

**District of Columbia
Office of the State Superintendent of
Education (OSSE)
Adult and Family Education**



New Sub-grantee Orientation

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OSSE Adult and Family Education

Background information

New Vision for the District of Columbia

Office of the State Superintendent of
Education (OSSE)

Workforce Investment Council (WIC)

Adult Education and Family Literacy Act
(AEFLA) Grant Funding

Sources of Funding

Federal Maintenance of Effort and
Matching Requirements

A New Vision for the District of Columbia

The Mayor, the Workforce Investment Council (WIC), the Workforce Innovation and Opportunity Act (WIOA) Core Partner Agencies, and other stakeholders are working to actualize the vision of the [District's WIOA Unified State Plan Modification](#) to ensure that:

- Every District resident is ready, able and empowered to discover and attain their fullest potential through lifelong learning, sustained employment, and economic security.
- Businesses are connected to the skilled District residents they need to compete globally, are full participants in the workforce system and drive the District's economic growth.
- Residents and businesses in all eight wards are supported by a system that includes coordinated, cohesive, and integrated government agencies and partners working to help communities thrive.

Office of the State Superintendent of Education (OSSE)

Through its Adult and Family Education unit, OSSE:

- Awards AEFLA grant funds through a competitive process to eligible providers to offer Integrated Education and Training Programs (adult education and literacy, workforce preparation and workforce training services) as well as supportive and transition services to District residents;
- Facilitates state leadership activities including professional development, technical assistance and monitoring;
- Provides resources (software, instructional 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 US Department of Education, city officials and other stakeholders to facilitate continuous improvement at the state and local program levels.

Workforce Investment Council (WIC)

The DC Workforce Investment Council (WIC):

- Serves as the public-private partnership empowered to advise the mayor on the development, implementation, and continued improvement of an innovative, integrated, and effective workforce development system;
- Is charged with assisting the mayor and District agencies in developing a demand-driven system and programs to meet the workforce needs of business and industry, support career development and self-sufficiency, and enhance the productivity and competitiveness of the District's workforce; and
- Provides oversight and coordination of the District's workforce delivery system via the One Stop Operator and WIOA core partner agencies.

Adult Education and Family Literacy Act (AEFLA) Grant Funding

Under WIOA, AEFLA is designed to give adults the opportunity to improve their skills through high quality, research-based programs and activities. The purpose of AEFLA is to:

- Assist adults in becoming literate and in obtaining the knowledge and skills necessary for employment and economic self-sufficiency;
- Assist adults who are parents or family members in obtaining the education and skills that – (A) are necessary to become full partners in the educational development of their children; and that (B) lead to sustainable improvements in the economic opportunities for their family;
- Assist adults in transitioning to a program at the next step in the educational continuum to pursue their desired career paths; and
- Assist immigrants and other individuals who are English language learners in (A) improving their – (i) reading, writing, speaking, and comprehension skills in English; and (ii) mathematics skills; and in (B) acquiring an understanding of the American system of government, individual freedom, and the responsibilities of citizenship.

Adult Education and Family Literacy Act (AEFLA) Grant Funding (Cont.)

AEFLA Section 231 - Adult Education and Literacy activities include:

- Adult education,
- Literacy activities,
- Workplace adult education and literacy activities,
- Family literacy activities,
- English language acquisition activities,
- **Integrated English literacy and civics education,**
- Correctional education and other education of institutionalized individuals,
- **Workforce preparation activities, and**
- **Integrated education and training.**

Adult Education and Family Literacy Act (AEFLA) Grant Funding (Cont.)

AEFLA Section 243 – Integrated English Literacy and Civics Education (IELCE)

- OSSE is responsible for funding eligible providers of demonstrated effectiveness to fulfill the requirements of Section 243 of Title II, AEFLA of WIOA. Section 243 includes the provision of IELCE to English Language Learners who are adults, including professionals with degrees and credentials in their native countries, to participate in IELCE programs that help them to gain competency in English and acquire the skills needed to exercise the rights and responsibilities of citizenship as members of their communities.
- Eligible providers receiving funds through the IELCE program must provide services that—
 - Include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation; and
 - Are designed to:
 - Prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and
 - Integrate with the local workforce development system and its functions to carry out the activities of the program.

Adult Education and Family Literacy Act (AEFLA) Grant Funding (Cont.)

AEFLA Section 225 – Programs for Corrections Education and the Education of Other Institutionalized Individuals

- OSSE is responsible for funding eligible providers of demonstrated effectiveness to fulfill the requirements of Section 225 of Title II, AEFLA of the WIOA. Section 225 includes the provision of correction education and education to other institutionalized individuals.
 - A correctional institution is defined as any of the following:
 - Prison,
 - Jail,
 - Reformatory,
 - Work farm,
 - Detention Center, or
 - Halfway house, community-based rehabilitation center, or other similar institution designed for the confinement or rehabilitation of criminal offenders.

Sources of Funding

OSSE awards the following types of funding to providers to offer integrated education and training services to District residents:

- Federal Funding
 - AEFLA Section 231 – Adult Education and Literacy Activities federal funding
 - AEFLA Section 243 – Integrated English Literacy and Civics Education federal funding
 - AEFLA Section 225 – Corrections Education and Other Education of Institutionalized Individuals federal funding
- Local Funding
 - AFE State
 - AFE Local
 - Gateway to Careers
 - WIC Career Pathways

Federal Maintenance of Effort and Matching Requirements

The WIOA statute imposes two fiscal requirements upon OSSE as the pass-through entity for AEFLA federal funding.

- First, WIOA states that states may only receive federal funding for adult education for any fiscal year if the state maintains its fiscal effort, comprised of both state and local expenditures for adult education.
- Second, WIOA requires states that receive federal funding for adult education to match 25 percent of the federal contribution with state or local funds. To fulfill its federal Maintenance of Effort and Match requirements, OSSE AFE awards AFE state funding to providers. Because these funds are used to meet federal maintenance of effort and matching requirements, they must be expended in accordance with federal requirements.
- OSSE AFE also requires providers to meet a 25 percent match requirement to ensure that the provider is able to maintain a specific level of fiscal effort. The funding that OSSE AFE provides is designed to supplement the existing funding that a provider has for programming and services. These funds cannot be used to fully support a program. Providers must submit sample evidence of the 25 percent match from other funding sources for the total amount of the grant funds requested to OSSE AFE as part of the fiscal monitoring activities.

OSSE AFE Grant Requirements

OSSE AFE Grant Requirements

Higher Education Licensure
Commission (HELC)

OSSE AFE Grant Requirements

Fiscal, Human and Material Resources

- Provide the fiscal, human and material resources necessary to fulfill the grant requirements, inclusive of OSSE AFE Grant funds and other sources of funding, including those that meet your match requirement.
- Per the grant application and budget, funding may be used for Salaries and Benefits, Professional Services (Contractors/Vendors), Equipment, Supplies and Materials and Other Objects. [See the OSSE AFE Budget \(excel\) workbook](#) for additional information about allowable, reasonable and allocable costs.
- Hire qualified staff and faculty and to perform the key responsibilities of the grant (Program Administration/Management, Fiscal Accountability, Student Recruitment/Retention, Orientation/Intake/Assessment/Goal Setting/Individualized Planning, Instruction/ Integrated Education/Training, Data Management and Reporting.)
- Academic instructors must have a bachelor's degree in Education or other related area and two years' experience teaching adults; however, instructors with a master's degree or Graduate Certificate in Adult Education, Education or other related area and three to five years' experience teaching adults is preferred).
- Vocational instructors/trainers must have the industry recognized certification, credential or professional license for which they are providing instruction and at least two years' experience working in the targeted industry and/or teaching adults.
- Career awareness and exploration activities may be facilitated by individuals who are not vocational instructors/trainers.
- GED instructors must take the GED Ready™ Exam in the subject area(s) - Reasoning Through Language Arts, Mathematical Reasoning, Social Studies and Science - for which they will be teaching and earn a Passing Score of 155 (median score of the "Likely to Pass" score range of 145 – 164).

OSSE AFE Grant Requirements (Cont.)

Orientation, Intake, Assessment and Instruction

- Have a process in place to recruit, orientate, enroll, assess, instruct and retain students in the program through completion.
- Adhere to the OSSE Assessment Policy that provides guidance on the administration of the Comprehensive Adult Student Assessment System (CASAS) locators/appraisals, pre- and post-tests and other assessment requirements.
- As part of the intake process, administer a Comprehensive Adult Student Assessment System (CASAS) eTest locator and pre- test in Reading and Math to all students, prior to their enrollment in a class.
- Only administer CASAS paper-based assessments to students with a learning or developmental disability or other special needs for whom a CASAS eTest may not be appropriate. This may include students at the Pre-Beginning/ Beginning Basic Education Level, Beginning Literacy/Pre-Beginning ELL, Low Beginning ELL and High Beginning ELL Levels, and students with learning and/or other developmental disabilities. Students at levels for whom CASAS eTests are appropriate must be administered eTests.
- Provide students' CASAS assessment results to each student and to teachers to incorporate the CASAS competencies, CASAS basic skill content standards, College and Career Readiness Standards (CCRS) and students' goals into their instructional program offerings and lesson plans.
- Offer integrated education and training services to District residents and after a minimum of 50, maximum 100 hours of instruction, administer a CASAS post-test to all students to measure their progress. Students are expected to make increases in educational functioning levels and increases in CASAS raw/scale scores of 3 or more points for students not making an EFL gain at the time of post-testing.

OSSE AFE Grant Requirements (Cont.)

Orientation, Intake, Assessment and Instruction (Cont.)

- Ensure that a minimum of two staff members participate in CASAS Implementation and eTest Coordinator and Proctor training and DC CASAS Remote Testing Implementation Training and are certified to administer CASAS assessments (place-based settings, remotely or a hybrid of both approaches). OSSE will make CASAS training available to sub-recipients.
- As part of the intake process, screen students for learning disabilities using the Washington State Learning Disabilities (LD) Screening, English Language Learner (ELL) Student Questionnaire and/or Payne Learning Needs Inventory (PLNI).
- Permission must be obtained from OSSE to use another LD screening tool. OSSE will make training available on how to use the aforementioned tools to screen adults for learning disabilities to sub-recipients.
- Refer students for further assessment to OSSE via the Assess for Success Initiative and/or the Department on Disability Services/Rehabilitation Services Administration (DDS/RSA), if and when needed, and make the necessary instructional and reasonable accommodations for students.
- Register and maintain an updated program profile on Backontrackdc.org to receive referrals of students seeking adult education and literacy; workforce preparation; and workforce training services.

OSSE AFE Grant Requirements (Cont.)

Data Collection and Reporting

- Collect, enter, maintain and update student, staff and program data in Literacy, Adult and Community Education System and the DC Data Vault. OSSE will make training on both of these systems available to sub-recipients.
- Collect the Social Security Number from students who have one and assist individuals who do not have a Social Security Number and wish to obtain a social security card to do so, if applicable. Data is used for student follow-up (data matching purposes) purposes only.
- Use the DC Data Vault to receive student referrals and to refer students to the appropriate agencies and providers for services.
- Conduct follow-up activities for all students who exited the program during the appropriate follow-up period.
- Update weekly student files/records and data in the Literacy, Adult and Community Education System.
- Conduct routine student folder checks.
- Generate monthly diagnostic search reports and resolve errors to ensure the validity and accuracy of data in Literacy, Adult and Community Education System.
- Submit monthly reports to OSSE by the requested deadlines.
- Submit monthly requests for cost reimbursements in the Enterprise Grants Management System (EGMS).
- Submit a Grant Modification Request Form for program/staff/ budget changes and an amended application and/or budget in EGMS, when applicable.

OSSE AFE Grant Requirements (Cont.)

Professional Development, Technical Assistance and Monitoring

- Participate in mandatory *technical assistance, professional development, *meetings, and other events including provider fairs, First Fridays and other activities designed to make District residents aware of OSSE- and WIC-funded programs and services. (*May be required of staff at all levels including Executive Directors and Program Managers).
- Participate in all OSSE and WIC monitoring activities, developed in accordance with the “OSSE Monitoring Guidance for Federal Grants” (2016) where applicable and the “OSSE Sub-recipient Monitoring Policy,” and demonstrate continuous improvement. Monitoring requirements may be adjusted based on sub-grantee performance.

OSSE AFE Grant Requirements (Cont.)

- Providers are expected to adhere to the grant requirements.
- Failure to comply may result in a corrective action or continuous improvement plan, and the withholding of cost reimbursement payments and/or the reduction and/or suspension of grant funds.

OSSE AFE Grant Requirements (Cont.)

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Higher Education Licensure Commission (HELC)

- Providers are required to apply for and seek licensure from District of Columbia's Higher Education Licensure Commission (HELC) in accordance with 5A DCMR Chapters 80-83 as applicable if the applicant provides a workforce training program leading to an industry-recognized certification as part of Integrated Education and Training.
- If a provider is part of a partnership or consortium, only the partner or consortium member who is providing the training towards the industry-recognized certification must be licensed by the HELC.
- Public charter schools, which have a charter in effect pursuant to the District of Columbia School Reform Act of 1995 (DC Official Code §38-1800.01, et seq.), are currently not required to obtain HELC licensure.
- OSSE may consider failure to obtain HELC licensure as non-compliance with the grant terms and conditions and a factor in its determination to provide continuation funding.

Eligible Individuals

Eligible Individuals

Eligible Individuals

- An eligible individual is a person who:
 - Is 18 years of age and older;
 - Is a DC resident or ward of DC;
 - Is not enrolled *or required to be enrolled in secondary school under State law*; and
 - Has basic skills deficiencies (includes adults with a high school diploma or any other credential but who are determined to have deficiencies by a Comprehensive Adult Student Assessment System (CASAS) pre- and/or post-test; an adult that does not have a secondary school diploma or its recognized equivalent and has not achieved an equivalent level of education based on CASAS; or an adult who is an English learner).

Eligible Individuals (Cont.)

*Special Note about a Local Educational Agency (LEA)

- Local Educational Agencies (LEAs) may only use OSSE AEFLA and WIC Career Pathways and/or Gateway to Careers Grant funds to serve individuals 18 years of age and older who are not enrolled or required to be enrolled in traditional secondary school under District of Columbia law. OSSE AEFLA and WIC Career Pathways and Gateway to Careers Grant funds may not be used to serve students in the traditional K-12 system. DCPS and public charter schools that serve adults are eligible to apply.

STUDENT ASSESSMENT

Comprehensive Adult Student
Assessment System (CASAS)

NorthStar Digital Literacy
Assessment

Career Assessments - See
Resources: Career Coach and
Virtual Job Shadow

Comprehensive Adult Student Assessment System (CASAS) (Cont.)

- The [Comprehensive Adult Student Assessment Systems \(CASAS\)](#) is the state-mandated assessment system in the District of Columbia.
- [OSSE AFE](#) sub-grantees are required to use the CASAS to assess students at intake, and to use the assessment results to guide instruction, measure student progress, and determine student outcomes.
- CASAS is the most widely used system for assessing adult basic reading, math, listening comprehension, writing, and speaking skills within a functional life and work context. It is an approved National Reporting System (NRS) assessment by the US Department of Education, Office of Career Adult and Technical Education (OCTAE).
- CASAS provides student-centered curriculum management, assessment, and evaluation systems in educational and training programs. It is used nationwide in Adult Basic Education (ABE), Adult Secondary Education (ASE), English as a Second Language (ESL)/English Language Learners (ELL), workforce development, family literacy, integrated education and training, as well as in employment and training, Temporary Aid to Needy Families (TANF) and correctional programs.

Comprehensive Adult Student Assessment System (CASAS) (Cont.)

The screenshot shows the CASAS website homepage. At the top is the CASAS logo, a search bar, and navigation links: Login, Create Account, About, Contact Us, and an Order button. Below this is a main navigation menu with links to Home, Product Overview, Training and Support, Education Providers, Workforce Development, Business and Industry, and Social Media Newsroom. The main banner features a photo of four diverse adults smiling and the text "Assess. Learn. Achieve." with a decorative dot pattern. Below the banner, the page is divided into three columns. The left column, "Welcome to CASAS", contains buttons for CASAS CATALOG, SUMMER INSTITUTE, ONLINE TRAINING, CALIFORNIA ADULT EDUCATION Professional Development, NEDP National External Diploma Program, and WSCS Workforce Skills Certification System. The middle column, "Voices from the Field", includes a "Remote Testing 1:1 Demonstration" video thumbnail and a "Novi Adult Education: Testing in Cars" article with a video thumbnail. The right column, "What's New", lists several news items with links: Remote Testing, Update on CASAS Testing During the COVID-19 Pandemic, CASAS Open During COVID-19 Pandemic, News and Updates Webinars, Integrated English Literacy and Civics Education (IELCE) Plan, Summer Institute 2020 Cancellation Notice, and CASAS Expo.

NorthStar Digital Literacy Assessment

- [The NorthStar Digital Literacy](#) Assessment defines basic skills needed to perform tasks on computers and online. Online, self-guided modules assess the ability of individuals to perform tasks based on these skills. Included are basic computer digital literacy standards and modules in three main areas – Essential Computer Skills, Essential Software Skills and Using Technology to Accomplish Tasks.

NorthStar Digital Literacy Assessment


NORTHSTAR ASSESSMENT INFO LOCATIONS BECOME A TESTING LOCATION ABOUT [LOG IN](#)

Read about **building your digital literacy skills** during COVID-19 restrictions. Testing locations: see our [info on remote proctoring and resources](#).

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<https://www.digitalliteracyassessment.org/#program-of-literacy-mn>

Program Models

Program Models

Primary Indicators of
Performance

Program Models

- Program providers must design and implement program models that include the provision of integrated education and training for youth and adults served with AEFLA, WIC Career Pathways and Gateway to Careers funding that align with the District of Columbia's WIOA Unified State Plan and High-Demand Sectors and Occupations as follows:
 1. Business Administration and Information Technology,
 2. Construction,
 3. Healthcare,
 4. Hospitality,
 5. Infrastructure,
 - Energy and Utilities,
 - Energy Efficient Technology,
 - Transportation and Logistics, and
 6. Law and Security.

Program Models (Cont.)

Program Model #1: Integrated Adult Basic Education (IABE) and Training

- Integrated Adult Basic Education and Training for students with literacy and numeracy skills at the Adult Basic Education (ABE) - NRS Levels 1 to 4 in Reading and NRS Levels 1 to 5 in Math/Grade Level Equivalents 1 to 8.
- Funding Source(s):
 - AEFLA Section 231 Adult Education and Literacy Activities Federal Grant
 - WIC Career Pathways Local Grant

Program Model #2: Integrated Adult Secondary Education (IASE) and Training

- Integrated Adult Secondary Education and Training for students with literacy and numeracy skills at the Adult Secondary Education (ASE) Levels - NRS Levels 5 to 6 in Reading and NRS Level 6 in Math/Grade Level Equivalents 9 to 12.
- Funding Source(s):
 - AEFLA Section 231 Adult Education and Literacy Activities
 - WIC Career Pathways Local Grant

Program Model #3: Integrated English Language Acquisition (IELA) and Training

- Integrated English Language Acquisition and Training for students with literacy and numeracy skills at the English as a Second Language (ESL) Levels – NRS Levels 1 to 6 in ESL Reading and NRS Levels 1 to 5 in Math/Grade Level Equivalents 1 to 8.
- Funding Source(s):
 - AEFLA Section 231 Adult Education and Literacy Activities Federal Grant
 - WIC Career Pathways Local Grant

Program Models (Cont.)

Program Model #4: Integrated English Literacy and Civics Education and Training (IELCE)

- Integrated English Literacy, Civics Education and Training for students with literacy and numeracy skills at the English as a Second Language (ESL) Levels – NRS Levels 1 to 6 in ESL Reading and NRS Levels 1 to 5 in Math/Grade Level Equivalents 1 to 8.
- Funding Source(s):
 - AEFLA Section 243 Integrated English Literacy and Civics Education Federal Grant
 - WIC Career Pathway Local Grant

Program Model #5: AEFLA Section 225 – Programs for Corrections Education and the Education of Other Institutionalized Individuals

- Integrated Adult Basic Education and Training for students in correctional institutions and/or other facilities for institutionalized individuals with literacy and numeracy skills at the Adult Basic Education (ABE) Levels - NRS Levels 1 to 4 in Reading and NRS Levels 1 to 5 in Math/Grade Level Equivalents 1 to 8.
- Integrated Adult Secondary Education and Training for students with literacy and numeracy skills at the Adult Secondary Education (ASE) Levels - NRS Levels 5 to 6 in Reading and NRS Level 6 in Math/Grade Level Equivalents 9 to 12.
- Funding Source(s):
 - AEFLA Section 225 Correction Education and Education of Other Institutionalized Individuals Federal Grant
 - WIC Career Pathways Local Grant

Program Models (Cont.)

Program Model #6: Integrated Adult Basic Education (IABE) and Workforce Preparation

- Integrated Adult Basic Education and Workforce Preparation Services for students with literacy and numeracy skills at the Adult Basic Education (ABE) Levels – NRS Levels 1 – 3 in Reading or NRS Levels 1 to 3 in Math/Grade Level Equivalents 1 to 5.
- Funding Source(s):
 - Gateway to Careers Local Grant

Program Model #7: Integrated English Language Acquisition (IELA) and Workforce Preparation

- Integrated English Language Acquisition and Workforce Preparation Services for students with literacy and numeracy skills at the English as a Second Language (ESL) Levels – NRS Levels 1 to 5 in ESL Reading or NRS Levels 1 to 3 in Math/Grade Level Equivalents 1 to 5.
- Funding Source(s):
 - Gateway to Careers Local Grant

Integrated Education & Training (IE&T)

The three required components of an Integrated Education & Training Program are:

1. Adult education and literacy activities as described in 34 CFR §463.30.
2. Workforce preparation activities as described in 34 CFR §463.34.
3. Workforce training for a specific occupation or occupational cluster which can be any one of the training services defined in §134(c)(3)(D) of WIOA (29 U.S.C. §3174(c)(3)(D). See next slide for a list of allowable training services.

Integrated Education & Training (IE&T) (Cont.)

3. Workforce training for a specific occupation or occupational cluster which can be any one of the training services defined in §134(c)(3)(D) of WIOA (29 U.S.C. §3174(c)(3)(D) including:
- occupational skills training, including training for nontraditional employment;
 - on-the-job training;
 - incumbent worker training in accordance with subsection 134(d)(4) of WIOA;
 - programs that combine workplace training with related instruction, which may include cooperative education programs;
 - training programs operated by the private sector;
 - skill upgrading and retraining;
 - entrepreneurial training;
 - transitional jobs in accordance with sub-section (d)(5);
 - job readiness training provided in combination with services described in any of clauses a through;
 - adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with services described in any clauses a through g; and
 - customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.

Supportive and Transition Services

- Integrated Education and Training providers are expected to offer and/or link District residents to the following supportive services:
 - Career Pathway counseling;
 - Referral to social service agencies;
 - Coordination and follow-up on participants' acquisition of social service/public welfare benefits;
 - Linkages to community resources to address participants' basic needs (food banks, clothing banks, health care providers, health and wellness information, housing, childcare and/or transportation assistance); and
 - Transitional services (employment, postsecondary education, and/or advanced training).

Program Model Requirements

Program Models (implemented via place-based and/or at a distance) must include:

- Adult education and literacy, concurrently and contextually with workforce preparation activities and workforce training, where applicable, for a specific occupation or occupational cluster;
- A minimum of 24 hours of classroom-based instruction to students from an instructor per week and 4 to 6 additional hours of supplemental instruction (e.g. tutoring, blended learning and/or distance education) per week;
- Reading and math tutoring services for individuals with low level literacy and numeracy skills and English Language Learners during traditional and non-traditional program hours;
- Career awareness, career exploration, career planning and career mapping services appropriate for individuals with low level literacy and numeracy skills and English Language Learners;
- Individual Career Pathways Transition Plan;
- Career Pathway counseling;

Program Models Requirements (Cont.)

Program Models (implemented via place-based and/or at a distance) must include:

- Established partnerships with one or more adult education providers and/or integrated education and training providers;
- Established partnerships with one or more postsecondary education institution or training provider to assist students in transitioning to college, training, and/or advanced training, as applicable;
- Established partnerships with one or more employers whose business aligns with the industry(ies) for which the eligible provider is offering integrated education and training services;
- Incentives for students for successful demonstration of persistence and progress;
- Work-based learning opportunities for students; and
- A core outcomes team to assist students in the achievement of core outcomes specified in Section VII – Primary Indicators of Performance.

Program Models Requirements (Cont.)

Program models (implemented via place-based and/or at a distance) may also include the following:

- Pre-apprenticeship experiences for students that prepare them to enter and succeed in a Registered Apprenticeship Program.*
- Dual enrollment for adult learners being served via Program Model 2 - Integrated Adult Secondary Education (IASE) and Training programs offered by local educational agencies (LEAs) and community-based organizations (CBOs).**
- **Eligible providers must have and provide evidence of a documented partnership with a least one, if not more, Registered Apprenticeship program(s) to develop and offer pre-apprenticeship opportunities to students.*
- *** Dual enrollment options are currently available to adult learners being served by LEAs. OSSE is working in partnership with the University of the District of Columbia to expand dual enrollment options to adult learners being served by OSSE AFE funded community-based organizations agencies so that they can pursue a secondary school credential and postsecondary education credential simultaneously.*

Primary Indicators of Performance

Eligible providers are expected to help adult learners achieve the following core outcomes:

National Reporting System (NRS Table 4)	
Measurable Skill Gains	Eligible providers are expected to collect data and report on the number and percentage of participants who completed one or more Educational Functioning Levels (EFL) during a period of participation as measured by 1) a participant's pre- and post-test raw/scale scores, 2) the awarding of credits or Carnegie units to a student by a program that offers a high school diploma or its equivalent, or 3) student enrollment into a postsecondary education or training program within the year after exit from an adult education program.
Secondary Credential Attainment	Eligible providers are expected to collect data and report on the number and percentage of participants who obtain a secondary school diploma or its recognized equivalent or a recognized postsecondary education credential, while enrolled or within one year of exit from the program.

Primary Indicators of Performance (Cont.)

Eligible providers are expected to help adult learners achieve the following core outcomes:

National Reporting System (NRS Table 5)	
Employment 2nd Quarter after exit	Eligible providers are expected to collect follow-up data and report on the number and percentage of participants who are in unsubsidized employment during the second quarter after exit from the program.
Employment 4th Quarter after exit	Eligible providers are expected to collect follow-up data and report on the number and percentage of participants who are in unsubsidized employment during the fourth quarter after exit from the program.
Median Earnings	Eligible providers are expected to collect wage data and report the median earnings of participants who are in unsubsidized employment during the second quarter <u>and</u> fourth quarter after exit from the program.
Secondary Credential Attainment and Enrollment in Postsecondary Education or Training within one year of exit	Eligible providers are expected to collect follow-up data and report on the number and percentage of participants who attained a second school diploma/recognized equivalent <u>and</u> enrolled in postsecondary education or training within one year after exit from the program.
Secondary Credential Attainment and Entrance into Employment within one year of exit	Eligible providers are expected to collect follow-up data and report on the number and percentage of participants who attained a secondary school diploma/recognized equivalent <u>and</u> became employed within one year after exit from the program.
Attainment of a Postsecondary Credential while enrolled or within one year of exit	Eligible providers are expected to collect follow-up data and report on the number and percentage of participants who attained a postsecondary credential while enrolled <u>or</u> within one year after exit from the program.
Attainment of any credential while enrolled or within of year of exit (unduplicated)	Eligible providers are expected to collect follow-up data and report on the number and percentage of participants who attained any credential while enrolled or within one year after exit from the program.

OSSE AFE Policies and Procedures

Assessment Policy

Data Collection and
Reporting Policy

Distance Education Policy

Internal Control Policy

OSSE Guidance Letters
(OGLs)

OSSE Adult and Family Education (AFE) Policies and Procedures

Applicants are strongly encouraged to review the [OSSE AFE policies](#):

- DC OSSE AFE Assessment Policy for WIOA Providers and Core Partners 2.0
- DC OSSE AFE Data Collection and Reporting
- DC OSSE AFE Distance Education Policy for WIOA Title II Providers and Partners
- DC OSSE AFE Internal Control Policy
- OSSE Guidance Letters (OGLs), particularly OGL 2-19 – Updated CASAS Correlations Charts

[Policies and Procedures](#)

OSSE Adult and Family Education (AFE) develops policies and procedures to guide the administration of federal and local Adult Education and Family Literacy Act (AEFLA) Grant Funds. These policies and procedures are in place to ensure that state and local programs comply with federal, state, and local reporting and accountability requirements. AFE sub-grantees are monitored for adherence to these policies and procedures.

- [DC OSSE AFE Assessment Policy for WIOA Providers and Core Partners 2.0](#)
- [DC OSSE AFE Data Collection and Reporting](#)
- [DC OSSE AFE Distance Education Policy for WIOA Title II Providers and Partners](#)
- [DC OSSE AFE Internal Control Policy](#)

[OSSE Guidance Letter\(s\) - Adult and Family Education](#)

- [OGL-AFE 1-19 Revised - CASAS New and Expiring Assessments](#)
- [OGL- AFE 2-19 Updated CASAS Correlation Charts](#)

Monitoring and Reporting

Monitoring and Reporting

Monitoring System

Monitoring Guidance Document

Monthly/Quarterly Reporting
Documents

Quarterly Monitoring Activities

Year-end Monitoring Review

OSSE AFE FY 2020-21 Goals

To fulfill the mission and mandates of the OSSE Postsecondary and Career Education (PCE) division, OSSE AFE has established the following goals for FY 2020-21:

1. Meet or exceed the OSSE AFE U.S. Department of Education Office of Career, Technical and Adult Education (USDE OCTAE) performance targets for FY 2020-21.

OSSE AFE Performance Targets	
	2021
Indicator of Performance	Expected Level of Performance
Measurable Skill Gains	47%
Employment Rate (Q2)	19.0%
Employment Rate (Q4)	23.0%
Median Earnings	\$7,500
Credential Rate	46.0%

OSSE AFE FY 2020-21 Goals (Cont.)

2. Identify and acquire additional fiscal, human and/or material resources needed to enhance IE&T program models (e.g., core outcomes team, work-based learning, job placement, distance/blended learning, postsecondary education tuition assistance, etc.) to increase state and local program outcomes on NRS Tables 5, 5A, 9, 10 and 11.
3. Measure the impact of the IE&T service models on state, local program performance and student progress and outcomes.

OSSE AFE FY 2020-21 Goals (Cont.)

To achieve these goals, OSSE AFE provides grant recipients with fiscal, human and material resources, professional development and technical assistance and monitors its sub-grantees:

- To improve the collection and reporting of state, local program and student performance, progress and outcome data.
- To adhere to the US Department of Education, state and local accountability and reporting requirements.
- To respond to data requests from the Mayor, DC Council, City Administrator, Workforce Investment Council (WIC), WIOA partners and other key stakeholders.

OSSE AFE Monitoring and Reporting

- Sub-grantees are required to:
 - Collect, maintain and report data about local program and student activities, performance, progress and outcomes in Literacy, Adult and Community Education System (LACES).
 - Use the Enterprise Grants Management System, Box and the DC Data Vault, as applicable, to fulfill grant requirements.
 - Submit monthly statistical reports with evidence, quarterly narrative reports with evidence, and participate in all monitoring activities.
 - Adhere to all monitoring and reporting requirements.
- Sample Monitoring and Reporting Documents are available on the OSSE website at <https://osse.dc.gov/publication/fy-2020-21-osse-afe-consolidated-competitive-grant>

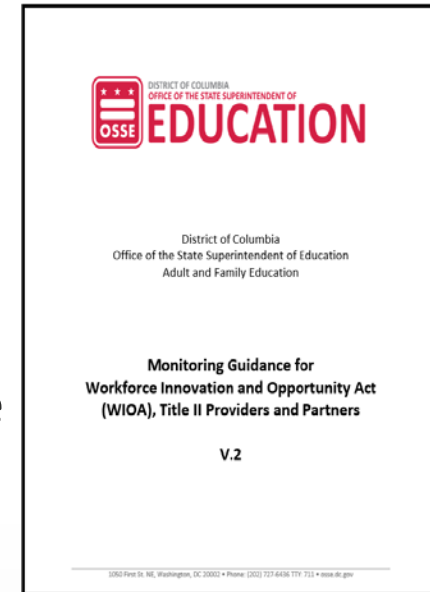
OSSE AFE Monitoring and Reporting System

- Monitoring Guidance.
- Monthly Program Monitoring and Reporting.
- Quarterly Program Monitoring and Reporting.
- Quarterly Fiscal Monitoring and Reporting.
- Year-end Monitoring Review.

Monitoring Guidance Document

The purpose of the monitoring guidance is to ensure that:

- Providers understand the OSSE AFE monitoring and reporting system;
- Providers have clear instructions on how to generate student rosters, NRS tables, student performance and outcome reports, pre- and post- assessment reports, and other required documents for submission to OSSE AFE; and
- Providers have a resource to assist in the completion of the monthly and quarterly monitoring and reporting workbooks.



FY 2020-21 Monitoring & Reporting Requirements

- Program Monitoring and Reporting Workbook
 - ✓ Monthly Statistical Report*
 - ✓ Monthly NRS Table 4 Report
 - ✓ Monthly NRS Table 11 Report
 - ✓ Monthly Continuous Improvement Plan, if applicable
 - ✓ Quarterly Narrative Report*
 - ✓ Quarterly Follow-up Activities

**Report Template Updated*

FY 2020-21 Monitoring & Reporting Requirements (Cont.)

- Monthly Statistical Report Evidence (Due Monthly)
 - ✓ Student Diagnostic Search Report
 - ✓ Current Year Student Roster Report
 - ✓ NRS Fundable Student Roster Report
 - ✓ DOES Assessment Roster Report, if applicable
 - ✓ NRS Table 3 Search
 - ✓ NRS Table 4 Search
 - ✓ NRS Table 4A Search
 - ✓ NRS Table 4B Search
 - ✓ NRS Table 4C Search
 - ✓ LACES Current Year Pre and Post Assessments Report
 - ✓ NRS Table 5 Search
 - ✓ NRS Table 5A Search
 - ✓ WIOA IFA MOU Billing Report, if applicable

FY 2020-21 Monitoring & Reporting Requirements (Cont.)

- Monthly Statistical Report Evidence (Due Quarterly)
 - ✓ NRS Table 2A Search
 - ✓ Staff Diagnostic Search Report
 - ✓ NRS Table 11 Search
 - ✓ LACES Assessment Domain/Push Report
 - ✓ LACES Adult Ed Diploma/Credential Report
 - ✓ LACES Ed Employment Report and/or Student: Employment including Occupation and Keyword Report
 - ✓ LACES Adult Ed Postsecondary Education Report
 - ✓ LACES Adult Ed Postsecondary Training Report
 - ✓ Data Vault Detailed Referral Reports
 - ✓ Back on Track Program Profile

FY 2020-21 Monitoring & Reporting Requirements (Cont.)

- Quarterly Student Folder Sampling (Electronic & Paper-based)
 - ✓ Student Folder and LACES Verification Checklist
 - ✓ OSSE and WIC Photography and Film Consent Release Form
 - Students only need to sign the form once.
 - ✓ Individual Career Pathways Transition Plan**

***Updates Pending - Review/Approval*

FY 2020-21 Monitoring & Reporting Requirements (Cont.)

- Quarterly Classroom Observations
 - ✓ Classroom Observation Form**
 - ✓ Lesson Plan
 - ✓ Handouts
 - ✓ CASAS Profiles (Sample Student and Class)
 - ✓ Student Goals Summary
 - ✓ Student Surveys
 - ✓ Instructor Improvement Plan, if applicable

***Updates Pending - Review/Approval*

FY 2020-21 Monitoring & Reporting Requirements (Cont.)

- Fiscal Monitoring and Reporting Workbook
 - ✓ Quarterly Cost Reimbursement
 - ✓ Quarterly Match Requirement
 - ✓ Quarterly Program Income, if applicable
- Budget Tracker Workbook
 - ✓ Cost Reimbursement Request Worksheet
- Time and Effort Monitoring and Reporting Workbook
 - ✓ Monthly Personnel Activity Reports
 - ✓ Semi-Annual Certifications
- Year End Monitoring
 - ✓ 2020-21 Final Monitoring Tool**

***Updates Pending - Review/Approval*

Monthly/Quarterly Reporting Documents

Monthly Student Roster Reports

The workbook is completed by OSSE AFE Sub-grantees and submitted on the 10th of every month.

- **Current Year Roster** – a listing of all students served in the current program year.
- **NRS Roster** – a listing of enrolled students that meets NRS requirements of a valid assessment and 12 or more hours.

Agency: OSSE - Adult & Family Education

DASHBOARD STUDENT CLASS STAFF TUTOR PAIR GROUP WORKSHOP CONTACT DONOR MATERIAL MORE

View: Monthly Student Roster

2977 of 54229 and Current Fiscal Year + ADD SEARCH X REMOVE SEARCH ✓ SAVE SEARCH


> Searches

Student ID	Last Name ↑	First Name	Student Keyword	Intake Date	Entry Level	Current Level	Current FY Instr Hrs	Subject Area	Assess Status in Subj Area	Last Assess Date	Instr Hrs Since Last Assess in Subj Area	Completed Level	Last Hours Date	Overall Status	Exit Date	NEDP Assessment Phase Entry Date	NEDP Diagnostic Phase Entry Date
												Yes No					

Monthly/Quarterly Reporting Documents (cont.)

Monthly/Quarterly Reporting Workbook


- **Monthly Statistical Report** – a worksheet that tracks statistical performance data on a monthly basis.

 DISTRICT OF COLUMBIA OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION																					
OSSE AFE Monthly Statistical/Quarterly Narrative Report (July 2020 - June 2021)																					
Date Completed:																					
Agency Name:																					
Reporting Period (Month/Year):																					
Projected Enrollment for AEFLA/WIC/Gateway to Careers (Reference: Sub-grantee Grant Application):																					
Total number of students rolled over from PY 2020-21: 72																					
FY21 Definition: A student who rolled over from PY 2019-20 to PY 2020-21 is a student who: 1) Was enrolled in Integrated Education and Training (IET) or Integrated English Literacy and Civics Education (IELCE) as of June 30, 2020 (had hours between April 1 – June 30, 2020); 2) Continues enrollment in IET or IELCE on July 1, 2020 and 3) Has assessment data pushed forward from April of PY 2019-20 to PY 2020-21, if applicable or is reassessed using an NRS approved assessment.																					
Directions: Please use the Monitoring Guidance to work with your team to complete this report.																					
Performance Indicators	DC Performance Targets	Monthly Reporting Periods												Provider Comments	Monitor Comments						
		Quarter 1 Jul - Aug 2020		Quarter 2 Sept 2020		Quarter 3 Oct 2020		Quarter 4 Nov 2020		Quarter 1 Dec 2020		Quarter 2 Jan 2021				Quarter 3 Feb 2021		Quarter 4 Mar 2021		Quarter 1 Apr 2021	
Data Integrity Check																					
1	Was a Fiscal Year Summary generated for this reporting period?																				
2	Was a Student Diagnostic Search generated for this reporting period?																				
3	Were all Student Diagnostic Search discrepancies (if any) resolved? If not why?																				
<i>[Evidence: Student Diagnostic Search Report]</i>																					
Enrollment																					
	(A) Total # Served (0-11 hours) reported on the Current FY Student Roster <i>[Reference: Current FY Student Roster; Current FY Instr Hrs Col]</i>																				
	(B) Total # of participants assessed at the Headquarters DOES American Job Center (0-11 hours) <i>[Reference: DOES Student Roster Report; Current FY Instr Hrs Col]</i>																				
	(C) Total # of participants assessed at the Southeast DOES American Job Center (0-11 hours) <i>[Reference: DOES Student Roster Report; Current FY Instr Hrs Col]</i>																				
	(D) Total # of participants assessed at the Northwest DOES American Job Center (0-11 hours) <i>[Reference: DOES Student Roster Report; Current FY Instr Hrs Col]</i>																				
	(E) Total # of participants assessed at the Northeast DOES American Job Center (0-11 hours) <i>[Reference: DOES Student Roster Report; Current FY Instr Hrs Col]</i>																				
5	Total # Served (0-11 hours) <i>[Reference: Tbl2A; Col P - Total of # 0-11 Enrolled]</i>																				
6	Total # Served (12+ hours) reported on the Current FY Student Roster <i>[Reference: Current FY Student Roster; Current FY Instr Hrs Col]</i>																				
7	Total # NRS Fundable Served (12+ hours) <i>[Reference: Tbl4; Col B - Grand Total of # Enrolled]</i>																				
<i>[Evidence: Current Fiscal Year Student Roster, DOES Assessment Roster (Submit in Excel format) NRS Table 2A Search (submitted Quarterly) & NRS Table 4 Search (submitted Monthly)]</i>																					
Total Enrollment from Student Rosters																					
		0	0	0	0	0	0	0	0	0	0	0	0								

Monthly/Quarterly Reporting Documents (cont.)

Monthly/Quarterly Reporting Workbook


- **Quarterly Narrative Report** – a worksheet that tracks narrative performance data on a quarterly basis.

 DISTRICT OF COLUMBIA OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION	
OSSE AFE Quarterly Monitoring - Narrative Report: Qtr 1 (July 1 - September 30, 2020)	
Date Completed:	
Agency Name:	
Reporting Period (Month/Year):	
Projected Enrollment for AEFLA/WIC/Gateway to Careers (If applicable, reference: Sub-grantee Grant Application):	
Total Number of Students Enrolled To Date:	
Directions: <i>Please work with your team to complete this report.</i>	
1	Was there an increase in student enrollment and persistence this quarter in comparison to the prior quarter?
<input type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, what strategies did you implement this quarter to increase student enrollment and persistence?	
If no, what strategies do you plan to implement to increase student enrollment and persistence by the end of the next quarter?	

Monthly/Quarterly Reporting Documents (cont.)

Monthly Monitoring Review and Data Analysis

- A **Monthly Monitoring Checklist** was used by the OSSE AFE monitor to conduct a detailed analysis of overall program performance data, NRS Tables and monthly report submissions. Data discrepancies were identified. Sub-grantees received technical assistance to resolve data issues.

 DISTRICT OF COLUMBIA OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION			
OSSE AFE Monthly Statistical/Quarterly Monitoring Checklist (July 2020 - June 2021)			
Date submitted:			
Agency Name:			
Monthly reporting submitted by:			
Date reviewed:			
Checklist completed by: <input type="checkbox"/> C. Brown <input type="checkbox"/> S.Downey <input type="checkbox"/> N.Lynch <input type="checkbox"/> T.Richard			
Date of check-in session:		Note Taker: <input type="checkbox"/> C. Brown <input type="checkbox"/> S.Downey <input type="checkbox"/> N.Lynch <input type="checkbox"/> T.Richard <input type="checkbox"/> N/A	
Meeting attendees:			
Categories		Comments	
Monthly Statistical/Quarterly Narrative Workbook Submission			
Did the provider submit the following reports?		Submission Status	Monitor Review Notes & Directives
Check-in Session Notes & Deadlines			
1	Continuous Improvement Plan		
2	Monthly Statistical Report		
3	Student Diagnostic Search Report		
4	Quarterly Narrative Report		

Quarterly Monitoring Activities

Rotating Site Visit, Desk Review and Check-in Session

The purpose of the site visit, desk review and check-in session is to:

- Review provider performance and student outcome data (using the monthly reports) and draw down of grant funds;
- Offer technical assistance to key personnel (Director, Coordinator, Data Manager, and Fiscal Representative) at each agency; and
- Identify and/or address other technical assistance, professional development and/or resource needs.

Quarterly Monitoring Activities (cont.)

Classroom Observations

The purpose of classroom observations is to ensure that:

- Programs align assessment, curriculum, and instruction to address student learning needs;
- Students are achieving Measurable Skill Gains (MSG) and achieving other core outcomes as evidenced on National Reporting System (NRS) Tables 4 and 5; and
- Providers are making the necessary improvements to meet performance targets.

Quarterly Monitoring Activities (cont.)

Student Folder Sampling

The purpose of student folder sampling is to ensure that:

- Providers' key personnel understand all of the monitoring components and key data elements;
- Providers are maintaining all required data;
- Student data has been entered into the management information system correctly; and
- Providers identify and resolve any data discrepancies immediately.

Quarterly Monitoring Activities (cont.)

Fiscal Verification Workbook

The purpose of fiscal verification is to ensure that:

- Grant funds are being expended in accordance with the approved budget;
- Match requirement is being met;
- Program income is being reported; and
- Documentation of grant, match and program income expenditures is submitted and/or readily available during monitoring reviews.


Year-end Monitoring Review

The purpose of the **Year-end Monitoring Review** is to:

- Evaluate provider and student performance, progress and outcomes at the end of the program year;
- Determine if local program provider meets the criteria for continuation funding for the subsequent program year;
- Identify areas for continuous improvement; and
- Identify professional development, technical assistance and/or resource needs.


Year-end Monitoring Review (cont.)

- A **Monitoring Tool** was used by the OSSE AFE monitors to conduct a detailed analysis of each sub-grantee's overall performance for the program year, and to identify professional development, technical assistance and/or resource needs.

 DISTRICT OF COLUMBIA OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION						
OSSE AFE Year-end Final Monitoring Tool (July 2020 - June 2021)						
Agency Name:						
Date reviewed:						
Monitoring Tool completed by: <input type="checkbox"/> C. Brown <input type="checkbox"/> S. Downey <input type="checkbox"/> N. Lynch <input type="checkbox"/> T. Richard						
Date of Year-end check-in session:				Note Taker: <input type="checkbox"/> C. Brown <input type="checkbox"/> S. Downey <input type="checkbox"/> N. Lynch <input type="checkbox"/> T. Richard <input type="checkbox"/> N/A		
Meeting attendees:						
Category A: Learner Recruitment, Retention, Progress and Involvement - Program policies, procedures, and systems that effectively and efficiently measure learners' educational gains and achievements.						
		Evidence	Rating	2019-2020 Scores	2018-2019 Scores	Monitor Comments, Recommendations and Directives
Measure A.1: Program is meeting enrollment target.						
a	Program enrollment meets or exceeds the target of a minimum of 100 students.	NRS Table 1. Aligns with the performance metric on the Monthly Monitoring Statistical Report - Enrollment, Lines #1 thru #3 and total).	4			
b	Program enrollment is between 90% and 99% of target.		3			
c	Program enrollment is between 80% and 89% of target.		2			
d	Program enrollment is less than 80% of target.		1			
Measure A.2: Program is serving students who are NRS fundable.						
a	90% to 100% of students are NRS fundable.	NRS Table 1. Aligns with the performance metric on the Monthly Monitoring Statistical Report - Enrollment, Line #3.	4			
b	80% to 89% students are NRS fundable.		3			
c	70% to 79% students are NRS fundable.		2			
d	Less than 70% of students are NRS fundable.		1			
Measure A.3: Enrolled students are populating NRS Table 3 based on the appropriate program type.						
a	Enrolled students are populating NRS Table 3 based on the appropriate program type (Integrated Education and Training ABE, ASE, ELA and IELCE) and age, non-	NRS Table 3. Aligns with the performance metric on the Monthly Monitoring Statistical Report - NRS Table 3, Lines #4 thru #7 and total).	2			
b	Enrolled students are not populating NRS Table 3 based on the appropriate program type (Integrated Education and Training ABE, ASE, ELA and IELCE) and age,		0			

Year-end Monitoring Review (cont.)

- A **Continuous Improvement Plan** was developed by sub-grantees to enhance performance in the areas for which the full points were not awarded. Sub-grantees received technical assistance to address performance issues.

 DISTRICT OF COLUMBIA OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION					
OSSE AFE Continuous Improvement Plan (CIP) (July 2020 - June 2021)					
Date Completed:					
Agency Name:					
Reporting Period (Month/Year):					
Projected Enrollment for AEFLA/WIC/Gateway to Careers (Reference: Sub-grantee Grant Application):					72
Monitoring Period: The PY 2020-21 Continuation Improvement Plan should be developed in response to the Monitor Comments Recommendations and Directives in your PY 2019-20 Monitoring Tool results.					
AFE Monitoring Tool Measure (letter & number) in sequential order and Description of Required Action(s)	Strategy to Meet Required Action	Evidence of Completed Action	Projected Date for Completion	Assigned Staff, if Appropriate	Status of Action Completed/Pending

Reporting Schedule

Reporting Schedule

- All reports by be submitted in “Box.”
- Monthly reports are due on the 10th of every month or following business day .
- Quarterly reports are also due on the 10th of the month or following business day each quarter.
- Monthly WIOA IFA MOU Billing reports are due on the 1st of every month or the following business day.
- A schedule of monitoring reviews (local program site visits, check-in sessions at OSSE and desk reviews) is forthcoming.

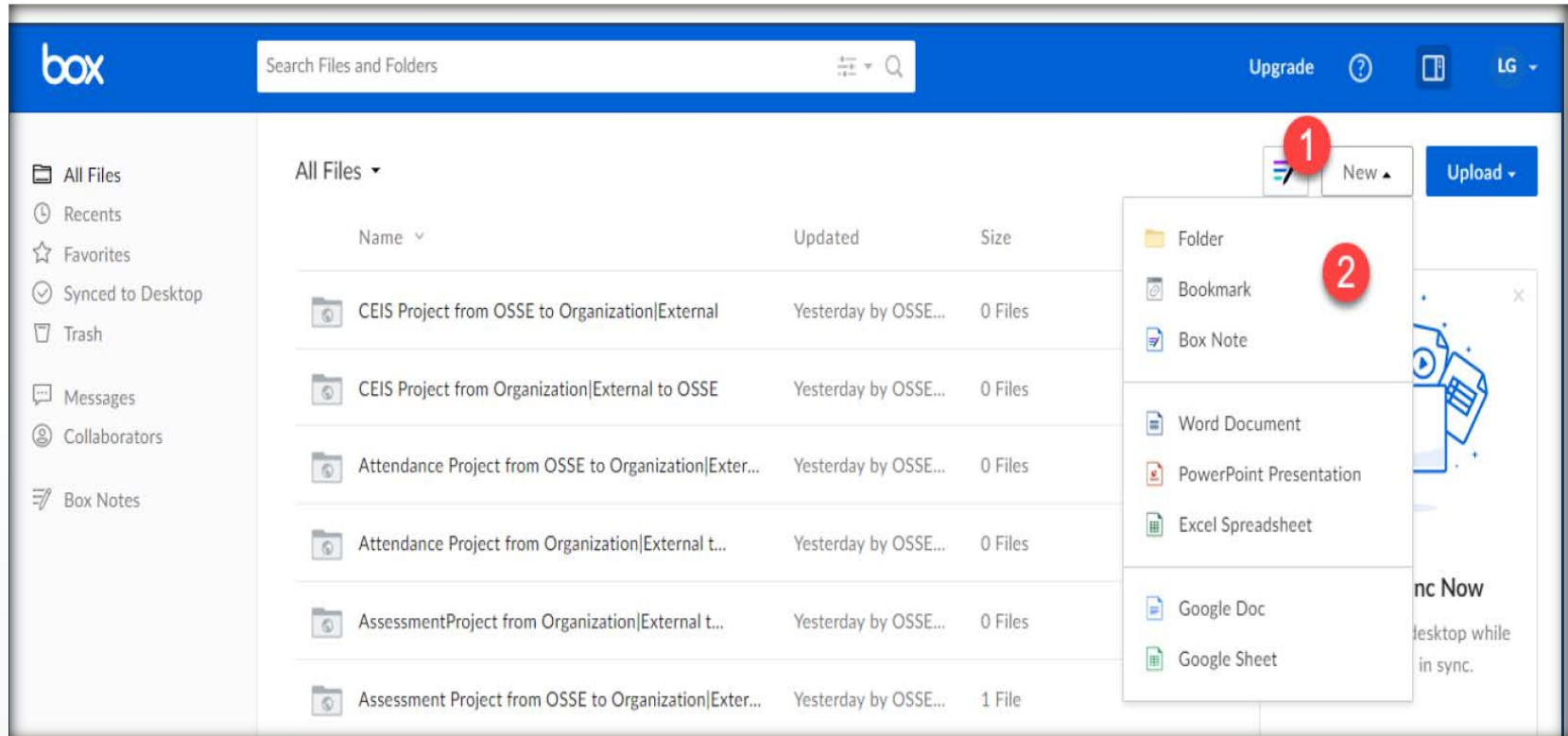
Box - OSSE's Secure Data Transfer System

- Box is a streamlined data transfer tool with a user-friendly interface that is managed by OSSE's Data, Assessment and Research division.



- OSSE AFE and Sub-grantees will submit/share FY 2020-21 OSSE AFE Monitoring and Budget documents with personal information via Box, OSSE's secure data transfer system.
- A [Box Quick Reference Guide – External Users](#) is posted on the OSSE website as a resource. Key staff at each sub-grantee will have a username and password for the appropriate Box folders.

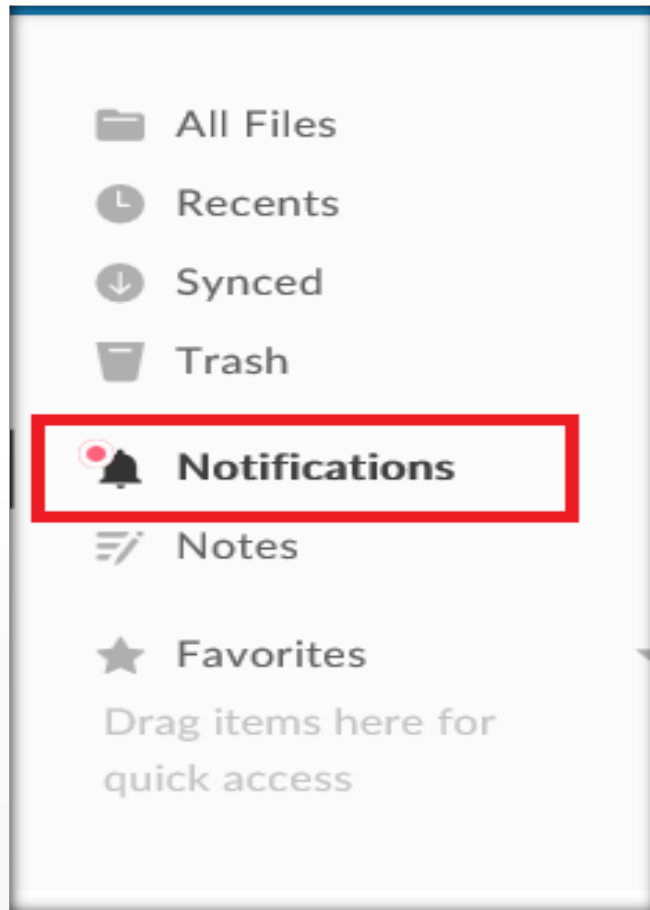
OSSE Box Screen Shot



Box – Uploading Documents

- Submit (upload) FY 2020-21 Monthly Reporting reports to OSSE AFE by uploading files (documents, spreadsheets and/or PDFs) in the **AFE Program Monitoring Folder**.
- Submit (upload) the FY 2020-21 Budget drafts and Grant Modification Approval Requests, if applicable, to OSSE AFE by uploading files (documents, spreadsheets and/or PDFs) in the **AFE Fiscal Monitoring Folder**.

Benefits of Box



Box has advantages such as:

- Sensitive data is secure and shared with designated users;
- Users can receive email alerts when a document in Box has been uploaded, downloaded and/or modified;
- Maintains a version history.

Limitations of Box

When using Box, please note the following:

- The Box platform is used to transfer files.
- It is not used to store and/or archive files.
- Files in Box expire and are generally deleted after 60 days.

Steps for Box Implementation

- New sub-grantees must identify key staff to receive Box credentials to access the AFE Monitoring folder and the AFE Fiscal Monitoring folder.
- Please complete the short Wufoo survey to identify users from your agency at this link: <https://osseafe.wufoo.com/forms/q166iaxaoapxdwl/> by Aug. 21, 2020. AFE will use this list to have the OSSE Box Administrator issue a username and password to each user.
- After submitting your user list, if you have a staff change or need access for another staff member, please contact your monitor and then submit the staff member's name, title and email to the OSSE AFE at OSSE.AFETA@dc.gov.

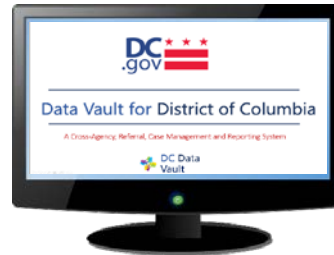
Special Initiatives

DC Data Vault

Assess for Success

Action Research Distance Learning
Project

DC Data Vault - Conceptual Framework



The DC Data Vault is designed to:

- Facilitate and track the referral of customers to and from WIOA Core Partner agencies for assessment, education, training, and other related services;
- Provide access to customer information and notifications to key staff at each relevant partner agency;
- Allow participating staff to upload and maintain customer eligibility documents so that they can be accessed by each partner agency;
- Link District residents to DC Networks to register in the Virtual One Stop, DDS/RSA for vocational rehabilitation and other supportive services, and DHS for public benefits;
- Track customer participation, performance, progress and outcomes across partners; and
- Facilitate cross agency communication, case management and collaboration of services for DC residents.

DC Data Vault - Key Features

- **Key Features**

- Intake
- Educational and Career Assessments
- Community Catalog of DC Programs and Services
- Program Referral Data
- Customer performance and outcome data
- Local program provider and vendor performance and outcome data
- Agency performance data

Assess for Success

- The Assess for Success initiative offers educational assessments and feedback/counseling sessions to review the assessment results to District residents with suspected learning disabilities and/or other special needs.
- The initiative is currently on hold due to the COVID-19 pandemic.
- Purpose is to assist adult learners 18 years of age and older in acquiring the following:
 - 1) Testing accommodations;
 - 2) Service eligibility determination;
 - 3) Program assignment;
 - 4) Educational planning/accommodations; and
 - 5) Employment training accommodations.

Assess for Success (Cont.)

- Link adult learners who are found to have a disability through the assessment process to the [District's Department on Disability Services and Rehabilitation Services Administration \(DDS/RSA\)](#) for additional support services, such as assistive technology, transportation stipends, and medical/dental care, to help facilitate their successful transition to employment, training, and/or postsecondary education.
- Prioritized access to assessment services are based on the results from the
 - Learning Needs Screening Tool;
 - Student Learning Information Questionnaire for English Language Learners; or
 - Another screening tool for English Language Learners that has been approved by OSSE AFE for use for this initiative.

Action Research Distance Learning Project

- OSSE Adult and Family Education (AFE), in collaboration with the University of the District of Columbia (UDC), launched the Action Research Distance Learning (ARDL) Project in 2019, integrating action research with the IDEAL Consortium's course on the foundations of distance education and blended learning.
- OSSE AFE, with UDC and the IDEAL Consortium, modified IDEAL 101, to be delivered as a six-week online course designed to simultaneously introduce practitioners to participatory action research as well as distance/blended learning principles, strategies, and best practices.
- Upon completion of the IDEAL 101 course, participants developed a combined Action Research Distance Learning Implementation (ARDL) Plan that addresses recruitment, screening, orientation, instruction and assessment of distance/blended learning participants.
- The course concluded with each of the 10 AEFLA WIC provider agencies piloting its Action Research Distance Learning Implementation Plan during a four-month period.
- During the implementation period, ARDL participants collected qualitative and quantitative data, made observations, gathered student feedback, and reflected on their practice in preparation for the drafting of the ARDL research report and poster presentation.

Action Research Distance Learning Project (Cont.)

- OSSE AFE providers modified their plans in response to the COVID-19 pandemic to expand the provision of Integrated Education and Training Services to District residents at a distance.
- The implementation of the revised ARDL plans is ongoing.

OSSE Resources

Career Coach

Virtual Job Shadow

Essential Education

World Education

Programs and Services for Youth

OSSE Resources

- OSSE makes a number of online resources available to providers and partners to serve youth and adults.
- These include instructional resources that teach literacy and numeracy skills in a life and work context, as well as the following career-focused resources.
- Visit the osse.dc.gov website for additional information.

OSSE Resources (Cont.)

- Career Coach
- Virtual Job Shadow
- Essential Education
 - CASAS Academy
 - Computer Essentials
 - GED Academy
 - Money Essentials
 - Work Essentials

OSSE Resources - Career Coach

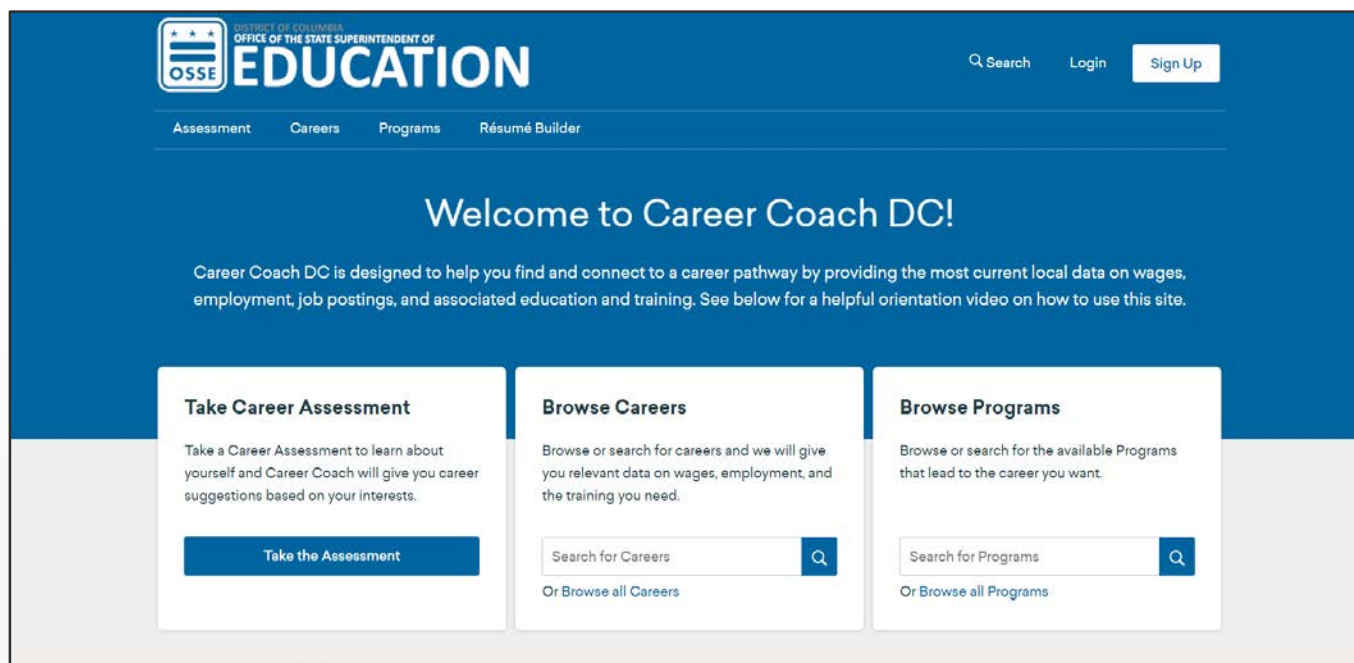
Career Coach

[Career Coach](#) is designed to help District residents with career exploration by providing the most current labor market information regarding salaries, employment, job postings, and related education and training. Career Coach users gain information about national and regional high-demand industries as well as the occupations and skills associated with these industries. With Career Coach, users can look at the transferability of skills between occupations, see local employers' skills needs, and analyze career paths.

OSSE Resources - Career Coach (Cont.)

Career Coach

<https://careercoachdc.emsicc.com/?radius=®ion=District%20of%20Columbia%2C%20DC>



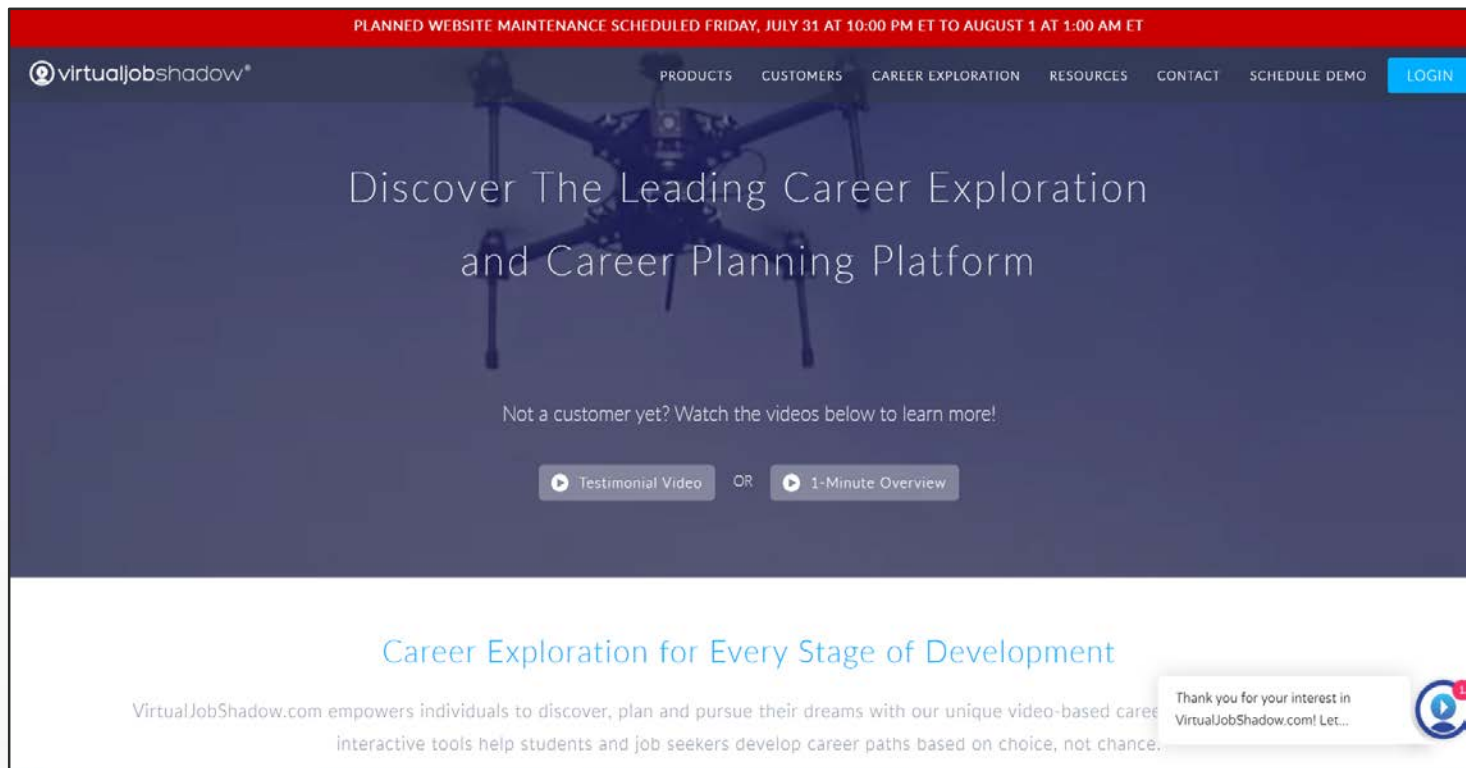
OSSE Resources - Virtual Job Shadow

Virtual Job Shadow

[Virtual Job Shadow](#) is an online tool that helps individuals engage in career awareness and exploration and develop a plan to pursue their dreams with a unique video-based career planning platform. Virtual Job Shadow's interactive tools help students and job seekers develop career paths based on choice, not chance.

OSSE Resources - Virtual Job Shadow (Cont.)

Virtual Job Shadow <https://www.virtualjobshadow.com/>



OSSE Resources - Essential Education

Essential Education

[Essential Education](#) has five instructional resources available:

1. CASAS Academy

- Skill-based lessons aligned to CASAS competencies.
- Lessons suitable for adult learners at grade level equivalency 4-8.
- Uses CASAS scale scores or internal placement test based on the CASAS competencies to determine suitable lessons.

2. Computer Essentials

- More than 40 lessons focusing on basic computer skills/digital literacy.
- Initial assessment determines student's familiarity with technology.

OSSE Resources - Essential Education (Cont.)

Essential Education

3. GED Academy

- Adaptive learning platform creates individualized student learning plans.
- Lessons suitable for adult learners at grade level equivalency 4-12.
- Four predictive practice tests in each GED subject area.
- Extended response essays scored by professional staff.

4. Money Essentials

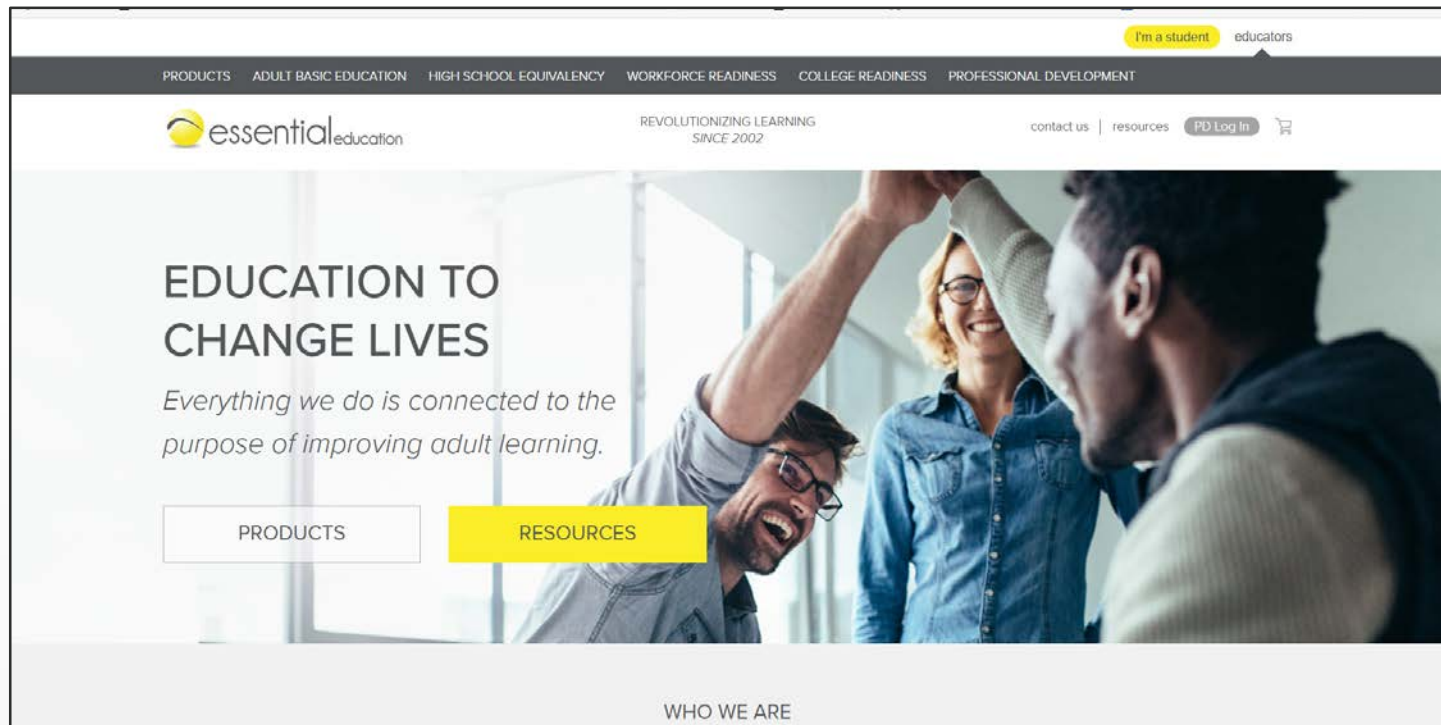
- Lessons focusing on math, reading and financial literacy.
- Shows students how to evaluate their credit standing.

5. Work Essentials

- Seventeen lessons focusing on workforce readiness.

OSSE Resources - Essential Education (Cont.)

Essential Education <https://www.essentialled.com/educators>



How to Access OSSE Resources

How Can My Agency Access these Resources?

- Visit the OSSE website

<https://osse.dc.gov/page/adult-education-providers-and-partners>

Blended & Distance Learning
National Resources

- [EdTech Center at World Education](#)
- [LINCS Community, Courses and Resources for Adult Education](#)
- [ProLiteracy - Continuing Instruction from a Distance](#)

DC Resources

- [OSSE Web-based Assessment & Instructional Resources for DC Providers and Partners](#)
- [Action Research Distance Learning Project PowerPoint](#)
- [DC OSSE AFE Action Research Distance Learning Summary](#)
- [DC OSSE AFE Action Research Distance Learning Project Provider Summaries](#)

Other Resources - World Education

World Education

The World Education EdTech Center and IDEAL Consortium provides a number of resources, self-paced trainings, and Distance Learning Strategy webinars.

- [Tips for Distance Learning](#) which includes resources to scale up and/or launch distance education programs, including evidence-based guidance on how to recruit, onboard, teach, and assess learners, as well as how to locate and evaluate online learning resources.
- [Distance Education Strategy Sessions](#) on select Fridays – which include one-hour webinars featuring lightning talks from presenters who have developed innovative administrative and instructional strategies as they have rapidly scaled up and/or rolled out new distance education programs.

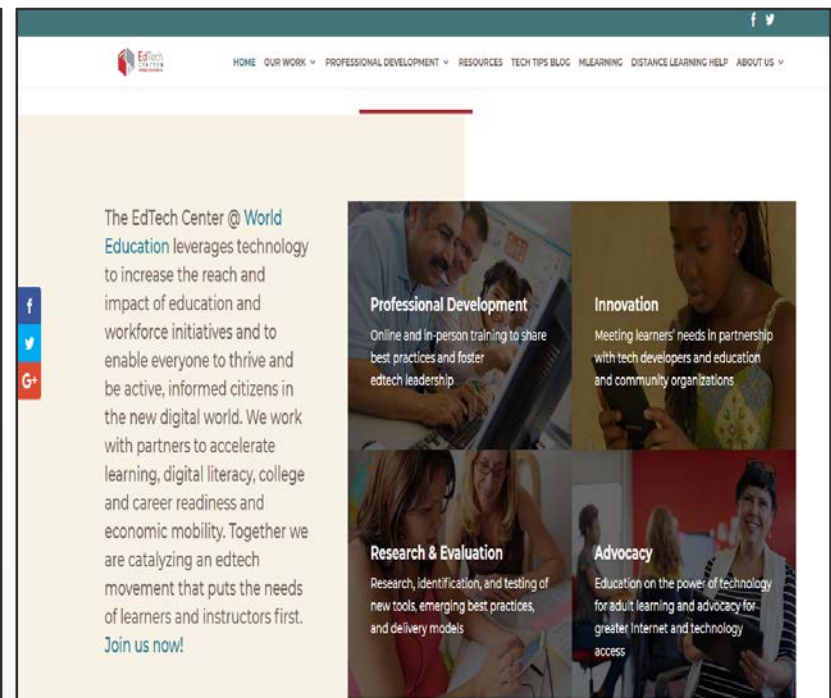
Other Resources: World Education (Cont.)

World Education

- Online Learning Courses Special Topics Series provided by the [IDEAL Consortium](#).
- A three-part Essential Distance Education Webinar Series which provide strategies on how to set up or scale up distance education programs. Topics include Part 1: Ready, Set, Go! Maps the keys steps to getting started with remote distance education; Part 2: Recruitment Screening and Orientation – introduces the importance of developing strong recruitment, screening and orientation practices in distance programs; and Part 3: Instruction and Assessment – which shares strategies for providing instruction, support and assessing learners in distance education.
 - OSSE, in collaboration with University of the District of Columbia (UDC) offer this professional development series to District providers and partners.

Other Resources - World Education (Cont.)

World Education <https://edtech.worlded.org/>



OSSE Programs and Services for Youth & Adults

General Educational Development (GED)

- Includes four subjects:
 - Reasoning through Language Arts,
 - Mathematical Reasoning,
 - Science, and
 - Social Studies.
- Is administered on computer and includes Multiple Choice, Drag and Drop, Short Answer and Extended Response Questions.

National External Diploma Program (NEDP)

- Is a competency-based performance assessment for adults age 25 and older who have acquired academic skills through life and work experiences and can demonstrate them in an applied performance process.
- Allows participants to demonstrate high school level skills in ten content areas.
- Assesses academic, work readiness, and life skills including: math, reading and writing as well as information and communication technology.

OSSE Programs and Services for Youth & Adults (Cont.)

District of Columbia State Diploma

- District adult learners who pass the General Educational Development (GED) exam or successfully complete the requirements for the National External Diploma Program (NEDP) are eligible to receive a State High School Diploma.
- The State Diploma is recognized as the equivalent to the high school diploma and bears the signature and seal of the State Superintendent of Education.
- The diploma was established to more accurately and appropriately recognize the level of rigor of the new GED and NEDP and is an example of the District's commitment to expanding pathways to the middle class.

Mayor's Scholars Undergraduate Program

- The Mayor's Scholars Undergraduate Program provides individual students need-based funding for eligible DC residents earning their first associate or bachelor's degree at select colleges and universities that are located in the greater Washington region.
- Recipients of Mayor's Scholars funding can receive up to \$4,000 per academic year, for up to four years for an associate degree, and up to six years for a bachelor's degree. Unlike other scholarship programs, there is no age limit nor citizenship requirement.

OSSE Programs and Services for Youth & Adults (Cont.)

Re-Engagement Center

- Serves District youth (ages 16 to 24) who dropped out of school, or who are still enrolled in school but have missed more than 20 days in a row, and have not yet attained a high school diploma/GED.
- Refers clients to good-fit options toward attaining a HS diploma/GED, supports clients' re-enrollment process and connection to non-educational support services (e.g. childcare, TANF/Food Stamps, transportation, etc.) and provides ongoing support for at least one year post-enrollment (including ongoing connection to non-academic services to support academic success).
- Offers information on successful partnerships.

Back on Track DC

- This website (<https://backontrackdc.org>) is a one-stop resource for District residents of all ages who want to get back on track with their plans to pursue a secondary education credential and a career pathway.

Contact Information

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