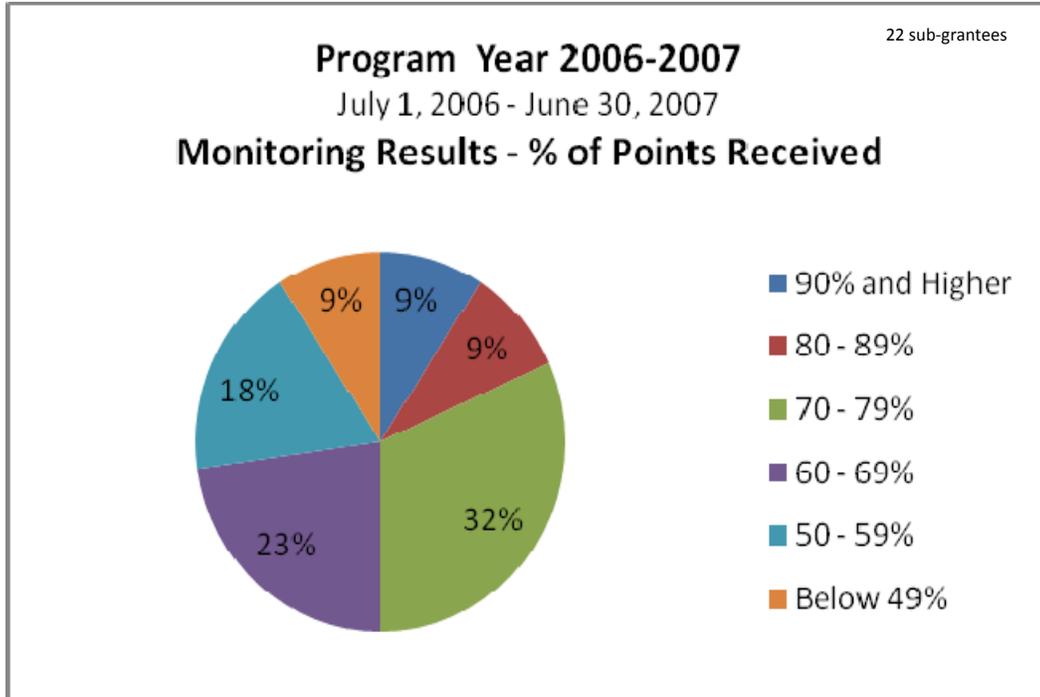
In PY 2010, the OSSE AFE mandated that all staff on the AEFLA grant participate in the preliminary and final monitoring reviews/visits. This helped to ensure that all staff on the grant understood their role in helping the local program meet state performance, accountability and reporting requirements. The OSSE AFE also emphasized the critical importance of data integrity, which resulted in improved reporting of local program performance and student outcomes. The state achieved this by mandating that all sub-grantees designate an individual responsible for data collection and maintenance and have a system of checks and balances to ensure the validity and accuracy of its data.

Program monitoring in PY 2010 also included at least two classroom observations of teachers funded on the grant so that the state could link the instructional practices with student outcomes and plan targeted professional development focused on improving the quality of

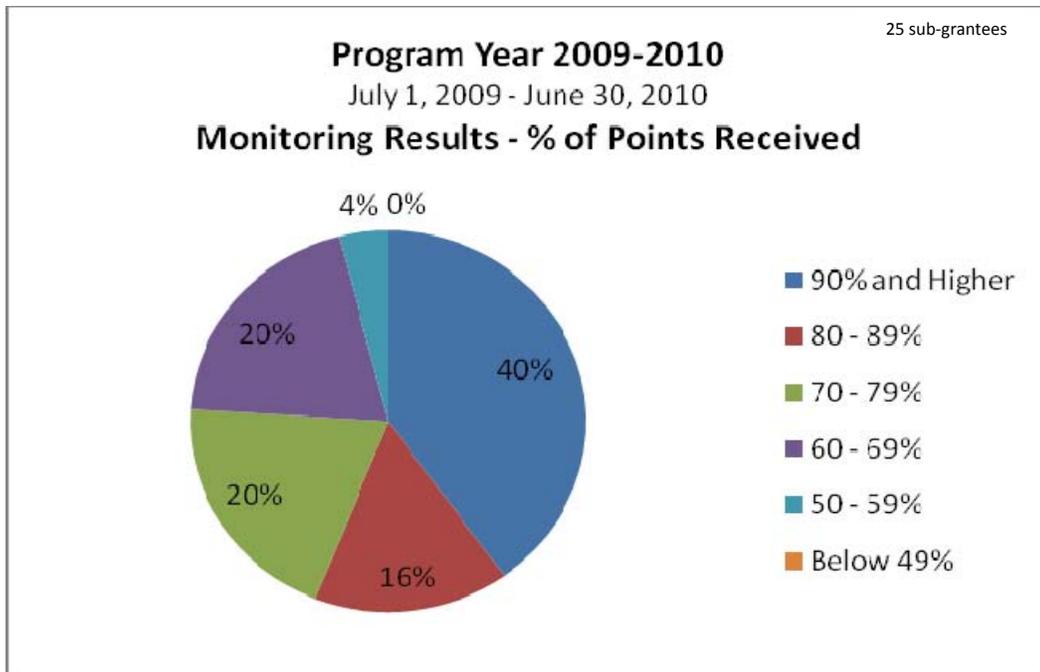
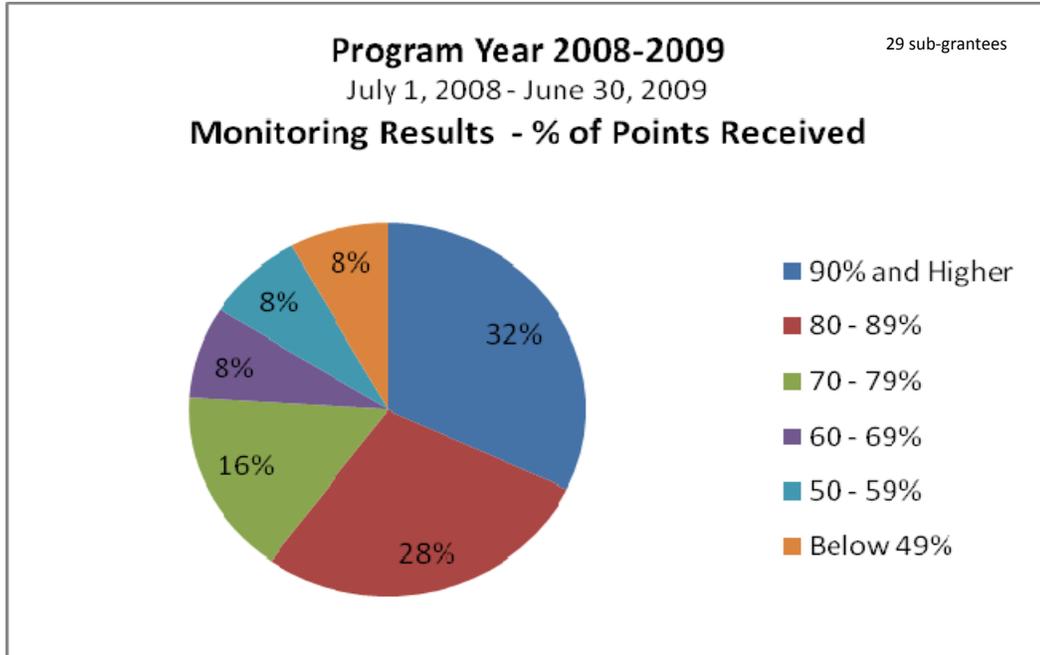
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instruction to increase student outcomes. The state continues to refine its monitoring system, including modifying the monitoring tool by re-weighting the measures each year so that they align with state priorities.

Monitoring Results - OSSE AFE sub-grantees funded from PY 2007 – PY 2010



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One of the state's overarching goals each program year is to increase the number of AFE sub-grantees performing at or above the 90th percentile.

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III. Integration of Activities Sponsored under Title II with other Adult Education, Career Development, and Employment and Training Activities

In May, 2010 OSSE AFE conducted a grant competition for federal and local funds for Program Years 2011-2012. The Request for Applications (RFA) sought proposals that enhance the delivery of adult literacy activities -- Adult Basic Education (ABE); Adult Secondary Education (ASE); General Education Development (GED); National External Diploma Program (NEDP); English Literacy, Integrated English Literacy/Civics Education (EL Civics); Family Literacy; and Workplace Literacy -- by integrating them with ancillary, workforce development and postsecondary education transition services to assist adult learners in preparing for 21st century jobs which require more than a high school credential.

The RFA identified six Service Models designed to encourage applicants to develop seamless programming that assists adults in increasing their educational functioning levels so that they might enter employment, retain employment, obtain a GED or secondary school diploma, and/or enter postsecondary education or training. Applicants were required to propose services in both Categories A: Adult and Family Education AND Category B: Ancillary Services, and Category AA: EL/Civics (if applicable). Additionally, applicants had the option of competing for larger grant awards by submitting proposals that integrated the required adult and family education and ancillary services with workforce and/or postsecondary transition services. Of the thirty-seven (37) applications received, OSSE funded twenty-two (22) applicants recommended for funding by the independent review panel.

Adult Education Service Models for Program Year 2010-2011		
Number of FY 2010-2012 Sub-grantees	Service Model Number	Description of Services
11	I	Category A: Adult Education and Category B: Ancillary Services
2	II	Category A: Adult Education, Category AA: <u>EL Civics</u> and Category B: Ancillary Services
Integrated Service Models		
2	III	Category A: Adult Education, Category AA: <u>EL Civics</u> and Category B: Ancillary Services integrated with Workforce Transition Services to English Language Learners
0	IV	Category A: Adult Education, Category AA: <u>EL Civics</u> and Category B: Ancillary Services integrated with Workforce --AND -- Postsecondary Education Transition Services to individuals at or below the ASE Level
5	V	Category A: Adult Education and Category B: Ancillary Services integrated with Workforce -- OR- Postsecondary Transition Services to individuals at or below the ASE Level
2	VI	Category A: Adult Education and Category B: Ancillary Services integrated with Workforce -- AND- Postsecondary Education Transition Services to individuals at or below the ASE Level
22		

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Through the grant competition, the OSSE AFE also introduced a new intake requirement for OSSE AFE sub-grantees. Beginning in PY 2011, sub-grantees will be required to administer the DC Metro Area Self-Sufficiency Calculator (DC MASSC) during the intake process. The DCMASCC is a financial and career planning tool based on the Self-Sufficiency Standard for the Washington, DC Metropolitan Area developed by Wider Opportunities for Women. The OSSE AFE decided to make this a grant requirement in order to gather baseline data about the self-sufficiency of adult learners participating in OSSE AFE funded programs so that this baseline data can be shared with stakeholders to emphasize the linkages between adult education, job training, and post-secondary education. Aggregate data will be used to inform stakeholders and develop partnerships that strengthen the services provided to adult learners.

Additionally, OSSE AFE worked cooperatively with the DC Department of Employment Services (DOES) in PY 2010 to explore the possibility of co-funding an adult education model in Program Year 2011 that would integrate adult education, ancillary services, job training and workforce transition services. As a result of these discussions, DOES awarded OSSE AFE \$300,000 to develop and pilot this model.

IV. Successful Activities and Services Supported with EL/Civics Funds

The OSSE AFE awarded EL/Civics funds to four (4) sub-grantee organizations that provided services to 313 adult learners in PY 2010. Students increased their knowledge of the rights and responsibilities of U.S. citizenship and developed skills for civic participation. Below are descriptions of some of the activities funded by EL/Civics in PY 2010:

1. Students increased their civic participation by writing letters to the District of Columbia City Council about subjects such as neighborhood parking issues and the personal importance of adult education and family literacy in their lives. Student representatives also attended two D.C. City Council hearings and the National Council of La Raza's Advocacy Days. Eighty percent (80%) of the adult learners enrolled in EL/Civics classes and activities for 60+ hours participated in neighborhood, school and/or community organizations as documented in their student folders.
2. Through the Student Council at Mary's Center Even Start Multicultural Family Literacy Program, adult students learned the process of representative government through the election of their class representatives to the Student Council. They also learned to contribute to the school community by sharing leadership in decision-making and program planning.
3. Adult learners participated in the Fannie Mae Help the Homeless Mini Walk-a-thon in November 2009, raising \$3,805 for the Silver Spring Interfaith Housing Coalition. In preparation, parents read and discussed statistics related to homelessness in the United States and Washington, DC.