



DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF

EDUCATION

DC Office of the State Superintendent of Education
Adult and Family Education

**DC Data Collection and
Reporting Policy
for Workforce Innovation and
Opportunity Act (WIOA),
Title II Providers**

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SECTION 1: OVERVIEW

1A. Workforce Innovation and Opportunity Act (WIOA)

The Workforce Innovation and Opportunity Act (WIOA) and its implementing regulations require that the District of Columbia (“District”) submit a plan to the U.S. Secretary of Labor as well as the U.S. Secretary of Education that outlines a four-year workforce development strategy for the State’s workforce development and adult education system. Federal reforms to WIOA foster better alignment of federal investments in job training and adult education to integrate service delivery across workforce programs.

The District’s WIOA Unified State Plan was developed by the former Office of the Deputy Mayor for Greater Economic Opportunity (DMGEO), Office of the Deputy Mayor for Planning and Economic Opportunity (DMPED), the Workforce Investment Council (WIC), Department of Employment Services (DOES), Department on Disability Services-Rehabilitation Services Agency (DDS/RSA), Office of the State Superintendent of Education (OSSE), Department of Human Services (DHS), and the University of the District of Columbia (UDC). The Office of the City Administrator’s (OCA) Office of Performance Management also provided additional capacity and support to this core team of agencies during the plan development.

The WIOA Unified State Plan emphasis on expanding economic opportunity to District residents across the city makes partnerships critical to ensuring that more residents are able to access a career pathway to the middle class through the following goals:

- Alignment of the District’s Workforce System,
- Access to Integrated/Concurrent Workforce and Education Services,
- Sector Strategies/Alignment with Business Needs, and
- Increased Performance and Accountability.¹

1B. Adult Education and Family Literacy Act (AEFLA)

The OSSE is the District of Columbia agency responsible for administering the AEFLA, a federal initiative authorized by Title II of the WIOA of 2014 (Pub. Law 113-128), codified at 29 U.S.C. § 3271 *et seq.* and its implementing regulations at 34 CFR § 463. The AEFLA grant program is supported with a match of local funds, as required by Title II, Section 222(b) of WIOA codified at 29 U.S.C. § 3302(b). The AEFLA is designed to give adults the opportunity to improve their skills through high-quality, research-based programs and activities.

Through its Adult and Family Education (AFE) team, OSSE:

- Awards federal and local funds to eligible providers to offer adult education services to District residents;
- Facilitates State leadership activities including professional development, technical assistance and monitoring;
- Provides resources (assessment, screening, instructional software and materials, equipment, and assistive technology) to adult education providers and partners in the city; and
- Maintains and reports State and local program performance, progress and outcome data to the U.S. Department of Education, city officials and other stakeholders to facilitate continuous improvement at the State and local program levels.

¹District of Columbia Workforce Innovation & Opportunity Act (WIOA) State Plan 2016-2020

1C. National Mandates for Data Collection and Reporting

The U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE) requires that state education agencies and local program providers collect data and report on the following core indicators of performance:

- Measurable Skill Gains;
- Secondary Credential Attainment;
- Employment Rate;
- Median Earnings;
- Secondary Credential Attainment and Enrollment in Postsecondary Education or Training;
- Secondary Credential Attainment and Entrance into Employment; and
- Attainment of a Postsecondary Credential.

Local program providers are required to follow-up with students after they exit the program to collect data on the student's attainment of the core indicators of performance listed above.

OCTAE further requires that the state and local entities use the approved methods to conduct follow-up which include survey and/or data matching methods. OCTAE describes the approved follow-up methods in the ["Technical Assistance Guide for Performance Accountability under the Workforce Innovation and Opportunity Act: National Reporting System for Adult Education"](#) (Dec. 2017).

1D. State Mandates for Data Collection and Reporting

OSSE Adult and Family Education requires local program providers to collect and maintain data in the District's management information system, Literacy Adult and Community Education System (LACES). This system meets the U.S. Department of Education, National Reporting System (NRS) accountability and reporting requirements. Local program providers are also required to use the DC Data Vault to collect and maintain data needed to refer students to appropriate government and/or non-government agencies for education, training, and other related services.

1E. Purpose

To fulfill the strategic objectives in the District's WIOA Unified State Plan, this policy guidance pertains to data collection and reporting requirements for local program providers funded by OSSE AFE. The purpose of this guidance is to: (1) ensure uniform collection and reporting of student, staff, and local program data, (2) ensure local program adherence to the grant requirements relative to data collection and reporting; and (3) comply with federal, state, and local accountability and reporting requirements.

For additional information about this guidance, contact OSSE AFE by email at OSSE.AFETA@dc.gov.

SECTION 2: PROGRAMMATIC DATA COLLECTION, REPORTING AND ACCOUNTABILITY

The National Reporting System (NRS) is the accountability system for the federally funded, state-administered adult education program. It embodies the accountability and reporting requirements of WIOA for the adult education and literacy program contained in Title II of WIOA.

In 2015, in response to the joint accountability requirements of Section 116 of WIOA, the NRS was significantly revised to include the new indicators specified in WIOA and the resulting new timelines for participant follow-up and data reporting. Section 116 establishes primary indicators of performance and

reporting requirements to assess the effectiveness of states and local areas in achieving positive outcomes for individuals served by the workforce development system's six core programs. These six core programs are: the Adult, Dislocated Worker, and Youth programs, authorized under WIOA Title I and administered by the U.S. Department of Labor (DOL); the Adult Education and Family Literacy Act (AEFLA) program, authorized under WIOA Title II and administered by the U.S. Department of Education (DOE); the Employment Service program authorized under the Wagner-Peyser Act, as amended by WIOA Title III and administered by the DOL; and the Vocational Rehabilitation (VR) program authorized under Title I of the Rehabilitation Act of 1973, as amended by WIOA Title IV and administered by the DOE. WIOA provides a historic opportunity to align performance-related definitions, streamline performance indicators, integrate reporting, and ensure comparable data collection and reporting across all six of these core programs, while also implementing program-specific requirements related to data collection and reporting.

2A. WIOA Indicators of Performance and NRS Measures

The new indicators and changes to the NRS reporting under WIOA include the following:

Performance Indicators

Measurable skill gains indicator: The measurable skill gains indicator is a new indicator under WIOA. It is used to measure a participant's interim progress through pathways that offer different services based on program purposes and participant needs. A measurable skill gain for an adult education participant is measured by:

- (1) achieving an educational functioning level gain;
- (2) attainment of a secondary school diploma or its recognized equivalent; and
- (3) enrollment in a postsecondary educational or occupational skills program after exit and by the end of the program year.

Credential attainment indicator: The credential attainment indicator consists of:

- (1) postsecondary credential attainment for participants co-enrolled in adult and postsecondary education;
- or
- (2) attainment of a recognized secondary school diploma, with employment or entry into a postsecondary education or training program within one year of exit, for participants enrolled at the secondary level who did not previously possess a secondary school diploma.

Employment indicators: Employment indicators of second- and fourth-quarter employment and median earnings have replaced the Workforce Investment Act (WIA) NRS measures of entered and retained employment.

Descriptive, Participation and Optional Measures

The NRS also includes descriptive, participation and optional measures. Descriptive measures include student and teacher demographics and status. Student participation measures include contact hours received and enrollment in instructional programs for special populations or topics, such as family literacy, integrated English literacy, and civics education (IEL/CE), integrated education and training (IET), and correctional education. There also are additional optional measures for students in family literacy and IEL/CE programs.

Summary of NRS Indicators, Measures, and Definitions

The chart below summarizes the indicators and measures which apply to all students in OSSE AFE programs.

Topic	Measure	Category or Definition
Performance Indicators		
Measurable Skill Gains (MSG)	<ul style="list-style-type: none"> Educational functioning level gain 	<ul style="list-style-type: none"> Complete one or more educational functioning levels in reading, writing, speaking, and listening and functional areas, as measured by an NRS-approved assessment Earning enough Carnegie Units or credits to move from ABE level 5 to ABE level 6, according to state rule.
	<ul style="list-style-type: none"> Attainment of a Secondary School Diploma 	<ul style="list-style-type: none"> Receipt of a secondary school diploma or recognized equivalent during enrollment or after exit and by the end of the program year.
	<ul style="list-style-type: none"> Enrollment in postsecondary education or training 	<ul style="list-style-type: none"> Enrollment in a postsecondary educational or occupational skills program after exit and by the end of the program year.
Credential Attainment	<ul style="list-style-type: none"> Attainment of secondary school diploma or its recognized equivalent 	<ul style="list-style-type: none"> Receipt of a secondary school diploma or its recognized equivalent and then employed or entered into postsecondary education within one year of exit
	<ul style="list-style-type: none"> Attainment of postsecondary credential 	<ul style="list-style-type: none"> Receipt of a postsecondary credential while enrolled or within one year of exit
Employment Measures	<ul style="list-style-type: none"> Second-quarter employment 	<ul style="list-style-type: none"> Employment in the second quarter after the exit quarter
	<ul style="list-style-type: none"> Fourth-quarter employment 	<ul style="list-style-type: none"> Employment in the fourth quarter after the exit quarter
	<ul style="list-style-type: none"> Median earnings 	<ul style="list-style-type: none"> Median earnings of participants employed in the second quarter after the exit quarter

Topic	Measure	Category or Definition
Descriptive and Participation Measures		
Demographics	<ul style="list-style-type: none"> Barriers to employment 	<ul style="list-style-type: none"> Displaced homemaker; ELL, low-literacy or cultural barriers; exhausting TANF within two years; ex-offender; homeless or runaway youth; long-term unemployed; low income; migrant or seasonal farmworker; individual with disabilities; singleparent; youth aged out of foster care system
	<ul style="list-style-type: none"> Race/ethnicity 	<ul style="list-style-type: none"> American Indian or Alaska Native, Asian, Native Hawaiian or Other Pacific Islander, Black or African American (non-Hispanic), Hispanic or Latino, White (non-Hispanic), more than one race
	<ul style="list-style-type: none"> Gender 	<ul style="list-style-type: none"> Male, female
	<ul style="list-style-type: none"> Age 	<ul style="list-style-type: none"> Years since date of birth
Status	<ul style="list-style-type: none"> Labor force status 	<ul style="list-style-type: none"> Employed, not employed, not in labor force, employed but received notice of termination or pending military separation
	<ul style="list-style-type: none"> Highest degree or level of school completed 	<ul style="list-style-type: none"> Highest grade level of school completed in U.S. or abroad, college, secondary school diploma, postsecondary degree
Student Participation	<ul style="list-style-type: none"> Contact hours 	<ul style="list-style-type: none"> Number of hours of instructional activity
	<ul style="list-style-type: none"> Program enrollment type 	<ul style="list-style-type: none"> ABE, ASE, ESL, family literacy, IET (IETP and IETP-C), IEL/civics education, correctional education, community corrections programs, other institutional programs, distance education
Teacher Descriptive	<ul style="list-style-type: none"> Years of experience in adult education 	<ul style="list-style-type: none"> Total number of years of experience teaching in adult education
	<ul style="list-style-type: none"> Teacher certification 	<ul style="list-style-type: none"> Certification in K–12, special education, adult education, TESOL
Optional Measures		
Family Literacy	<ul style="list-style-type: none"> Involvement in children’s education 	<ul style="list-style-type: none"> Participant increases help given for children’s school work, contact with teachers to discuss education, and involvement in children’s school
	<ul style="list-style-type: none"> Involvement in children’s literacy-related activities 	<ul style="list-style-type: none"> Participant increases the amount read to children, visits libraries, or purchases books or magazines for children
ELL Civics	<ul style="list-style-type: none"> Achieved citizenship skills 	<ul style="list-style-type: none"> Achieve the skills needed to pass the citizenship exam
	<ul style="list-style-type: none"> Voting registration 	<ul style="list-style-type: none"> Participant registers to vote or votes for the first time
	<ul style="list-style-type: none"> General involvement in community activities 	<ul style="list-style-type: none"> Participant increases involvement in community activities
<ul style="list-style-type: none"> • ABE=Adult Basic Education • ASE=Adult Secondary Education • ELL=English Language Learner • ESL=English as a Second Language • IET=Integrated Education and Training • IELCE=Integrated English Literacy and Civics Education • TANF=Temporary Assistance for Needy Families • TESOL=Teachers of English to Speakers of Other Languages 		

2B. OSSE AFE Data Collection and Reporting Requirements

Student, staff, and local program data must be collected, entered, maintained, and updated in the OSSE AFE's management information system, Literacy Adult and Community Education System (LACES).

OSSE AFE sub-grantees must hire a Data Specialist at least on a part-time basis to assist the agency in meeting the OSSE AFE's data collection and reporting requirements. Recognizing that training is critical to quality data collection and reporting, OSSE AFE provides face-to-face training in LACES and the NRS, one to two times per year with the LACES National Trainer as well as via webinars, workshops, and quarterly provider meetings for sub-grantees throughout the year.

OSSE AFE sub-grantees are monitored to ensure that they have a written process for data collection, data entry, and error identification/correction including generating Diagnostic Search Reports from LACES that ensures reliable, accurate, and up-to-date data is collected and reported as well as evidence that staff person(s) responsible for data entry and management has/have been adequately trained and employ a system of checks and balances to ensure accurate data entry.

State and local program performance and outcome data is reported in the DC OSSE AFE Annual Performance Report to the U.S. Department of Education which is posted at www.osse.dc.gov and at www.nrsweb.gov. Data is also shared and/or reported to the District's City Administrator, DC City Council, other District government agencies and stakeholders.

Data Entry

Data must be entered in LACES daily or weekly to fulfill OSSE AFE's data collection and reporting requirements. OSSE AFE receives requests for data from Federal, state, and local stakeholders throughout the program year. As such, sub-grantees are required to maintain up to date electronic records of local program, staff and student performance, progress and outcome data in LACES. The OSSE AFE monitors sub-grantees monthly via site visits and desk reviews to ensure compliance with OSSE AFE's data collection and reporting requirements.

Student Intake

Local program providers must engage student in an intake process. Local program staff can interview students in person or by phone to complete the intake form in LACES or provide students with a paper-based intake form for completion. Paper-based forms must include all the data elements that are in LACES, including required fields, designated by a red asterisk (*) in LACES: Intake Date, First Name, Last Name, Program, Ward, Birthdate, Gender, Highest Education Level Completed on Entry, Highest Education Completed on Entry Location, Employment Status, and "Does this person have barriers to employment?" After the paper-based intake form has been completed by the student, the local program staff must enter the data into LACES within seven business days of the intake date.

Student Status

Local program providers must designate the student's status as either "Enrolled" or "Prospective" after entering intake data and other required information into LACES. A student is considered

“Enrolled” once the individual has been administered a valid assessment and has 12 or more hours of instructional or other related services. If the student does not complete the intake process or enroll in the program, the student’s status is changed to “Never Enrolled” within 90 days of the initial date of inquiry or the intake date.

Key Data Elements in LACES:

- **Demographics:** Local program staff must collect student demographic data including age, race, ethnicity, and gender.
- **Disability:** Local program staff can screen students for learning and other disabilities and enter the data in LACES.
- **Assessments:** Local program staff must administer and enter student assessment data into LACES.
- **Enrollment:** Local program staff must enroll students in a class upon their completion of orientation and the intake process and after the administration of a CASAS Math and Reading Assessments.
- **Hours:** Local program staff must enter student attendance hours daily or weekly into LACES.
- **Goals and Achievements:** Local program staff must conduct a goal setting session(s) with each student and enter the student’s goals into LACES.
- **Outcomes:** Local program staff must follow-up with students after they exit a program relative to their attainment of the WIOA core indicators of performance.
- **Documents:** Local program staff must collect and upload the required eligibility documents in a student’s record to LACES.
- **Education:** Local program staff must collect data about a student’s Highest Education Level Completed upon Entry, Highest Education Level Completed upon Entry Location, and all applicable fields.
- **Diploma/Credentials:** Local program staff must collect data relative to a student’s pursuit of a High School Diploma and their performance, progress, and outcome data while enrolled in a GED or NEDP.
- **Barriers to Employment:** Local program staff must collect data on a student’s barriers to employment.
- **Work History:** Local program staff must complete the below fields in the Work History folder. WIOA requires the collection of salary or hourly wage data.
- **Postsecondary Education or Training:** Local program staff must collect data on student’s enrollment in postsecondary education or training.

2C. Follow-up Requirements

According to federal guidelines, measurable skills gains, and secondary school attainment are reported while the student is enrolled in the program. The outcomes measured of entered employment, retained employment, secondary credential attainment and enrollment in postsecondary education or training, secondary credential attainment and entrance into employment, and attainment of a postsecondary credential require follow-up. Local programs are required to collect follow-up data on the core outcome measures in accordance with the NRS quarterly periods that are based on the student’s exit date. Follow-up on secondary outcome measures can be collected while a student is enrolled in the program and/or after the student has left the program.

2D. Quarterly Periods for Follow-up

Local programs are required to use a follow-up survey to collect data for the exit-based performance indicators. The NRS guidance states that “when quarterly data collection is conducted, the survey should begin during the last month of the quarter and be completed within three months.”

The following chart indicates the period in which follow-up should be conducted based on the student’s exit quarter.

Quarterly Periods for Collecting Employment and Earnings Indicators Using Survey Method		
<u>Student’s Exit Quarter</u>	<u>Collect Second-Quarter Employment and Earnings by the End of:</u>	<u>Collect Fourth-Quarter Employment by the End of:</u>
First Quarter (July 1 – Sept. 30)	Third Quarter	First Quarter, Next Program Year
Second Quarter (Oct. 1 – Dec. 31)	Fourth Quarter	Second Quarter, Next Program Year
Third Quarter (Jan. 1 – March 31)	First Quarter, Next Program Year	Third Quarter, Next Program Year
Fourth Quarter (April 1 – June 30)	Second Quarter, Next Program Year	Fourth Quarter, Next Program Year

**Earnings collected to calculate median only for participants employed in the second quarter after exit.*

2E. Follow-up Methods

The U.S. Department of Education identifies three methodologies for collecting data on core and secondary outcome measures. These methodologies include direct program reporting, data matching, and local follow-up survey.

Direct Program Reporting

With the direct program reporting method, information is collected directly from students while they are still enrolled and receiving instruction. This data collection method applies to measurable skill gains which are determined by assessment, Carnegie unit, or attainment of a secondary credential.

**Data Matching*

Data matching refers to the procedure of two or more state agencies sharing data on students for whom social security numbers (SSN) are available. OSSE AFE requires sub-grantees to collect the social security number from students who have one or assist individuals who do not have a social security number to obtain a social security card, if applicable. The SSN can be crossed with the state wage record system to identify individuals who were employed in each quarter.

**Follow-up Survey*

According to U.S. Department of Education guidelines, the survey method is acceptable for conducting follow-up. Local programs are required to conduct follow-up on all students, even those who have provided a social security number.

**States may use either data matching or follow-up survey or a combination of both to collect follow-up data on core outcome measures. OSSE AFE utilizes both methods and has been able to verify survey data using information gathered by data matching.*

2F. Required Follow-up Methods in the District of Columbia

In the District of Columbia, local programs are required to report on measurable skills gains and secondary measures using direct program reporting. Measurable skills gains are determined by pre- and post-testing in accordance with the *DC Assessment Policy for Workforce Innovation and Opportunity Act (WIOA) Providers and Core Partners*; awarding of Carnegie units, where applicable; and/or entry into a postsecondary education or training program. A student may also complete a measurable skill gain by attaining a secondary school diploma while enrolled or after exit, so long as the credential is earned by the end of the program year.

2G. Procedures for Conducting Surveys

The NRS advises that each state provide students with a standard survey questionnaire so that the survey questions are phrased in a way that does not include bias or affect the student's responses. OSSE AFE has provided a Sample Follow-up Survey for Core and Secondary Outcome Measures. See Appendix A.

2H. Maintenance of Student Records

OSSE AFE sub-grantees must maintain student records in both an electronic format in LACES and a paper-based student file/record. Evidence of student progression knowledge as evidenced by scale score gains, progress toward acquisition of a secondary education credential or certification, if applicable, should be uploaded in LACES and maintained in the student's file/record.

2I: Records Retention

Consistent with Section 76.73 of (EDGAR), OSSE AFE sub-grantees must maintain records that show (1) the amount of funds available under the grant; (2) how the grant recipient used the funds; (3) the total cost of the project; (4) the share of that total cost provided from other sources; and (5) other records to facilitate an effective audit.

Financial records, supporting documents, statistical records, and all other entity records pertinent to the award must be retained for a period of five (5) years from the date of submission of the final expenditure report. If any litigation, claim, or audit is started before the expiration of the five (5) year period, the records must be retained until all litigation, claims, or audit findings involving the records have been resolved and final action taken.

2J. Data Verification

As part of the OSSE AFE Monitoring System and process, monthly Diagnostic Search Reports must be generated in LACES by local program providers to identify and resolve data discrepancies and to ensure the validity and accuracy of the data being reported in LACES.

SECTION 3: FISCAL DATA COLLECTION, REPORTING AND ACCOUNTABILITY

3A. Financial Reviews

The OSSE AFE monitoring team collects and reviews local program fiscal data including grant expenditures to date (federal, local, or other grant-cost reimbursement requests) and determines

whether the sub-grantee is meeting its match requirement in comparison with the approved OSSE AFE grant budget. Programs must maintain documentation/evidence for all expenditures as well as the match for review by OSSE AFE.

3B. Program Income

Federal regulations at 34 CFR § 80.25 apply to state-administered grant programs supported by the Adult Education and Family Literacy Act (AEFLA). They allow AEFLA state grantees to earn program income. Subsection 80.25(b) defines “program income” generally to mean “gross income received by the [State] grantee or [local] sub-grantee directly generated by a grant supported activity or earned only as a result of the grant award agreement under the grant period.” Ordinarily, program income is deducted from total allowable program costs, and all program income, except for tuition and fees charged to students and employers earned by a sub-grantee under this award, must be so deducted. A local sub-grantee charging reasonable and necessary tuition and fees to students and employers may use that income to provide additional adult education and literacy services that would otherwise be unable to provide.

Program income from tuition and fees must be (1) governed by the terms of the agreement between the state grantee and local sub-grantee to which the state provides federal funds, (2) accounted for in program records, and (3) used only for costs allowable under AEFLA.

Also applicable to a state-administered grant award is Federal Regulation 34 CFR § 76.534, which provides that states and sub-grantees may not count tuition and fees collected from students toward meeting federal matching, cost-sharing, or maintenance of effort requirements related to this award. Moreover, states must ensure that fees charged to students participating in an adult education program that receives federal support are equitably administered and do not reach levels that have an adverse effect on the participation of economically disadvantaged students.

Sub-grantees must report anticipated program income in the Detailed Planned Expenditure Tab of their AEFLA Grant Application in EGMS and report program income expenditures quarterly in the OSSE AFE Monthly Monitoring Statistical Report and Final Monitoring Tool of the Program Income Report Tab, with an explanation of how the funds were expended. Documentation of how program income was expended must be maintained by each agency and provided to the monitors when requested during monitoring. Program income should be expended within the program year in which it is collected. If a sub-grantee is unable to expend all its program income, the local program provider should document the balance of program income and how it plans to expend those funds in the subsequent program year. To the extent possible, sub-grantees shall disburse these funds prior to submitting its first request for cost reimbursement in the new program year.

4. MONITORING

4A. State Monitoring

OSSE AFE evaluates the performance of its sub-grantees via the OSSE AFE monitoring system through several measures, including but not limited to, adherence to OSSE AFE policies, procedures, and guidance. Sub-grantees are expected to meet or exceed the state’s U.S. Department of Education negotiated performance target(s). OSSE AFE requires local programs to conduct monthly self-assessments of their performance via the completion and submission of a statistical and narrative

report. The monthly statistical and narrative report must be submitted by the 10th day of each month to OSSE.AFETA@dc.gov. Monthly reports will be reviewed by the OSSE AFE monitors. Feedback will be provided via the OSSE AFE Monitor Monthly Reporting Checklist and during the monthly monitoring check-in visits. The monthly monitoring check-in results will be used to identify the professional development and technical assistance needs of the sub-grantee and strategies for continuous improvement. Additionally, OSSE AFE analyzes the NRS tables monthly to ensure federal, state, and local accountability as well as to identify the technical assistance and professional development needs of local programs.

4B. Policy Adherence

Sub-grantees must adhere to these policies and guidelines as established by Title II of the Workforce Innovation and Opportunity Act, Education Department General Administrative Regulations (EDGAR), the National Reporting System (NRS), and the U.S. Department of Education document, “Technical Assistance Guide for Performance Accountability under the Workforce Innovation and Opportunity Act.”

APPENDIX A

SAMPLE FOLLOW-UP SURVEY FOR CORE AND SECONDARY OUTCOME MEASURES ²	
	<p>Hello. My name is _____ . I work for _____ .</p> <p>We're contacting people who have recently attended classes at our agency to find out what happens after they leave. We are also interested in how the classes you attended have impacted you, your family, and your employment.</p> <p>It should only take a few minutes to answer these ___ questions. Do you have a moment for me to ask you these questions? Please know that any information that you provide is confidential.</p>
A. Core Outcome Measure – Secondary Diploma or Postsecondary Certificate, Credential and/or Degree	
1.	<p>Did you earn a diploma, certificate, credential and/or degree while you were enrolled in this program?</p> <p><input type="checkbox"/> Yes (Proceed to questions 1a and 1b.)</p> <p><input type="checkbox"/> No (Proceed to question 2.)</p> <p><input type="checkbox"/> Did not know (Proceed to question 2.)</p> <p><input type="checkbox"/> Refused to answer (Proceed to question 2.)</p>
1a.	<p>What type of diploma/certificate/credential/degree did you earn? <i>Do not read the choices to the respondent. Check all that apply.</i></p> <p><input type="checkbox"/> Secondary credential (GED or High School Diploma)</p> <p><input type="checkbox"/> Postsecondary certificate or credential</p> <p><input type="checkbox"/> Associate degree</p> <p><input type="checkbox"/> Bachelor's degree</p> <p><input type="checkbox"/> Other _____</p> <p><input type="checkbox"/> Did not know</p> <p><input type="checkbox"/> Refused to answer</p>
1c.	<p>When did you earn the diploma/certificate/credential/degree?</p> <p><input type="checkbox"/> Month _____ Year _____</p> <p><input type="checkbox"/> Did not recall</p> <p><input type="checkbox"/> Refused to answer</p>
B. Core Outcome Measure – Other Education and/or Training	
2.	<p>Since you left the program, have you enrolled in any other education and/or training programs?</p>

	<input type="checkbox"/> Yes (Proceed to question 2a, 2b and 2c.) <input type="checkbox"/> No (Proceed to question 3.) <input type="checkbox"/> Did not know (Proceed to question 3.) <input type="checkbox"/> Refused to answer (Proceed to question 3.)
2a.	Where are/were you enrolled? <input type="checkbox"/> American University <input type="checkbox"/> Catholic University of America <input type="checkbox"/> Catholic University of America – Metropolitan School of Professional Studies <input type="checkbox"/> George Washington University <input type="checkbox"/> Georgetown University <input type="checkbox"/> Howard University <input type="checkbox"/> Trinity University <input type="checkbox"/> University of the District of Columbia (UDC) <input type="checkbox"/> University of the District of Columbia (UDC-CC) <input type="checkbox"/> University of the District of Columbia (UDC-CC) – Workforce Development and Lifelong Learning (WDLL) <input type="checkbox"/> OSSE Adult and Family Education Provider _____ <input type="checkbox"/> Other _____ <input type="checkbox"/> Did not know <input type="checkbox"/> Refused to answer
2b.	When did you start the program in which you are/were enrolled? <input type="checkbox"/> Month _____ Year _____
2c.	In what type of program and/or classes are/were you enrolled? Do not read the choices to the respondent. Check all that apply. <input type="checkbox"/> Citizenship <input type="checkbox"/> English Language <input type="checkbox"/> GED/High School Diploma <input type="checkbox"/> Integrated Education & Training <input type="checkbox"/> Postsecondary Education <input type="checkbox"/> Workforce Training (Vocational and Job Training) <input type="checkbox"/> Other _____ <input type="checkbox"/> Did not know <input type="checkbox"/> Refused to answer
C. Core Outcome Measure – Employment	
Second Quarter after Exit	
3.	While you were enrolled in our program, did you get a paying job?

	<input type="checkbox"/> Yes (Record the name of the employer and proceed to question 3b.) If yes: What is the name of your current employer? _____ <input type="checkbox"/> No (Proceed to question 3a.) <input type="checkbox"/> Did not know (Proceed to question 3a.) <input type="checkbox"/> Refused to answer (Proceed to question 3a.)
3a.	Since you left our program, have you gotten a paying job? <input type="checkbox"/> Yes (Record the name of the employer and proceed to question 3b.) If yes: What is the name of your employer? _____ <input type="checkbox"/> No (Proceed to question 3c.) <input type="checkbox"/> Did not know (Proceed to question 5.) <input type="checkbox"/> Refused to answer (Proceed to question 5.)
3b.	Do you still have the same job, have a different job, or not have a job currently? <input type="checkbox"/> Still have the same job (Proceed to question 3d.) <input type="checkbox"/> Have a different job (Record the name of the employer and proceed to question 3d.) If yes: What is the name of your current employer? _____ <input type="checkbox"/> Have no job, unemployed (Proceed to question 5.) <input type="checkbox"/> Did not know (Proceed to question 5.) <input type="checkbox"/> Refused to answer (Proceed to question 5.)
3c.	Think about the three-month period between _____ [specify first day of second quarter after exit] and _____ [specify last day of second quarter after exit], did you have a paying job at any time during those three months? <input type="checkbox"/> Yes (Record the name of the employer and proceed to question 3d.) If yes: What is the name of your current employer? _____ <input type="checkbox"/> No (Proceed to question 5.) <input type="checkbox"/> Did not know (Proceed to question 5.) <input type="checkbox"/> Refused to answer (Proceed to question 5.)
3d.	<p><i>I know that this is personal, however, we are required to conduct follow-up on earnings. As you know, our agency is preparing District residents for high-demand occupations that earn or lead to a career with livable wages. The information that you provide informs our agency and our funders about how well we are doing in attaining this goal.</i></p> <p>How much money did you earn during this three-month period? You can report it by the hour, week, month, year, or the total amount earned during the three-month period.</p> <p><input type="checkbox"/> \$ _____ Per <input type="checkbox"/> Hour <input type="checkbox"/> Week <input type="checkbox"/> Month <input type="checkbox"/> 3-Month Period <input type="checkbox"/> Year</p> <p>Record student’s responses and ask the follow-up question below. How many ____ [insert the unit of measure the student reported above] did you work?</p>

	If the student does not answer, the staff member may use EMSI data to say: Well, many people working in _____(occupation) in the District of Columbia earn between \$____and \$____per hour. Were you earning more or less than that amount in your job?
Fourth Quarter after Exit	
4.	<p>Think about the three-month period between_____ [specify first day of fourth quarter after exit] and_____ [specify last day of fourth quarter after exit], did you have a paying job at any time during those three months?</p> <p><input type="checkbox"/> Yes (Record the name of the employer and proceed to question 4a.) If yes: What is the name of your employer? _____</p> <p><input type="checkbox"/> No (Proceed to question 5.)</p> <p><input type="checkbox"/> Did not know (Proceed to question 5.)</p> <p><input type="checkbox"/> Refused to answer (Proceed to question 5.)</p>
4a.	<p>I know that this is personal, however, we are required to conduct follow-up on earnings. As you know, our agency is preparing District residents for high-demand occupations that earn or lead to a career with livable wages. The information that you provide informs our agency and our funders about how well we are doing in attaining this goal.</p> <p>How much money did you earn during this three-month period? You can report it by the hour, week, month, year, or the total amount earned during the three-month period.</p> <p><input type="checkbox"/> \$_____ Per <input type="checkbox"/> Hour <input type="checkbox"/> Week <input type="checkbox"/> Month <input type="checkbox"/> 3-Month Period <input type="checkbox"/> Year</p> <p>Record student’s responses and ask the follow-up question below.</p> <p><input type="checkbox"/> How many [insert the unit of measure the student reported above] did you work?</p>
D. Secondary Outcome Measure – Family	
5.	<p>Do you have dependent children living with you?</p> <p><input type="checkbox"/> Yes (Proceed to question 5a.)</p> <p><input type="checkbox"/> No (Proceed to question 6.)</p> <p><input type="checkbox"/> Did not know (Proceed to question 6.)</p> <p><input type="checkbox"/> Refused to answer (Proceed to question 6.)</p>
5a.	<p>Since you enrolled in our program, please compare the amount of reading that you do with these children by indicating one of the following:</p> <p><input type="checkbox"/> Less than before enrolling in the program</p> <p><input type="checkbox"/> About the same as before enrolling in the program</p> <p><input type="checkbox"/> More than before enrolling in the program</p> <p><input type="checkbox"/> Not at all since enrolling in the program</p> <p><input type="checkbox"/> Did not know</p> <p><input type="checkbox"/> Refused to answer</p>

<p>5b.</p>	<p>Since you enrolled in our program, compare how often you visit the library with these children by indicating one of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Less than before enrolling in the program <input type="checkbox"/> About the same as before enrolling in the program <input type="checkbox"/> More than before enrolling in the program <input type="checkbox"/> Not at all since enrolling in the program <input type="checkbox"/> Did not know <input type="checkbox"/> Refused to answer
<p>5c.</p>	<p>Since you enrolled in our program, compare how often you purchase books, magazines, or other related materials for these children by indicating one of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Less than before enrolling in the program <input type="checkbox"/> About the same as before enrolling in the program <input type="checkbox"/> More than before enrolling in the program <input type="checkbox"/> Not at all since enrolling in the program <input type="checkbox"/> Did not know <input type="checkbox"/> Refused to answer
<p>5d.</p>	<p>Since you enrolled in our program, compare how much time you spend helping these children with their schoolwork by indicating one of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Less than before enrolling in the program <input type="checkbox"/> About the same as before enrolling in the program <input type="checkbox"/> More than before enrolling in the program <input type="checkbox"/> Not at all since enrolling in the program <input type="checkbox"/> Did not know <input type="checkbox"/> Refused to answer
<p>5e.</p>	<p>Since you enrolled in our program, compare how often you are in contact with your children’s teacher(s) by indicating one of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Less than before enrolling in the program <input type="checkbox"/> About the same as before enrolling in the program <input type="checkbox"/> More than before enrolling in the program <input type="checkbox"/> Not at all since enrolling in the program <input type="checkbox"/> Did not know <input type="checkbox"/> Refused to answer
<p>5f.</p>	<p>Since you enrolled in our program, compare how involved you are in your children’s school activities by indicating one of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Less than before enrolling in the program <input type="checkbox"/> About the same as before enrolling in the program <input type="checkbox"/> More than before enrolling in the program

	<input type="checkbox"/> Not at all since enrolling in the program <input type="checkbox"/> Did not know <input type="checkbox"/> Refused to answer
E. Secondary Outcome Measure – Community	
6.	Since you enrolled in our program, have you increased your attendance and/or involvement in the community? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Did not know <input type="checkbox"/> Refused to answer
6a.	If applicable, have you become a citizen since you were enrolled in the program? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not applicable <input type="checkbox"/> Did not know <input type="checkbox"/> Refused to answer
6b.	If applicable, have you registered to vote or voted for the first time since you attended the class? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not applicable <input type="checkbox"/> Did not know <input type="checkbox"/> Refused to answer
6c.	Since you enrolled in our program, have you increased your attendance and/or involvement in the following activities? <input type="checkbox"/> Neighborhood, community, or political meetings (e.g. Advisory Neighborhood Commission, DC Council, your local citizens association, etc.) <input type="checkbox"/> Volunteering for a community organization Name of the Community Organization(s) _____ <input type="checkbox"/> Did not know <input type="checkbox"/> Refused to answer
F. Closing	
7.	Thank you very much for taking the time to respond to these questions. Your answers were very helpful. The information that you provided will be used to improve our program offerings. Is there anything that I did not ask about that you would like to add?

<input type="checkbox"/> Yes _____
<input type="checkbox"/> No
<input type="checkbox"/> Did not know
<input type="checkbox"/> Refused to answer

² This document is adapted from the [*Technical Assistance Guide for Performance Accountability under the Workforce Innovation and Opportunity Act \(WIOA\), National Reporting System for Adult Education, American Institutes for Research \(AIR\)*](#).