



DISTRICT OF COLUMBIA

OFFICE OF THE STATE SUPERINTENDENT OF

EDUCATION

Standards for Integrated Education and Training (IET) Providers

Introduction

The Office of the State Superintendent of Education (OSSE) is the District of Columbia agency responsible for administering the Adult Education and Family Literacy Act (AEFLA), a federal initiative authorized by Title II of the Workforce Innovation and Opportunity Act (WIOA) of 2014 (Pub. Law 113-128), codified at 29 U.S.C. § 3271 *et seq.* and its implementing regulations at 34 CFR Part 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). As such, this grant program is supported by a combination of federal and local funding.

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

- Awards federal and local funds to eligible providers/sub-grantees to offer integrated education and training services, inclusive of adult literacy, concurrently and contextually with workforce preparation and workforce training for a specific occupation or occupational cluster, 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 U.S. Department of Education, city officials and other stakeholders in an attempt to facilitate continuous improvement at the state and local program levels.

OSSE AFE Integrated Education and Training providers are expected to:

1. Assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;
2. Assist adults who are parents or family members to obtain the education and skills that are necessary to becoming full partners in the educational development of their children and lead to sustainable improvements in the economic opportunities for their family;
3. Assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training, including through career pathways; and
4. Assist immigrants and other individuals who are English language learners in improving their reading, writing, speaking, and comprehension skills in English; and mathematics skills, and acquiring an understanding of the American system of government, individual freedom, and the responsibilities of citizenship.¹

To achieve its mission and fulfill its obligations under WIOA, OSSE AFE has developed a set of standards for the integrated education and training providers it supports. These standards are evolving, integrated

¹ WIOA Bill H. R. 803

statements expressing characteristics of quality, designed to guide eligible providers (entities, i.e. a single organization, partnership or consortium) in the provision of high quality integrated education and training services to District, and to serve as a reference for professional development and technical assistance. Overall, the eight standards described below emphasize OSSE AFE's commitment to students, student learning and achievement; accountability, integrity, planning and assessment; and innovation.

Standard 1: Purpose and Goals (Intent)

The entity's purpose (the essential intent), mission and vision are well-defined within the context of a *clear statement of need*² and *consistent with preparing District residents for success in college, careers, and life*³ (including, but not limited, to *aiding DC residents to be ready, able, and empowered to discover and attain their fullest potential through lifelong learning, sustained employment, and economic security*⁴). The entity's stated goals and measurable objectives should be consistent, clearly specifying how the entity will fulfill its purpose, mission, and vision. The mission and goals are developed and formally adopted by the entity with the participation of its governing body and staff (at all levels), and are used to shape decision-making, programs, policies, practices and to evaluate its effectiveness.

Standard 2: Governance (Accountability)

The governance structure includes an active, engaged *and qualified* governing body with sufficient autonomy to assure integrity throughout the entity and to fulfill its responsibilities of policy and resource development consistent with the purpose and mission of the entity. The entity's system of governance defines, assesses and holds accountable the roles of entity's constituencies in policy development and decision-making. The institution's administrative structure, inclusive of senior leadership and program-level management, facilitates learning and collaboration, fosters quality improvement, and supports the entity's operational functions and work. Like the governing body, those selected to serve in an administrative and managerial capacity possess the necessary *qualities and experience (as per policy)*.

Standard 3: Resources (Assets)

The entity has sufficient fiscal (capital), human (talent; instructional and non-instructional), technology, infrastructure and material resources (library and information, logistical, intellectual property) to fulfill its purpose and goals. The entity possesses the competence (knowledge), capability (skill) and capacity (amount) to effectively and efficiently acquire and manage such resources. Management practices and performance are analyzed, systematically, as part of the ongoing assessment.

Standard 4: Integrity (Conduct)

The entity's conduct, in all its operations, relationships and communications (including marketing and disclosures), is governed by strict adherence to policies and procedures based upon legal, regulatory, jurisdictional, and ethical standards. The entity *demonstrates respect for all individuals, including but not limited to, current and prospective students, instructors, staff, board members, vendors, and partners, in a nondiscriminatory manner*, while responding to the educational needs *of its students*. The response to

² Evidenced by sufficient data and analysis

³ OSSE Mission

⁴ WIOA State Plan Mission

complaints and noncompliance also strictly adheres to applicable policies and procedures. All policies and procedures are readily available, transparent, consistently applied, periodically reviewed and serves as a component of the entity's precise internal controls for recordkeeping, and data integrity.

Standard 5: Relevance and Sustainability (Effectiveness)

The entity's *planning (business and strategic) and resource allocation processes are aligned, data-driven, and based upon, and sufficient, to fulfill the purpose and goals (including addressing the statement of need). These processes comply with integrity standards and foster the development and attainment of clearly documented objectives.*

The entity performs an organized, integrated and systematic assessment process, with monitoring procedures and established milestones and benchmarks, embedded in an implementation and evaluation plan. *Assessment appraises overall efficacy in achieving purpose and goals, learning and engagement, suitable resource levels; accountability; demonstrating integrity and innovation. Results are collected, analyzed and appropriately disseminated, and systematically factored into future planning, resource allocation, continuous improvement activities and justifying growth in scale and scope.*

Standard 6: Student Engagement (Commitment)

The entity's strategic engagement strategies and practices are designed to inform, attract (recruit), advise, admit/enroll, retain, *and transition (to employment and post-secondary education and training)* students whose interests, goals, and abilities are congruent with the entity's purpose and offerings. The practices are transparent and adhere to policies and procedures (ethical standards). The entity provides mechanisms to periodically solicit, review and use student input and feedback regarding the entity's performance (as part of an ongoing assessment).

Standard 7: Student Learning Experience (Achievement)

The entity's design of learning experiences, inclusive of educational offerings (*integrated education and training, transition services, and career development*), curriculum, instructional methods, mode of delivery, co- and extra-curricular activities affords students an opportunity to acquire and demonstrate knowledge, skills, abilities and other attributes (KSAOs⁵) as identified by clearly articulated student learning outcomes. The student learning outcomes will reflect *qualities and characteristics* needed for self-sufficiency, linked to professional and industry needs, and encourages life-long learning. Academic content, rigor, and coherence are appropriate for the educational level. Student support, as a component of the student learning experience, is carefully chosen and adequately provided, as necessary, to enable each student to achieve the entity's goals for students, and *importantly, the student's goals for themselves.*

Assessment of student learning, including student achievements, is embedded within the entity's design, using an appropriate selection of methods and measures, and scheduled at appropriate points and time frames (example, program entry, graduation or completion). Critical assessment results should be made public to inform prospective students, the public, and stakeholders adequately.

⁵ Adapted from the Society of Human Resource Management (SHRM)

Standard 8: Collaboration and Innovation

The entity utilizes systematic relationship-building strategies and practices to engage external constituents in efforts to achieve the purpose and goals, acquire resources, and design learning experiences. Input from employers and industry groups, area government agencies, peer entities, community-at-large and other stakeholders are solicited routinely and used as part of the ongoing assessment and continuous improvement.

The entity demonstrates an obligation to the improvement of quality in education operations, academics (*integrated education and training*), *transition services and career development* by performing and documenting planned innovation research and development activities. The entity periodically *researches, develops, prototypes (pilots) assesses and employs* new practices to recognize and capture opportunities (entrepreneurialism), build a culture of learning,⁶ *accountability and data-driven decision making, embody design thinking, and to cultivate leadership and exemplary conduct. Such new practices are to achieve the purpose and goals, improve student learning, engagement, and achievement, support the acquisition and management of resources, enhance collaboration and aide the viability and relevance of the entity.*

⁶ Such as a Deliberately Development Organization (DDO)