



## District of Columbia Narrative Report Fiscal Year (FY) 2013-2014

*Submitted to the U.S. Department of Education, Office of Vocational and Adult Education December 2014*

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### **I. State Leadership Activities**

The Office of the State Superintendent of Education, Adult and Family Education (OSSE AFE) supported the following State Leadership Activities in FY 2014.

#### **University of the District of Columbia (UDC)/OSSE AFE Partnership**

In FY 2013-2014, the DC Office of the State Superintendent of Education, Adult and Family Education (OSSE AFE) forged a partnership with the University of the District of Columbia (UDC), to provide adult educators with the academic training necessary to prepare for the future requirements for state certification and licensure. OSSE AFE provided funding to UDC's Center for Urban Development to offer a Graduate Certificate Program in Adult Education (24 credit hours), Master of Arts in Adult Education (36 credit hours), and one (1)-credit professional development modules, workshops and seminars. The Graduate Certificate and Masters of Arts in Adult Education programs share core courses and design features, permitting the transfer of up to 21 credits previously earned in the Graduate Certificate program to the MA program. To facilitate participation in the OSSE AFE/UDC program, OSSE AFE established *The Adult Educator Scholarship Program* which pays applicable tuition and fees for eligible adult educators selected for academic opportunities that culminate in licensing and/or recertification. In FY 2014, twenty-five adult educators were awarded a full or partial scholarship. Of the twenty-five adult educators who enrolled in the program, eighteen have remained persistent in their pursuit of a Graduate Certificate in adult education.

In FY 2014, OSSE AFE and UDC offered a variety of professional development workshops to adult educators including: Literacy Adult Community Education System (LACES) Training, the National External Diploma Program (NEDP) Online Implementation Training, DiSC (Dominance, Influence, Steadiness, Conscientiousness) Assessment Training; the Landscape of Adult Education; a Summer Professional Development Institute; and other related trainings to adult educators in the District of Columbia.

#### **Accelerated Learning: GED, NEDP and Pathways to Postsecondary Education and/or Work Initiative**

In FY 2014, OSSE AFE awarded funding to eight adult literacy providers in the District of Columbia to offer Accelerated Learning: GED, NEDP and Pathways to Work or Postsecondary Education services to District residents. The Accelerated Learning initiative provided District residents reading at intermediate/grades 6-8 and secondary/grades 9-12 with an opportunity to increase their literacy skills, earn a GED or high school diploma, and enter a postsecondary education or training program that prepared them for employment in a high wage/high demand field.

#### **Department of Employment Services (DOES), OSSE AFE and Graduate School USA Partnership**

As part of the DOES and OSSE AFE Partnership, eleven (11) AFE providers received funding to explore, expand and offer occupational literacy services (training and education regarding a specific sector combined with general adult education) to District residents. The Graduate School USA received funding to 1) Administer pre/post assessments to the OSSE AFE providers to assess their programmatic capacity as it relates to occupational literacy; 2) offer professional development, technical assistance, consultation and evaluation services to the providers on helping adults transition from occupational literacy/vocational training to higher education or postsecondary training; 3) Support the OSSE AFE providers in the development and/or review of curricula that integrates basic education and skills training that aligns with/articulates to local institutions of postsecondary education; 4) Provide strategies and tools to OSSE AFE providers and their business/vocational provider partner(s) on how to develop and offer occupational literacy services to



District residents so that they increase their understanding of the skills needed for employment in a particular vocational sector or career pathway; 5) Assist OSSE AFE providers and their business/vocational provider partner(s) in the development and/or review of lesson plans that integrate basic literacy instruction and occupational skills training that piques adult learners' curiosity and interest in preparing for careers in specific vocational sectors; and 6) Work with OSSE AFE providers to develop a mini strategic plan to integrate occupational literacy into their agency/program design including planning, implementation, and evaluation throughout the organization.

### **New Futures**

OSSE AFE partnered with New Futures in FY 2014 to provide information about careers, postsecondary education and training to adult learners in the District of Columbia. New Futures received funding to: 1) Modify, develop and reproduce the New Futures Career Guide for adult learners in English and Spanish and include OSSE AFE Program Providers and other postsecondary education resources for adult learners; 2) Develop an account login feature that includes the ability to save career information, set goals, find events, and sign up for announcements; 3) Develop a Spanish language version of the website for adults that speak English as a Second Language; 4) ) Develop promotional posters and video vignettes on different career themes/ paths; and 5) Offer Career Education Workshops to adult learners to prepare them for postsecondary education and careers in the DC metropolitan area.

### **Columbia Lighthouse for the Blind**

OSSE AFE partnered with Columbia Lighthouse for the Blind in FY 2014 to address barriers to education, training and employment for individuals with special needs. Columbia Lighthouse for the Blind received funding to: 1) Work with OSSE to achieve Section 508 of the Rehabilitation Act or Web Content Accessibility Guidelines (WCAG) 2.0 compliance for its existing websites, documents and 2) Offer professional development, technical assistance and/or resources to OSSE and AFE providers to enhance their capacity to provide adult literacy and ancillary services to DC residents who are blind, deaf and/or who have other visual impairments.

## **II. Performance Data Analyses**

As a result of a grant competition held in FY 2010, the OSSE AFE made continuation awards to sub-grantees in FY 2014 to implement the service models introduced in the grant competition that integrate adult education services with ancillary, workforce development and/or post-secondary education transition services. These service models are designed to encourage providers to innovate and develop seamless programming with adult education at its core to assist adults in increasing their educational functioning levels so that they may obtain a GED or secondary school diploma, enter employment, retain employment, and/or enter postsecondary education or training.

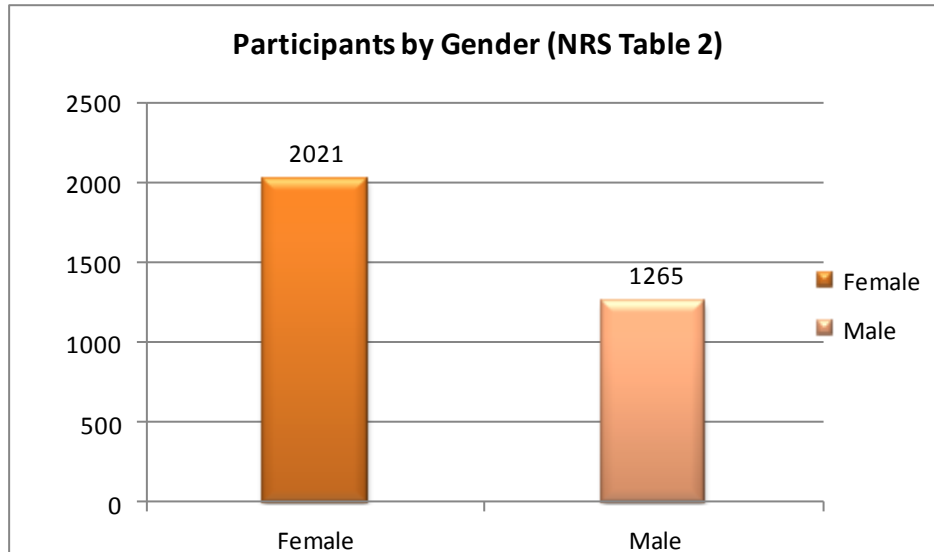
In FY 2014, a total of 4,133 adult learners received services in OSSE AFE funded programs. Of this number, 3,286 represents the total number of learners who met the National Reporting System (NRS) guidelines of having a valid assessment and twelve (12) or more instructional hours in the program year to be reportable to the U.S. Department of Education. The remaining 847 adult learners engaged in one to eleven instructional hours.

The total number of learners served in FY 2014 (n = 3,286) that met the NRS requirements decreased by 2.1% from the number of learners served in FY 2013 (n = 3,356) that met the NRS requirements. Of the 3,286 adult learners served in FY 14, 32% (n=1,062) completed an educational functioning level which reflects a 2% decrease in the percentage (34%) of adult learners that completed a level in FY 13 (n= 1,148).

### **DC FY2014 Participants by Gender (NRS Table 2)**

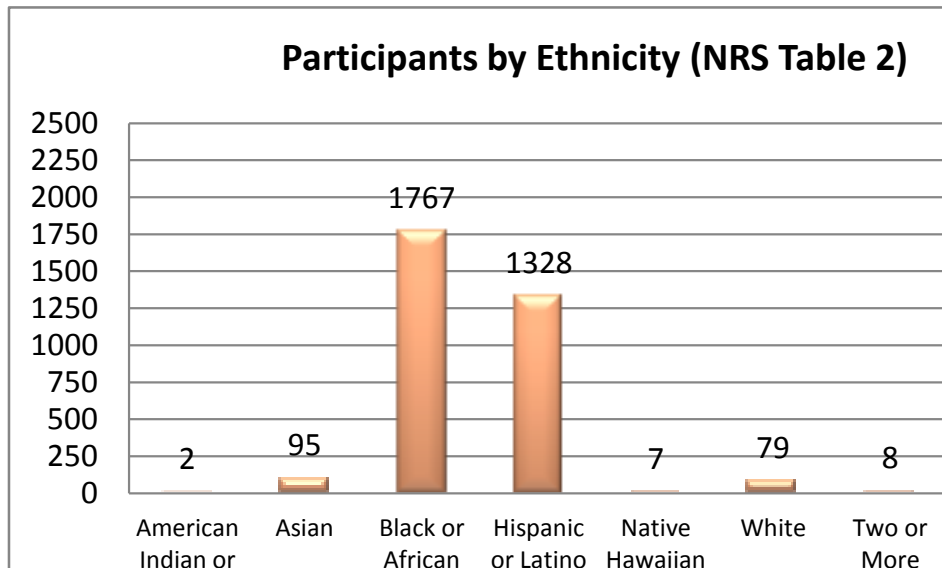
Female learners comprised sixty-two percent (n = 2,021) of the total number of learners served, while male learners comprised thirty-eight percent (n = 1,265) of the total. This represents a one point eight percent

(n=37) increase in the number of female students served and a seven point eight percent (n=107) decrease in the number of male students served in FY 14, in comparison to the number of female (n=1,984) and male students (n=1,372) served by OSSE AFE sub-grantees in FY 13.



**DC FY 2014 Participants by Ethnicity (NRS Table 2)**

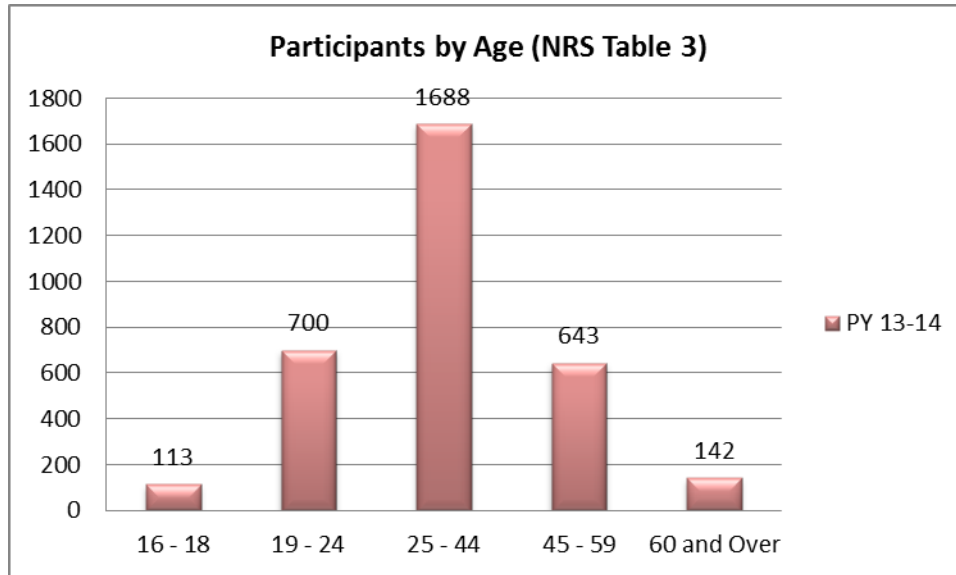
At fifty-four percent, Black or African American participants (n = 1,767) comprised the single largest ethnic group of learners served; followed by Hispanic or Latino students at (n=1,328). The number of American Indian or Alaskan or White participants and persons with Two or More Races remained consistent between FY 2014 and FY 2013. There was a slight increase in the number of Asian students participating in programs in FY 14 (n=95) in comparison to FY 13 (n=91).



**DC FY 2014 Participants by Age (NRS Table 3)**

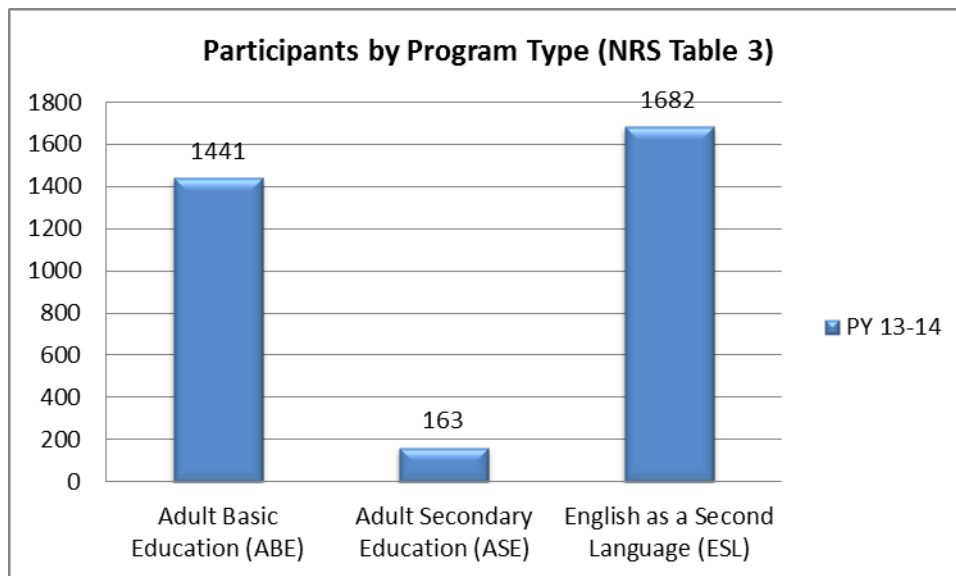
Consistent with past years, the largest single group of learners served, at fifty-one percent, (n = 1,688) were between 25 and 44 years of age. The second largest group of learners served at twenty-one percent (n = 700) were between 19 and 24 years of age, followed by twenty percent (n = 643) served between the ages of 45 and 59. The smallest groups of learners served were at opposite ends of the age continuum with four

percent (n = 142) served between the ages of 16 and 18 and three percent (n = 113) age 60 and over.



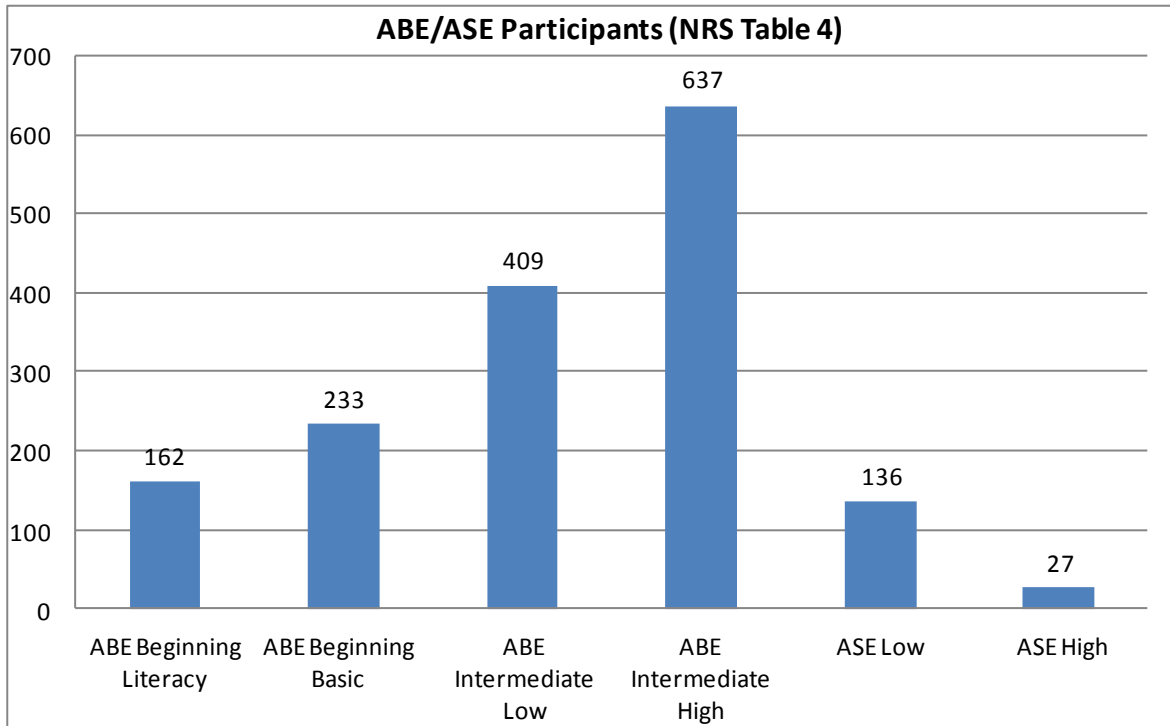
**DC FY 2014 Participants by Program Type (NRS Table 3)**

In FY 2014, of the total number of learners (n = 3,286) that met the NRS guidelines, students in English as a Second Language (ESL) programs comprised the single largest group by program type with fifty-one percent (n = 1,682). The number of ESL learners were closely followed by the second largest group by program type with forty-four percent (n = 1,441) of the learners receiving Adult Basic Education (ABE) services. This is the second time in recent years that ESL students outnumber ABE students. The smallest group of learners served by program type was the Adult Secondary Education (ASE) group at five percent (n=163) which has been consistent for many years.



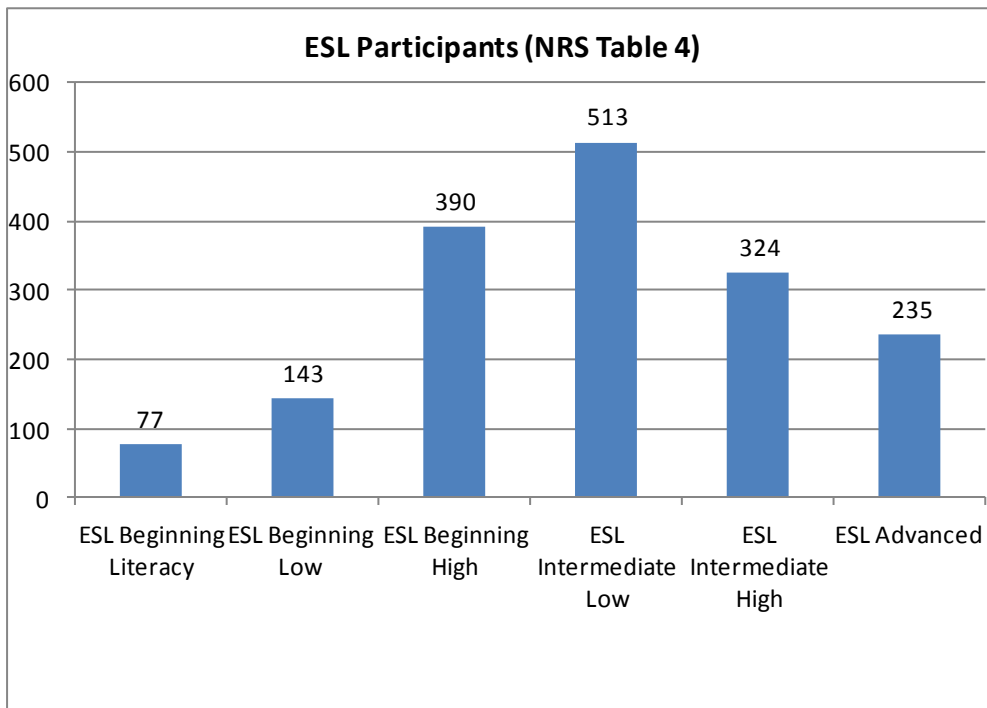
**DC FY 2014 ABE/ASE Participants by Educational Functional Level (NRS Table 4)**

Of the total number of ABE and ASE participants (n = 1,604), the largest number of students entered at the ABE Intermediate High level (n=637) followed by the ABE Intermediate Low (n = 409) level. The smallest number of participants entered at the ASE High level (n = 27). This breakdown is consistent with the breakdown of DC FY 2013 ABE/ASE Participants by Educational Functioning Level.



**DC FY 2014 ESL Participants by Educational Functioning Level (NRS Table 4)**

Of the total number of ESL participants (n = 1,682), the largest number of participants entered in ESL Intermediate Low (n = 513) followed by the second largest number of participants who entered in ESL Beginning High (n = 390). The smallest number of ESL participants entered in ESL Beginning Literacy (n = 77).



**OSSE AFE Performance (NRS Table 4)**

NRS Measure	2013-2014 Approved Targets	2013-2014 Actual Performance	2013-2014 Target Met/Exceeded
<b>NRS Table 4</b>			
ABE Beginning Literacy	32%	33.95%	Exceeded
ABE Beginning Basic Education	33%	34.76%	Exceeded
ABE Intermediate Low	33%	37.65%	Exceeded
ABE Intermediate High	30%	25.90%	-4.1%
ASE Low	29%	21.32%	-7.68
ASE High	N/A	7.41%	N/A
ESL Beginning Literacy	51%	45.45%	-2.3%
ESL Beginning Low	62%	43.36%	-18.6%
ESL Beginning High	50%	41.79%	-8.2%
ESL Intermediate Low	38%	34.89%	-3.1%
ESL Intermediate High	36%	33.33%	-2.7%
ESL Advanced	17%	12.34%	-4.7%

**Continuous Improvement Efforts (NRS Table 4)**

The OSSE AFE met or exceeded three (3) of its eleven (11) FY 2014 annual performance targets on NRS Table 4 in the educational functioning levels of ABE Beginning Literacy, ABE Beginning Basic Education, and ABE Intermediate Low. To improve the state’s performance on NRS Table 4, the OSSE AFE will collaborate with the University of the District of Columbia, Graduate School USA, Center for Applied Linguistics (CAL) and other ESL training providers to offer professional development and technical assistance to ESL and ABE providers to help identify and address the barriers to educational progress of adult learners. Additionally, in an effort to improve the quality of instruction to adult learners, OSSE AFE is moving toward requiring that adult educators be licensed to teach in OSSE AFE funded programs.

The OSSE AFE is planning on conducting a grant competition in FY 15/ FY 16. The application scoring process will include a review of past performance and evidence of effectiveness in providing services to adult learners.

**GED**

In FY 2014, OSSE AFE continued making the DC adult education community aware of the changes to the GED and taking steps to promote the GED Closeout Campaign. OSSE AFE continues to set GED targets by using its annual performance data and analyzing GED Testing and Verification data from the last reporting period, which is Calendar Year 2013. The GED outcomes for the District of Columbia appear below.

<b>GED Credentials Awarded in the District of Columbia in 2013</b>	
Total Number of GED Candidates	2,306
Total Number of GED Credentials Awarded	1,099
District of Columbia GED Passage Rate	64%
<i>Source: 2013 Annual Statistical Report on the GED® Test, Table 1 (page 8): Target Population and GED® Test Candidates Who Tested, Completed, and Passed 2013.</i>	
<i>Note: The Annual Statistical Report on the GED® Test reports data on a calendar year period. The data above is from the period of January 1, 2013 – December 31, 2013.</i>	

**National External Diploma Program (NEDP)**

In FY 2014, the OSSE AFE continued its support of the NEDP in the District of Columbia. The OSSE AFE has been working continuously with CASAS NEDP National Office, DC Public Schools (DCPS) and the DC NEDP Advisory Committee to expand the NEDP option in the District of Columbia.

**OSSE AFE Performance (NRS Table 5)**

NRS Measure	2013-2014 Approved Targets	2013-2014 Actual Performance	Survey Response Rate
<b>NRS Table 5</b>			
Entered Employment	N/A	57%	52%
Retained Employment	N/A	94%	44%
Obtained a GED or Secondary School Diploma	N/A	92%	75%
Entered Postsecondary Education or Training	N/A	65%	40%
Entered Postsecondary Education or Training - Prior Program Year	N/A	57%	55%

**Continuous Improvement Efforts (NRS Table 5)**

In FY 2013, the U.S. Department of Education (USDE) implemented a new cohort model for the National Reporting System relative to NRS Table 5. In FY 2014, USDE did not negotiate targets with states for NRS Table 5 in an effort to continue to establish baseline data for future reporting of the core goals on NRS Table 5. One key factor that impacts the data on NRS Table 5 is the state of the economy in the District of Columbia and the low skillsets of District residents which impact their ability to obtain employment and/or enter postsecondary education. It is important to note that 95% of the DC residents receiving services in OSSE AFE programs are ABE students and as such they may not yet possess the requisite skillsets needed to enter employment and/or postsecondary education or training. This skills deficit is exacerbated by the high level of skills required by DC employers. According to a recent report from Georgetown University’s Center on Education and the Workforce, by 2020 76% of jobs in DC will require some level of post-secondary education beyond high school, which is the highest rate in the country.

To improve the state’s performance on NRS Table 5, the OSSE AFE will strengthen its relationships with its Workforce Innovation and Opportunity Act (WIOA) partners to leverage funding and resources to develop bridge programs that lead to employment. Similarly, the OSSE AFE will also focus on supporting stronger and more seamless transition relationships between adult education providers and post-secondary institutions. The OSSE AFE will continue to work with local program providers to ensure that data is reported using minimally acceptable levels of response as specified in the reporting tables (50% or higher). The OSSE AFE continues to work towards expanding the state’s capacity to conduct student follow-up activities via data matching in addition to surveying in collaboration with DOES, OSSE SLED, the Jacob France Institute and the National Student Clearinghouse.

**Professional Development/Technical Assistance/Monitoring**

The OSSE AFE based the FY 2014 professional development and technical assistance activities on the results of FY 2013 monitoring data so that the state could address the categories in which sub-grantees had earned the lowest number of points. The OSSE AFE Monitoring Tool/Self-Assessment (SA1) and (SA2), Classroom Observation Tool and Student Surveys continue to be used to assess the effectiveness of local



programs and identify the specific professional development, technical assistance, and/or resource allocation needs of local program providers. Additionally, monitoring data is used by state staff to work with local program providers to develop and implement plans for continuous improvement.

### III. Integration with Other Programs

The OSSE AFE recognizes that relationships with WIOA, formerly Workforce Investment Act (WIA) partners including DC government agencies and community based organizations are pivotal in delivering learner-centered integrated service delivery. In FY 2014, the OSSE AFE continued its efforts to collaborate with the DC Department of Employment Services (DOES), the DC Department of Human Services (DHS), Department on Disability Services/Rehabilitation Services Administration (DDS/RSA) and other partners to establish uniform intake and assessment practices and work collaboratively to support learners' academic achievement and success while engaged in workforce readiness, job training and postsecondary education transition activities.

#### Department of Employment Services (DOES)/OSSE AFE Partnership

On August 14, 2013, the Department of Employment Services (DOES) and OSSE Adult and Family Education (OSSE AFE) unit entered into a Memorandum of Understanding (MOU) in the amount of \$5.5M for FY 13 and FY 14 to meet the adult literacy, occupational literacy, digital literacy, and postsecondary education and workforce transition needs of District residents. While OSSE AFE had initially received \$5,537,250 from DOES for the FY 2013/2014 initiative, the funding was reduced by \$2,000,000 in August 2014 due to the reduction in DOES's FY14 budget pursuant to Title IX of the Fiscal Year 2015 Budget Support Act of 2014. The final budget of \$3,537,250 enabled DOES and OSSE to work together to achieve the following objectives:

- **Assessment:** District residents seeking core, intensive, and/or training services through American Job Centers (AJCs) have their educational needs assessed and are referred to the appropriate adult education providers for services.
  - **Screening:** District residents are adequately screened for learning disabilities and proper educational, training, and/or work accommodations ensuring that these customers are successful in their educational, training, and work endeavors.
- Post-Secondary Education & Training:** District residents are provided services enhancing their occupational and digital literacy, numeracy, and workforce skills so that they can earn a high school diploma or GED and transition to job training, postsecondary education, and/or employment.

On August 12, 2014, DOES and OSSE AFE agreed to exercise the first of four one-year option periods and extend the duration of the effective period of the MOU for one year (Fiscal Year (FY) 2015 - October 1, 2014 - September 30, 2015). The MOU in the amount of \$1,800,000 enables OSSE and DOES to continue to partner to achieve the objectives specified above.

#### Data Vault

OSSE AFE, in collaboration with DOES, has been working with Literacy Pro Systems, Inc., the developer of OSSE AFE's management information system – LACES (Literacy Adult Community Education System), to create a conceptual framework, work flows and mock-ups for a data vault (DV). The data vault is being designed based on a single, multi-agency (OSSE AFE, DOES, and eventually DHS and DDA/RSA) customer intake and referral process. The DV 1) Streamlines the referral of customers for assessment, LD screening, and literacy services, 2) Tracks referral of customers for assessment and services, 3) Tracks customer participation in partnership activities – Occupational Literacy, Digital Literacy, Career Essential Boot Camps etc., 4) Eliminates the need for the continuous exchange of paper documents (e.g. Referral forms, Eligibility documents); 5) Facilitates intra- and inter-agency communication within/among OSSE AFE AJC onsite and offsite providers and DOES AJC staff; Includes a notes section where threaded comments about a customer can be shared among key



stakeholders; 6) Provides accessible/viewable reports; and 7) Monitors progress in the delivery of services. Phase 1 of the DV is scheduled to be completed in January 2015.

**OSSE Representation on Workforce Development/Career Pathways Boards and Committees**

**Workforce Investment Council (WIC)**

Jesus Aguirre, State Superintendent, DC Office of the State Superintendent of Education (OSSE), and/or his designee, Dr. Antoinette Mitchell, Assistant Superintendent for Postsecondary and Career Education, serve on the District’s Workforce Investment Council (WIC). The OSSE Adult and Family Education department is a unit within the Postsecondary and Career Education Division.

**Workforce Investment Council (WIC)/American Job Center (AJC) Sub-Committee**

OSSE representatives (Dr. Antoinette Mitchell and Michelle Johnson, State Director for Adult and Family Education) attend monthly WIC AJC Sub-Committee Meetings with other key WIOA partners (Workforce Investment Council, Department of Employment Services, Department of Human Services, Department on Disability Services/Rehabilitation Services Administration, Columbia Lighthouse for the Blind, University of the District of Columbia, DC City Council Office). The sub-committee meets to strategize ways to develop a more cohesive and collaborative workforce development system in the District of Columbia.

**Career Pathways Task Force**

In October 1, 2014, Mayor Vincent C. Gray established an Adult Career Pathways Task Force to develop a city-wide strategic plan for connecting adult basic skills programs administered in the District to career pathways. Dr. Antoinette Mitchell is a member of the Task Force on behalf of OSSE. Kilin Boardman-Schroyer, Deputy Assistant Superintendent for Adult and Career Education and Michelle Johnson also attend the task force meetings. The task force is housed under the WIC, but OSSE’s Postsecondary and Career Education division is acting as a co-lead, with the WIC, on this initiative.

**IV. English Literacy/Civics (EL/C) Program**

The OSSE AFE awarded EL/Civics funds to four (4) sub-grantees (Ethiopian Community Center, the Family Place, Mary’s Center and Washington English Center) that provided services to 524 learners in FY 2014. Thirty-one percent (31.15%) of the NRS fundable learners served in FY 2014 (n=1,682) had their educational services enhanced by English Literacy (EL)/Civics activities in which learners increased their knowledge of the rights and responsibilities of U.S. citizenship and developed skills for civic participation.

Some of the EL/Civics activities provided to ESL learners are listed as follows:

<b>The Ethiopian Community Center: 35 students</b>
Students at the Ethiopian Community Center learned about the election process beginning with a notification that an elected position is available and concluding with how a winner is announced. Additionally, students learned how to get involved in a political campaign and how to volunteer to be a poll worker. Students were introduced to the major political parties in the US and learned how to fill out a voter registration form. Students were also introduced to various civic responsibilities including jury summons, paying taxes, volunteering and getting a driver’s license.
<b>The Family Place: 53 students</b>
Adult learners at the Family Place participated in various civic engagement activities in the Fiscal Year 2013-2014. The adult ESL and Spanish Literacy students and instructors attended the Annual Adult Advocacy meeting at the Wilson Building. Three adult ESL students read their essays to Councilmembers’ staff including Melanie Bates, Legislative Director for Councilmember Wells. The Adult ESL Instructor at the Family Place also created lesson plans based on CASAS competencies with an emphasis on raising students’ awareness about community resources and community engagement. Topics covered included

learning employment rights, navigating the U.S. education system and community resources such as police and fire department and library.
<b>Mary's Center Even Start: 338 students</b>
Adult students at Mary's Center learned the process of representative government through the election of their class representatives to the Student Council and by expressing their needs and their children's needs to the Council members in class meetings. Students learned to contribute to the school community by sharing leadership in decision-making and program planning. Many students participated in community meetings with the Deputy Mayor for Education and the Advisory Neighborhood Commission in support of accessing a larger facility for Mary's Center. Several students from the family literacy program and workforce development programs provided testimony on how their participation in the programs changed their lives and the lives of their children. Students advocated for access to opportunities to improve their lives through the expansion of MC's new program space. Students also wrote 145 letters to city council members, the mayor and administration officials in support of this effort.
<b>Washington English Center: 98 students</b>
Students from Washington English Center attended community services fairs each term. At service fairs 15 - 20 community services agencies provide students with information about their services. Agencies in attendance included the Department of Employment Services, Department of Consumer Regulatory Affairs, DC Homeland Security and Emergency Management, DC Office of Human Rights and the DC Police Department Latino Liaison Unit and other organizations. Additionally, students completed assignments from the Ventures Civics Book as part of the required curriculum; attended a presentation from a Department of Labor Representative about minimum wage laws; and watched President Barack Obama's announcement about his planned executive order on immigration.

**V. Secondary School Credentials and Equivalencies**

District residents currently have the option to acquire a high school diploma or GED. A high school diploma is awarded by DC Public Schools and DC Public Charter Schools. A GED credential is awarded by GED Testing and Verification in collaboration with Pearson Vue. OSSE is working in collaboration with the DC Board of Education to award a high school diploma to students who meet the requirements for competency based education programs and/or students who meet the requirements of the GED or NEDP.

**VI. Adult Education Standards**

While the District of Columbia K-12 entities have adopted the Common Core State Standards (CCSS), the OSSE AFE staff and local providers have been increasing their understanding of CCSS and the College and Career Readiness Standards (CCRS) and their implication for adult education. The OSSE AFE/UDC 2012 Conference for Adult Educators included several workshops that focused on the CCSS and CCRS. As a follow-up to the 2012 Conference, OSSE AFE, in partnership with UDC, offered a Summer Professional Development Institute from August 4<sup>th</sup> to 8<sup>th</sup>, 2014 at UDC. The theme of the PD Institute, "Promoting Teaching Effectiveness: Methods of Teaching Adult Learners," focused on the integration and implementation of the CCSS and CCRS in adult education. The institute was well attended by over 60 adult educators each day.

In FY 15, OSSE AFE will be working with UDC, Graduate School USA and other partners to develop a plan for the provision of additional PD and TA for adult educators on the CCSS/ CCRS so that the state can develop an CCSS/CCRS implementation timeline for local program providers and monitor for compliance. Currently, adult educators in OSSE AFE programs are required to integrate the Comprehensive Adult Student Assessment System (CASAS) competencies and basic skills content standards in their lessons/programs. As such, the OSSE AFE team will also be exploring the development of a crosswalk that links the CCSS/CCRS and CASAS competencies and basic skill content standards by test and test item.